

# TEXAS PEACE OFFICER JOB TASK ANALYSIS (JTA)

A STUDY OF TEXAS LAW ENFORCEMENT OFFICERS  
for the Texas Commission on Law Enforcement



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MANAGEMENT INSTITUTE OF TEXAS**



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# **FINAL REPORT ON THE JOB TASK ANALYSIS (JTA) STUDY OF LAW ENFORCEMENT OFFICERS IN TEXAS**

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## TABLE OF CONTENTS

SUMMARY OF PROJECT STEPS.....	5
EXECUTIVE SUMMARY.....	6
CHAPTER 1: INTRODUCTION AND BACKGROUND .....	7
The Texas Commission on Law Enforcement: An Overview.....	7
CHAPTER 2: REVIEW OF PRIOR PEACE OFFICER JOB TASK ANALYSES (JTAs) .....	9
Texas JTA (1997) .....	9
California JTA (2016) .....	10
Michigan JTA (2018) .....	11
Charlotte-Mecklenburg Police Department JTA (2021) .....	13
Washington State JTA (2023).....	14
Virginia JTA (2018) .....	15
CHAPTER 3: METHODOLOGY FOR CURRENT JTA .....	17
Qualitative Methods.....	17
Qualitative Analysis .....	19
How Qualitative Findings Informed the Quantitative Phase .....	20
Quantitative Methods.....	20
CHAPTER 4: QUALITATIVE RESULTS .....	25
Theme 1: Officer Safety.....	25
Theme 2: Procedural activities.....	26
Theme 3: Communication.....	30
Theme 4: Modernization.....	32
Theme 5: Mental Health .....	33
Qualitative Interpretations: Turning Insights into Numbers .....	35
CHAPTER 5: QUANTITATIVE RESULTS .....	38
Descriptive Results .....	38
Results of Officer Job Tasks .....	44
Decision Rules for Core Tasks.....	46
CHAPTER 6: CONCLUSION .....	65
APPENDICES .....	66
APPENDIX A: LIST OF PARTICIPATING AGENCIES .....	66

APPENDIX B: MEAN FREQUENCY AND CONSEQUENCES OF INADEQUATE PERFORMANCE SCORES FOR INDIVIDUAL JOB TASKS .....	68
APPENDIX C: WHEN LEARNED SCORES FOR ALL JOB TASKS.....	83
APPENDIX D: ALIGNING JOB FUNCTIONS AND JOB COMPETENCIES .....	98
APPENDIX E: INTERVIEW GUIDE – PATROL OFFICERS.....	103
APPENDIX F: INTERVIEW GUIDE – FIELD TRAINING OFFICERS/FIRST-LINE SUPERVISORS .....	104
APPENDIX G: JTA PEACE OFFICER SURVEY.....	106
APPENDIX H: JTA SUPERVISOR SURVEY.....	18181
APPENDIX I: REFERENCES .....	27777

**LIST OF TABLES & FIGURES**

TABLE 1: Focus Group Participation Summary .....	19
TABLE 2: Summary of JTA Survey Response Rates .....	24
FIGURE 1: Focus Group Thematic Summary Outlining Broader Themes (left) and Subthemes (right) .....	25
TABLE 3: Number of Newly Commissioned Peace Officers and Supervisors in Sample.....	38
TABLE 4: Newly Commissioned Peace Officers’ Primary Responsibility in the Last 12 Months .....	39
TABLE 5: Length of Time Working as a Licensed Peace Officer in Texas (Newly Commissioned Officers Only) .....	39
TABLE 6: Age of Newly Commissioned Peace Officers .....	40
TABLE 7: Gender of Newly Commissioned Peace Officers.....	40
TABLE 8: Race/Ethnicity of Newly Commissioned Peace Officers.....	40
TABLE 9: Rank/Job Title of Newly Commissioned Peace Officers .....	41
TABLE 10: Educational Attainment of Newly Commissioned Peace Officers.....	41
TABLE 11: Supervisors’ Primary Responsibility(ies) in the Last 12 Months .....	41
TABLE 12: Rank/Job Title of Officers in Supervisor Sample.....	42
TABLE 13: Length of Time Working as a Licensed Patrol Officer in Texas (Supervisors Only)	42
TABLE 14: Time Spent Serving as a Supervisor for Peace Officers in Current Agency .....	42
TABLE 15: Age of Officers in Supervisor Sample.....	43
TABLE 16: Gender of Officers in Supervisor Sample .....	43
TABLE 17: Race/Ethnicity of Officers in Supervisor Sample .....	43

TABLE 18: Educational Attainment of Officers in Supervisor Sample .....	44
TABLE 19: Job Tasks by Category.....	45
TABLE 20: Identification of Core and Non-Core Job Tasks by Category .....	47
TABLE 21: Identification of Core Job Tasks by Category .....	48
TABLE 22: Identification of Non-Core Job Tasks by Category.....	56
TABLE 23: Job Tasks Requiring Exposure or Mastery in Basic Training by Category .....	61
TABLE 24: Core Job Tasks Requiring Exposure or Mastery in Basic Academy by Category ....	62

## SUMMARY OF PROJECT STEPS

- Collaborate with TCOLE to identify JTA project goals (**August 2024**)
- Hold JTA project kick-off meeting in Austin, TX with stakeholders and law enforcement representatives (**October 2024**)
- Prepare literature review of JTAs from other jurisdictions (**November 2024**)
- Develop interview instrument for focus group and interview sessions (**November 2024**)
- Conduct focus groups and qualitative interviews with law enforcement agencies across Texas (**December 2024–May 2025**)
- Generate sample of municipal and county law enforcement agencies (**March 2025**)
- Develop survey instrument and distribution plan (**March-May 2025**)
- Send invitation to participate in JTA project to sampled agencies (**May-June 2025**)
- Publish survey on Qualtrics (**July 2025**)
- Distribute JTA surveys to participating agencies (**July 2025**)
- Monitor local participation and follow-up as necessary (**July-September 2025**)
- Analyze survey results and qualitative data (**October 2025**)
- Prepare and finalize JTA report (**November-December 2025**)

## EXECUTIVE SUMMARY

In the Summer of 2024, the Texas Commission on Law Enforcement (TCOLE) engaged the Bill Blackwood Law Enforcement Management Institute of Texas (LEMIT) at Sam Houston State University to conduct a job task analysis (JTA) of Texas peace officers. The purpose of the JTA is to obtain a comprehensive understanding of the main tasks, responsibilities, and duties of peace officers in Texas, with the intention of using the study's findings to inform TCOLE's Basic Peace Officer Course (BPOC). TCOLE last conducted a JTA in 1997 making this project essential for ensuring that TCOLE's education, curriculum, and training standards are commensurate with the demands and challenges of contemporary policing.

The JTA project resulted in two sets of findings. The first set of findings from the focus group sessions and one-on-one interviews with law enforcement agencies across the state (N=135) grouped officer job duties and responsibilities into five primary themes: 1) officer safety, 2) procedural activities, 3) communication, 4) modernization, and 5) mental health.<sup>1</sup> These themes were identified by newly commissioned peace officers, field training officers (FTOs), and first-line supervisors (FLSs) as the most frequent and critical job tasks necessary for effective job performance. The second set of findings came from web-based surveys with 136 entry-level peace officers and 276 supervisors (e.g., FTOs and FLSs). Survey participants rated 262 peace officer job tasks across a variety of categories (e.g., Patrol/Basic Law Enforcement Functions, Criminal Investigations, etc.) based on their frequency (i.e., for newly commissioned officers only) and consequences of inadequate performance (i.e., supervisors only) to determine those essential or "core tasks." Analyses revealed that of the 262 job tasks, 158 were rated as "core" and 104 as "non-core." Criminal Investigations (28 core tasks), Patrol/Basic Law Enforcement Functions (27 core tasks), and Traffic /Motor Vehicle Enforcement/Collisions/Emergency Vehicle Operation (18 core tasks) had the greatest number of core job tasks. Additionally, supervisors rated tasks according to when peace officers should learn to perform a particular task or duty. Of the 158 core tasks, supervisors identified approximately 96 of these as requiring some basic exposure to or mastery on prior to graduation from basic academy.

Furthermore, a comparison of the findings from this JTA and the Texas JTA from 1997 revealed that there is a large degree of overlap in the core tasks identified in both projects. While technological advancements, changes in the penal code, and emphasis on various issues (e.g., domestic violence crime, mental health) did emerge as core tasks in this JTA (and not in the one from 1997), many of basic peace officer tasks remained core in both studies (e.g., detain person at gunpoint, arrest suspects, secure crime scene, etc.).

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<sup>1</sup> N=denotes sample size.

## **CHAPTER 1: INTRODUCTION AND BACKGROUND**

A job task analysis (JTA) is the process of defining and measuring what one does on the job. Knowledge obtained from a JTA can assist in determining what type of training is needed, identifying the requirements of the job, and evaluating measures for effective job performance. In the context of law enforcement, a JTA is multifaceted as peace officers are expected to perform various tasks and roles that go beyond enforcing the law. Moreover, conducting a JTA of peace officers in Texas is critical as the state has experienced significant growth in its residential population and changes to its demographic characteristics. According to the U.S. Census Bureau, Texas' population increased by nearly 10 million residents between 2000 and 2022—the highest in the nation in terms of absolute growth (Wilder, 2023). The demographic profile of Texas has also changed significantly during this period, with Hispanics now outnumbering Whites and notable increases in both the Black and Asian populations in the state (Li, 2023).

Additionally, the demands and challenges of policing have shifted considerably since the last Texas peace officer JTA in 1997. Law enforcement personnel are not only tasked with confronting crime, but also, building and maintaining relationships with the community, engaging in de-escalation tactics, and addressing societal issues related to mental health, homelessness, and drug addiction. Further, technological advancements have changed both the tools available for law enforcement to address crime and the types of illicit activity that emerge from innovation. Together, these processes make it pivotal for practitioners to stay up-to-date with the emerging issues that characterize contemporary American policing.

In 2024, TCOLE contracted with the Bill Blackwood Law Enforcement Management Institute of Texas (LEMIT) at Sam Houston State University (SHSU) to perform a Job Task Analysis (JTA) of peace officers in Texas. While TCOLE regularly examines and updates its training curriculum and licensing standards for peace officers in the state, a JTA ensures that the requirements of the job align with the actual job duties and tasks by surveying law enforcement personnel who actively work in the field. The specific tasks, skills, and responsibilities that Texas peace officers are expected to perform have changed significantly since 1997, suggesting that surveying peace officers are essential for gaining a comprehensive understanding of the state of policing today. This report details the most frequent and critical job tasks that peace officers in Texas are expected to perform. The analysis from this report will be used to update TCOLE's Basic Peace Officer Curriculum (BPOC) and other training standards.

### **The Texas Commission on Law Enforcement: An Overview**

The Texas Commission on Law Enforcement (TCOLE) was established under Article 4413 by the 59<sup>th</sup> Texas Legislature in 1965. TCOLE is not a legislative body, but a regulatory agency whose mission is to “ensure that the people of Texas are served by highly trained and ethical law enforcement, corrections, and telecommunications personnel” (TCOLE, 2025). As a regulatory agency, TCOLE is charged with setting the licensing and enforcement standards of all peace officers in the state.

TCOLE is governed by a nine-member board appointed by the Office of the Texas Governor and is subject to legislative review through the Sunset Commission process. Of the nine members, three are from the general public, three are law enforcement chief executive officers, and another three are line personnel within law enforcement agencies. TCOLE currently maintains six separate divisions: 1) Licensing and Education; 2) Compliance and Standards; 3) Finance and Personnel; 4) Government and External Relations; 5) Information Technology; and 6) Legal. For the JTA project, LEMIT collaborated with TCOLE's Licensing and Education division to ensure that TCOLE's Basic Peace Officer Course (BPOC) provides licensed officers with the skills and competencies to effectively carry out their duties.

All individuals who want to serve as a peace officer in a municipal, county, or specialty agency (e.g., school district, airport agency) must first meet a set of minimum eligibility standards established by TCOLE (e.g., 21 years of age, U.S. citizen, possess a Texas driver's license). Applicants then complete the BPOC at a TCOLE-certified police academy. Current commission rules require that applicants complete a minimum of 736 hours of basic training and then pass a state licensing exam. Aside from the Texas Peace Officers and Reserve license, TCOLE also sets the standards and requirements for licenses for County Corrections Officers (Jailers), Agency Chief Administrators, Telecommunications Officers, and Retired Law Enforcement Officers. As of September 15, 2025, there were 82,254 active Peace Officer Licenses in Texas (TCOLE, n.d.).

## CHAPTER 2: REVIEW OF PRIOR PEACE OFFICER JOB TASK ANALYSES (JTAs)

The Texas JTA began with a thorough review of the 1997 Texas JTA and JTAs conducted in other states. The purpose of reviewing these JTAs is to gain insight into the most frequent and critical duties that peace officers perform. The knowledge obtained from these JTAs was also critical for designing the questionnaires for the focus groups and online surveys and the methodology for the current JTA.

The research team initiated an open-source search strategy to collect publicly available JTAs for entry-level peace officer positions conducted within the last ten years. The search resulted in five task analyses from (1) Michigan, (2) California, (3) Charlotte-Mecklenburg, (4) Washington State, and (5) Virginia. Additionally, the 1997 Texas JTA is detailed in this section to provide a comparison between the most frequent and critical job tasks identified in the prior JTA report and the current JTA. These six reports are discussed below to describe their methodological approaches and findings.<sup>2</sup>

### Texas JTA (1997)

The 1997 Texas JTA implemented a survey that included a task inventory list informed by previous JTAs and subject matter experts (SMEs). The SMEs comprised of first-line supervisors with more than five years of experience and were selected from various department types and regions of the state. The SMEs reviewed and proposed the addition of tasks during meetings hosted by the research team in the Texas cities of Austin, McAllen, Conroe, Lubbock, and Dallas.

The chief administrators of 743 Texas police departments were asked to deliver the final paper surveys to their officers. The sample included officers with 20-28 months of law enforcement experience between May 1994 and December 1994 across all Texas police agencies. The final analytic sample consisted of 1,448 police officers across 486 departments and 39 SMEs or chief administrators. On the survey, officers were asked to report the frequency with which they performed each task in the inventory and identify the equipment they used during their police duties. Additionally, first-line supervisors (including those who provided input on the task inventory), and some chief administrators were asked about *task criticality* (i.e., the consequences of inadequate performance [CIP]) on a second survey instrument. Responses from both instruments and three decision rules were used to identify core tasks.<sup>3</sup>

*Findings.* The primary objective of the task analyses is to identify the core tasks of entry-level patrol officers, as well as the core pieces of equipment they use. The primary findings of

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<sup>2</sup> The tasks and equipment mentioned in the discussion of the JTAs serve as examples from the findings of the respective studies. Readers are encouraged to review the studies for an exhaustive understanding of the task and equipment findings for each study.

<sup>3</sup> The three decision rules were as follows: 1) mean consequences of inadequate performance (CIP) greater than or equal to 3.0 [fairly serious] and frequency greater than or equal to 2.0 [few times per month to monthly]; 2) mean CIP greater than or equal to 4.0 [serious] and frequency greater than or equal to 1.0 [monthly to few times per year]; 3) mean CIP greater than or equal to 5.0 [very serious] and frequency greater than 0.0 [done during the year].

each JTA are discussed in this section. The findings of the 1997 Texas JTA indicate that 281 of the 464 tasks included in the survey were core tasks. The complete task inventory distinguished tasks based on specific duties and activities, including (1) patrol, (2) preventative patrol, (3) interpersonal communications, (4) traffic, (5) conducting investigations, (6) arrest and detention, (7) conducting searches, seizures, and collecting evidence, (8) using force, (9) communications, (10) controlling civil disorder, (11) providing emergency assistance, (12) performing in-court actions, (13) receiving and booking process, (14) planning and organizing, (15) directing and supervising, (16) inspecting and evaluating, (17) training, and (18) other. Based on these content areas, investigations, traffic, and patrol tasks comprised the majority of core tasks. A total of 35 investigation items were identified as core tasks, including taking confessions, locating witnesses to a crime, and analyzing/comparing incidents for similarity of modus operandi. Traffic tasks had the second most core tasks (N=33). Examples of these tasks include administering field sobriety tests, conducting a traffic stop, and examining abandoned vehicles. Patrol duties amounted to 30 core tasks, including describing persons to other officers, responding to rescue calls, and monitoring police communications.<sup>4</sup> The findings from this JTA also showed that 59 of the 203 pieces of equipment were most frequently used. Some of the frequently used equipment included weapons (e.g., shotgun, knife, expandable baton, semiautomatic pistol, etc.), report writing and administrative tools (e.g., citation book, clipboard, report forms, etc.), and safety precaution items (e.g., latex gloves, first aid kit, fire extinguisher, etc.).<sup>5</sup>

### **California JTA (2016)**

The California JTA project (2016) used a multi-faceted approach to investigate the most critical tasks expected of peace officers. To develop the task survey, the California research team first gathered information from previous studies and SMEs. The SMEs consisted of peace officers from diverse settings and characteristics (e.g., department type, size, geographic location, and shifts) identified by the Standards, Evaluation, and Research Bureau (SER) of the California Commission on Peace. Various agencies were contacted via phone or email in order to obtain the names of officers with less than five years of law enforcement experience. These officers were asked to serve as SMEs for the project until a representative sample was gathered.

Once this process was completed, members of the research team interviewed and/or participated in “ride-alongs” with some SMEs to understand the day-to-day tasks of law enforcement officers. This procedure resulted in an inventory of tasks that were presented to other SMEs in focus group meetings. Over the course of three focus group meetings, the participating SMEs reviewed, edited, and provided feedback about the job task list. This information was then used to create a pilot survey that was sent to officers who participated in

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<sup>4</sup> Notably, the 1997 Texas JTA report did not provide the mean CIP values or frequencies of the tasks. The tasks mentioned here are just examples of the respective core tasks. For the full list of core tasks, see Appendix C of the 1997 Texas JTA report.

<sup>5</sup> Respondents were asked to identify equipment they used on duty; however, the frequency of equipment use was not recorded. Thus, although the mentioned equipment was identified as core, the findings from the 1997 Texas JTA do not necessarily suggest they are used frequently (i.e., could have been identified as core due to a high CIP rating).

the task inventory review process and officials from the California Commission on Peace Officer Standards and Training (POST). The pilot survey included nine sections: (1) participant demographics of self, work, and practice, (2) reading and writing, (3) information sources, (4) legal references, (5) complaints and incidents, (6) equipment and transportation, (7) job junctions, (8) job competencies, and (9) task ratings. In the ninth section, officers were asked to rate each task in terms of the frequency with which they perform each task and their perception of the importance of each task.

The responses and feedback from the pilot survey were used to revise the final survey. The California JTA survey was administered electronically to officers and deputies with less than five years of law enforcement experience between August 8, 2014, and August 8, 2015. The research team used different recruitment strategies (e.g., presentations, social media, informational fliers, etc.) to encourage survey participation from agencies, officers, and deputies. Of the 13,604 officers with less than five years of experience who were invited to participate, 1,663 responded to the survey and 1,237 were included in the final analytic sample.<sup>6</sup> This sample represented 236 of 605 police agencies. A critical task index (CTI) was calculated to identify core tasks.<sup>7</sup> Tasks that failed to reach a 3.48 CTI value were eliminated.

*Findings.* Peace officers responding to the California JTA (2016) survey were asked to rate the frequency and importance of 287 policing-related tasks. Nine tasks failed to reach the 3.48 CTI threshold and were therefore omitted from the final task list. The remaining 278 tasks were divided into 13 content areas. The content area with the most critical tasks was patrol (N=72). Examples of tasks in this area include conducting active patrolling of an assigned area, searching for wanted persons, calming emotionally upset persons, and securing property. Traffic-related items made up the second largest content area (N=33) and comprised of tasks, such as securing and protecting collision scenes, conducting traffic stops, and escorting emergency vehicles. Courtroom testimony contained the fewest critical tasks with five: (1) prepare for court testimony, (2) retrieve and transport evidence to court, (3) testify in criminal cases, (4) participate in legal proceedings as a designated investigating officer, and (5) give hearsay testimony at preliminary hearings. Based on these findings and those from the other task content areas, the research team concluded that the purpose and significance of peace officer duties in California remained unchanged.

### **Michigan JTA (2018)**

The Michigan, Charlotte-Mecklenburg, Washington State, and Virginia JTAs relied on both officer and supervisor surveys. The Michigan (2018) JTA progressed in three phases: (1) refine the task inventory list from the 2006 Michigan JTA survey, (2) determine a sampling method and survey administration plan, and (3) identify core tasks and equipment commonly

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<sup>6</sup> Officers were excluded from the final sample for various reasons, such as not having completed basic training, not serving as an active peace officer, or having more than five years of experience in law enforcement.

<sup>7</sup> The following equation was used to calculate the CTI:  $CTI_i = \text{mean frequency } (F_i) * \text{mean importance } (I_i)$

used by new patrol officers. The first phase consisted of reviewing the four prior Michigan JTAs (i.e., 1979, 1996, and 2006). Tasks identified as core across all three former JTAs were classified as “historically core.” These historically core tasks were reviewed by SMEs across two facilitated meetings. Current patrol officers and supervisors identified as experts across the state served as SMEs for the project. During the first facilitated meeting, key project personnel led the discussion and asked the SMEs who were officers for their input on the 2006 JTA instrument and how suitable the tasks would be for the current inventory and equipment police officers commonly used.<sup>8</sup> The SMEs also reviewed and approved the list of historically core tasks. The second meeting was among SMEs who held supervisory positions. This group conducted a secondary review of the JTA materials. These meetings resulted in a final list of 244 tasks, 192 historically core tasks, and 99 pieces of equipment. All three of these areas were included in the officer survey, while only the task categories were included in the supervisor survey (i.e., supervisors did not address equipment-related questions).

The patrol officer survey measured the frequency of task performance, and the supervisor survey assessed their perspectives on task criticality. A stratified random sampling method was used to ensure a variety of agency types were represented in the sample. All of the police agencies in Michigan were arranged into strata based on agency type and size (e.g., large city, small sheriff department, specialty agencies, etc.). This process resulted in eight department strata, all of which were represented in the sample of 100 agencies. The surveys were sent electronically to agency coordinators in the sampled departments, who were then asked to forward the link and pertinent survey information to the incumbent patrol officers and supervisors. Responses were received from 2,196 officers and 507 supervisors.<sup>9</sup> Among the responses, core tasks were identified using a (1) composite score of the frequency and criticality scales, (2) consideration of tenure, (3) the mean frequency rating of each task, and (4) the mean CIP rating for each task.<sup>10</sup> The equipment items were distinguished as core if 50% or more of respondents reported using the item.

*Findings.* In the Michigan (2018) project, 113 tasks in the survey were identified as core, in addition to 192 tasks distinguished as “historically” core based on previous JTAs. Regarding the frequency and criticality rating of the job tasks, 16% of tasks produced a frequency rating of 3.0 or higher (i.e., performed “a few times per month”), and 39% of tasks had a 3.0 or higher criticality rating (i.e., “serious” consequences when inadequately performed). Approximately 17.4% of the core tasks were traffic-related, and 22.3% were patrol-related. The traffic tasks were divided into subcategories, including motor vehicle traffic crash investigations (e.g., determine fault in a traffic crash and search for and collect physical evidence at traffic crash

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<sup>8</sup> The Michigan JTA also gathered data on sources of information that officers routinely use to perform various duties and tasks. This information is omitted from the current review for parsimony.

<sup>9</sup> 303 officers were removed from the analytic sample because they (1) did not complete the survey, (2) had less than six months of experience as a patrol officer, or (3) because their responses suggested they were supervisors rather than patrol officers. None of the supervisor responses were removed from the database.

<sup>10</sup> Tenure was considered to determine whether frequently performed tasks by more experienced officers should be incorporated in entry-level training or in later training efforts.

scenes), OWID/OUI (e.g., administer field sobriety tests and evaluate driver's capability to operate a vehicle), traffic control and enforcement (e.g., direct pedestrian traffic and inspect driver's license), and vehicle stops (e.g., inspect for vehicle identification number and issue citations). The patrol tasks were similarly divided into five subsections: (1) interpersonal relations (e.g., give directions to citizens, mediate civil disputes, etc.), (2) juveniles (e.g., apprehend juvenile offenders, place children in protective custody, etc.), (3) patrol operations (e.g., inform dispatcher by radio of your status, provide backup assistance, etc.), (4) patrol techniques (e.g., assist stranded motorists, interview suspicious persons,), and (5) report writing (e.g., write narrative reports, prepare search warrants,).

Compared to the previous Michigan JTA conducted in 2006, the updated analysis identified 44 new tasks as core items, suggesting a change in the duties of patrol officers in Michigan. The criticality and frequency of the new core items suggest that these tasks are regularly performed and represent important duties of officers. Of all the tasks, the highest and lowest critically rated items were retaining a firearm from a suspect attempting to disarm them and issuing bicycle licenses, respectively. Regarding equipment, the Michigan JTA identified 36 of the 99 pieces of equipment as core. Some of these core equipment include technological devices (e.g., cell phones, computers, GPS, recording devices, etc.), weapons (e.g., patrol rifle and semiautomatic pistol), and personal safety precaution items (e.g., body armor, first aid kit, anti-bacterial wash, etc.).

### **Charlotte-Mecklenburg Police Department JTA (2021)**

The methods used for the Charlotte-Mecklenburg Police Department (CMPD), Washington State, and Virginia JTAs were identical, except for variations in the sampling procedures.<sup>11</sup> All three projects relied on previous JTAs to create the survey content. The officer questionnaires gauged the performance frequency of each task over the past year, and supervisors responded to survey items to measure task criticality. In addition, supervisors were asked to indicate when they believed each task should be learned using a four-point Likert scale (i.e., "When Learned" scales: 1- On the job, 2- Some Basic Academy exposure necessary, but competence is achieved on the job, 3- Competence must be achieved prior to graduation from Basic Academy, 4- In specialized training beyond Basic Academy). The CMPD JTA employed a systematic random sampling (SRS) method to collect responses from two-out-of-every-three officers by division and shift from the approximate population of 900 officers. Additionally, all patrol sergeants and division lieutenants were invited to participate in the survey due to the relatively low numbers of these personnel (N=123). The survey was conducted over two weeks in April 2021 using a secure website. The responses used in the analysis came from 19.1% of officers (N=117), 43.8% of sergeants (N=42), and 40.7% of lieutenants (N=11).

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<sup>11</sup> The Charlotte-Mecklenburg, Washington State, and Virginia JTAs were all conducted by the same company, Systems Design Group.

*Findings.* The CMPD JTA (2021) identified just over 700 policing tasks into 16 content areas.<sup>12</sup> The largest content area was *patrol/basic law enforcement functions*, comprising 118 tasks. Of these tasks, 81 met the criteria for inclusion in the basic curriculum. Examples of these tasks include using state/local/federal criminal information systems to obtain relevant information, advise crime victims of the procedures to pursue prosecution, assist special needs persons, serve as a backup officer at a scene, and recognize commonly used drug paraphernalia. *Investigations* accounted for 73 tasks, 39 of which were recommended for inclusion into the basic academy curriculum. These tasks included examining a dead body visually to identify wounds and injuries, locating and protecting possible trace evidence, collecting and packaging evidence and/or property, and recognizing and identifying instances of human trafficking. Notably, although the content areas were relatively short, all report writing (N=9) and workplace intervention (N=14) tasks were recommended for basic training. The report tasks include writing personal field notes and summarizing written statements of witnesses and complainants, while the workplace intervention tasks include intervening and preventing unreasonable force and procedural mistakes. Additionally, a list of 129 equipment items was also included in the task inventory. Of these items, 53 satisfied the decision rules of inclusion in the basic curriculum. The core equipment includes a sedan-style law enforcement cruiser, handcuffs, flashlights, illuminated traffic batons, traffic cones, body cameras, latex gloves, and crime scene tape.

### **Washington State JTA (2023)**

In the Washington State JTA, the sample was developed from a database of officers who attended basic academy training between January 1, 2017, and December 31, 2022. A stratified systematic random sampling approach was used to select officers, with the sampling procedure varying based on department type (e.g., every other officer from small municipal departments and every third officer from large sheriff's departments were sampled). Similar procedures were applied to sampling supervisors. Using this approach, 940 officers and 572 supervisors were invited to respond to the JTA questionnaires from 177 law enforcement agencies. The project received 730 total questionnaires from officers and supervisors, representing 154 law enforcement agencies.

*Findings.* The Washington State project (2023) similarly divided the task list of just over 800 items into multiple content areas. Of the 135 items included in the patrol/basic law enforcement section, 63 satisfied the decision rules to be included in the basic curriculum. These tasks include conducting a high-risk vehicle stop, using place devices to protect a crime or crash scene, comforting emotionally upset persons, and participating in searches for escaped persons. Next, 27 of the 63 items in the traffic/motor vehicle enforcement/collisions section satisfied the decision criteria. Examples of these tasks include administering a field sobriety test, issuing written warnings and citations, controlling traffic at crash scenes, and inspecting vehicles to identify equipment safety violations. Additionally, the firearms content area suggested that 17-

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<sup>12</sup> The CMPD JTA includes a 17<sup>th</sup> content area gauging physical abilities that is excluded from this review to focus on job tasks.

of-the-30 tasks should be included in the basic curriculum, including drawing a weapon to protect oneself or a third party, carrying an authorized firearm off duty, and cleaning and inspecting weapons. Last, of the 180 equipment items, 21 satisfied the threshold to be included in basic training. This equipment includes pepper spray, latex gloves, weapon cleaning tools, flashlights, a first aid kit, and body armor.

### **Virginia JTA (2018)**

The Virginia JTA also used a stratified systematic random sampling procedure to select participants from the 22,000 peace officers employed in the state's 372 law enforcement agencies. The research team identified possible units of analysis (e.g., campus and airport police, small police departments, large sheriff's offices, etc.) before determining the number of officers with less than five years of law enforcement service (N=13,355) and the number of supervisors of entry-level officers (N=1,676).<sup>13</sup> The research team drew their sample from the 200 agencies that identified supervisors within their department because they signaled a willingness to respond to the inquiry. A sampling plan similar to the Washington State JTA was used to select a sample of officers and supervisors from each department (e.g., all airport police officers and supervisors were sampled, every fourth medium sheriff's office officer was sampled, and every second large sheriff's office supervisor was sampled).<sup>14</sup> Over five weeks in 2018, officers and supervisors could access the questionnaires via a secure website. The final analytic sample included 642 patrol officers and 963 supervisors. It should be noted that the CMPD, Washington State, and Virginia JTAs employed almost identical decision rules to determine which tasks should be included in the respective curricula.<sup>15</sup>

*Findings.* The Virginia JTA (2018) tasks are divided into multiple content areas, similar to the CMPD and Washington State projects. In the patrol/basic law enforcement function content area, 61-of-the-123 tasks satisfied the decision rules for basic training inclusion. Examples of these tasks include using plain English to communicate on law enforcement radios, conducting preliminary investigations of various crimes, conducting field interviews of suspicious persons, and responding to mutual aid requests. Forty investigation-related tasks also satisfied inclusion requirements, such as interrogating suspects, writing down confessions or other statements, verifying the identity of deceased persons, and reviewing records and pictures to identify suspects. The legal issues/arrest procedures/search and seizure/warrants content area revealed that 48 of 77 tasks met the inclusion criteria. Examples of tasks in this area include reviewing the facts of a case to determine whether a case is a criminal or civil matter, conducting frisks or pat-downs, checking arrestees for outstanding warrants, and handcuffing resisting

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<sup>13</sup> The number of officers with less than five years of experience came from the Virginia Department of Criminal Justice Services (DCJS) IT resources. In contrast, 200 police agencies identified and reported the number of supervisors noted here.

<sup>14</sup> See pg. 14 of the Virginia JTA report for the full sampling plan for officers and supervisors.

<sup>15</sup> As an example, the decision rules of the Virginia JTA are if a task was performed with a mean frequency of 2.0 or higher by 60% or more of the responding officers, and if the mean consequences of inadequate performance (CIP) was 3.0 or higher as based on responses of at least 60% of the supervisors, and at least 50% of the supervisors selected a 2 or 3 on the when learned (WL) scale (Virginia, 2018).

persons. Of the 150 equipment items listed, 29 met the criteria for basic training inclusion, including evidence processing kits, alley lights on police vehicles, all-wheel drive law enforcement cruisers, semiautomatic pistols, and radio equipment.

## CHAPTER 3: METHODOLOGY FOR CURRENT JTA

After reviewing the prior JTA reports, members of the research team held a meeting with the Texas Commission on Law Enforcement (TCOLE) and stakeholder groups on October 16, 2024, in Austin, TX. The specific stakeholder groups included the Texas Police Chiefs Association (TPCA), the Sheriff's Association of Texas (SAT), Justices of the Peace and Constables Association of Texas (JPCA), Texas School Districts Police Chief's Association (TSDPCA), and the Texas Department of Public Safety (DPS). The meeting provided the research team with the opportunity to discuss the details of the Texas JTA, overview the project's timeline, and solicit any questions or concerns from attendees. Most importantly, engaging with these groups was critical for building trust and having these organizations encourage their members to participate in the JTA. From the meeting, it was determined that the JTA project would exclusively focus on the specific job duties, tasks, and responsibilities for peace officers employed in municipal and county law enforcement departments (i.e., excluding specialized law enforcement units (school district police, airport police, etc.)). The JTA would also include input from three groups of peace officers: 1) newly commissioned deputies and peace officers, 2) field training officers (FTOs), and 3) first-line supervisors.

### **Qualitative Methods**

The purpose of the qualitative approach was to (a) collect narratives about the tasks performed on a regular basis by newly commissioned officers (NCOs) and (b) mitigate the potential blind spots in identifying the scope of peace officers' duties. This was deemed appropriate given the time between the previous Texas JTA (i.e., 1997) and the current one. This JTA includes focus group meetings to gather first-hand information about the tasks newly licensed and commissioned peace officers perform on a day-to-day basis. In addition to the focus group sessions, in-depth interviews were also conducted to allow for a more comprehensive overview of officers' description of their tasks without involving peer input. We supplemented our qualitative data with both approaches (i.e., where focus groups were not feasible due to logistics or operational reasons, we relied on semi-structured interviews). In total (N=23) focus groups and (N=9) interviews were held across all three hierarchical levels between December 2024 and May 2025. In doing so, we were able to cater to a plurality of perspectives featuring voices from diverse agencies. This further allowed for methodological triangulation, which enables researchers to examine the scope of tasks performed from multiple viewpoints (i.e., newly commissioned officers and supervisors).

### Procedure

The SHSU/LEMIT research team contacted agencies in different regions across the state requesting assistance in facilitating and hosting the focus group sessions. The focus group lead then proceeded with scheduling focus groups and semi-structured interviews with agencies who agreed to participate. To allow cross-referencing from different sources, the focus groups were held with the three groups of officers: 1) newly commissioned peace officers (i.e., less than 2 years of experience), 2) field training officers (FTOs), and 3) first-line supervisors (FLSs). Each

focus group included personnel from one of the three groups, and individuals from different agencies could only participate in a single focus group. For example, a focus group of FTOs might include personnel from multiple agencies. However, if an individual qualified for more than one group (e.g., commissioned less than two years ago and FTO), they placed themselves in the group based on their personal discretion.

All members of the research team were involved in crafting interview guides for the focus groups (see Appendix D and E for the interview guides). While generally aligned, the focus group questions for the NCOs covered the most frequent and critical tasks that are performed on a regular basis. Furthermore, the officers reflected on their job readiness as they completed the Basic Peace Officer Course (BPOC) program. Responses were obtained on potential training gaps and possible avenues to bridge them. The interview guide for the FTOs and the FLSs also captured the most frequent and critical tasks performed by the NCOs. However, they were encouraged to describe the tasks NCOs are (a) best equipped to perform and (b) underprepared to perform. Reactions were obtained on the required competencies for the NCOs and the optimal time to acquire them as it pertains to the design and delivery of the BPOC.

#### Timeline:

The first round of focus groups was held in Bryan, TX on December 11<sup>th</sup> and December 16<sup>th</sup>, 2024, with entry-level peace officers (N=2), FTOs (N=5), and FLSs (N=5). In addition, in-depth interviews were conducted with an FTO and two first-line supervisors to gain further insights. In total, we engaged with (N=15) personnel at this location. To obtain additional data, the SHSU team also conducted in-depth interviews (N=3) with personnel encompassing all three categories of interest at the sheriff's office in Brazos County (TX) on December 15, 2024. The second round of focus group meetings were held on January 16-17, 2025, in McAllen, TX with two focus groups of peace officers (N=6) and (N=5), FTOs (N=7) on January 16, and first-line supervisors (N=7) on January 17. Moreover, (N=3) NCOs participated in one-to-one semi-structured interviews to further describe the scope of their job tasks. The third round of focus group meetings was held in Longview, TX on February 7, 2025, with peace officers (N=6), FTOs (N=6), and FLSs (N=8). This was followed by focus group sessions in Austin, TX on March 12, 2025, with peace officers (N=3), FTOs (N=6), and FLSs (N=6). Next focus groups occurred in El Paso, TX on April 10, 2025, with peace officers (N=4), FTOs (N=7), and FLSs (N=5). The next round of focus groups was held in Allen/Dallas, TX on April 18, 2025, with peace officers (N=5), FTOs (N=7), and FLSs (N=6). The final round of focus groups was conducted in Lubbock, TX on May 19, 2025, with peace officers (N=6), FTOs (N=6), and on May 20, 2025, with FLSs (N=6). In total, (N=135) participants engaged in our focus groups to identify the most frequent and critical tasks of newly commissioned peace officers. Additional information about the focus group sessions is tabulated in Table 1.

**TABLE 1: Focus Group Participation Summary**

<b>Location</b>	<b>Focus Groups</b>	<b>Interviews</b>	<b>Total Participants</b>
<b>Bryan</b>	2	2	15
<b>Brazos</b>	0	3	3
<b>McAllen</b>	4	3	28
<b>Longview</b>	3	0	22
<b>Austin</b>	3	0	15
<b>El Paso</b>	3	0	16
<b>Allen</b>	3	0	18
<b>Lubbock</b>	3	0	18
<b>TOTAL</b>	21	8	135

### Qualitative Analysis

All sessions were audio-recorded with the permission of the participants. These recordings were later transcribed verbatim for systematic analysis. Moreover, the lead facilitator maintained detailed notes during and after each session.

An advantage of qualitative research is the richness its datasets afford by virtue of capturing descriptions and in-depth information. To analyze our dataset, qualitative content analysis was performed to thematically identify the day-to-day tasks, duties, and responsibilities of the newly commissioned officers. Content analysis allows data to be reduced to categories, concepts, themes, ideas, and even concept maps (Weber, 1990). While the process of qualitative content analysis can take either an inductive (i.e., moving from specific observations to broad conclusions) or deductive approach (i.e., broad conclusions to specific observations), it involves three broad phases, namely *preparation*, *organization*, and *reporting* (Elo et al., 2014).

We followed the recommended practices (built on twelve methodological content analysis articles; see Elo et al., 2014) to enhance the trustworthiness of this project. The following protocols were considered as we planned, collected, managed, and analyzed our qualitative data:

1. **Preparation phase:** All members of the research team were involved in determining the best approach to data collection, including the consideration of the available resources (for planning purposes), sampling strategy (for representation purposes), and units of analysis (for cross-source triangulation reasons).
2. **Organization phase:** During this phase, the lead qualitative researcher considered categorization and abstract approaches, including the creation, interpretation, and representation of the categories and themes. All data were sorted into three broader

- segments based on the reporting sources. We then coded information from each source (i.e., FLS, FTO, and NCO). In coding transcripts, both partial (line-by-line) and holistic (larger chunk of text) approaches were employed to better understand the task narratives. Areas of convergence (i.e., agreement) and divergence (i.e., disagreement) were noted across all three reporting sources. Based on the overlapping accounts and recurring patterns, codes were further clustered into broader categories that allowed us to identify the frequent and critical tasks performed by NCOs. Specifically, these themes allowed us to identify not only the job functions (or a set of higher-level set of responsibilities pertaining to a role), but also a list of task statements based on the overall description and context of the identified tasks.
3. **Reporting phase:** During the final stage, decisions were made on how to best present the overall findings of the dataset obtained, including any similarities and disparities between different reporting sources. As noted, the qualitative findings were thematically organized and interpreted to identify (a) broader categories that encompass important tasks performed by NCOs on a regular basis; and (b) associated competencies or the set of knowledge, skills, abilities, and other attributes (KSAOs) needed to perform those tasks effectively.

### **How Qualitative Findings Informed the Quantitative Phase**

The focus groups and interviews yielded rich descriptions of the tasks NCOs perform on a regular basis. Based on these descriptions, an initial list of tasks, duties, and responsibilities was created. This list was included in the interim report, which was sent to TCOLE for feedback. After receiving feedback, the list was adjusted to more fully capture the scope of peace officers. Next, in our qualitative analysis, attention was paid to the overall work context, along with any challenges encountered by job incumbents in relation to their job readiness. Accounts from all three sources (i.e., NCOs, FLSs, and FTOs) were reviewed for both similarities and disparities in the job expectations of NCOs as they pertain to their overall job readiness. The findings were presented as broad categories, which served as a precursor to the task list generated for the quantitative phase.

Furthermore, based on the identified categories, a set of job functions were also identified by the research team. Moreover, competencies noted qualitatively were further compared to the list of core tasks identified quantitatively. This enabled us to craft a list of competencies required by NCOs to effectively perform their job.

### **Quantitative Methods**

#### *Survey Development*

An important component of the JTA involved developing an online questionnaire that would be distributed to all newly commissioned officers, field-training officers (FTOs), and first-line supervisors (FLSs) in the sampled agencies. Construction of the survey began by reviewing the list of questionnaires used in prior JTAs. In reviewing these surveys, the research team

reconstructed many items so that the questions were clearer, specified all acronyms (e.g., LEIN = Law Enforcement Information Network), focused on only one topic or issue per question, and used more humanizing and direct language. Additionally, many questions were revised or omitted to eliminate any redundancy and shorten the length of the survey. The research team also relied on the results from the focus groups to inform the questionnaire.

After making these changes, a pilot survey was sent to TCOLE for review in April of 2025. This process resulted in adding questions to the survey that centered on de-escalation tactics, officer wellness and health, community relationships, and an open-ended question for respondents to emphasize any important job tasks that were not captured in the questionnaire. In addition, in May of 2025, the research team hosted a luncheon for the purpose of reviewing the survey question-by-question to ensure that all listed job tasks were clear, as short as possible, and necessary for inclusion in the survey. In July of 2025, TCOLE granted final approval for the JTA survey. In total, two surveys were created—one for peace officers with less than 2 years of experience or since graduating from the academy, and a supervisor survey for FTOs and FLSs. Both surveys evaluated the same job tasks and skills, with the exception that the Peace Officer Survey rated tasks according to how frequently (FREQ) they were performed (i.e., over the past 12 months), while the Supervisor Survey asked respondents to rate the consequences of inadequate performance (CIP) and when the specific job skill should be learned (or when learned) (e.g., prior to graduating from the academy, on the job, etc.). In total, 262 job tasks were evaluated by newly commissioned officers and supervisors. As noted above, these job tasks were developed by reviewing questionnaires from prior peace officer JTAs, deliberation from the research team, feedback from TCOLE, and preliminary findings from the focus groups and interviews.

Entry-level peace officers rated job tasks according to their frequency (FREQ):

<b>FREQUENCY SCALE (FREQ)</b>				
How often have you performed this task during the past 12 months (or less, if not employed for 12 months as a peace officer)?				
1	2	3	4	5
Have <b>NOT</b> done this in the past 12 months	A few times per year	A few times per month	A few times per week	Daily

Supervisors responded to the consequences of inadequate performance (CIP) and the when learned (WL) scales:

<b>CONSEQUENCES OF INADEQUATE PERFORMANCE SCALE (CIP)</b>
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How serious are the consequences, if any, for peace officers who fail to perform a task correctly?				
1	2	3	4	5
No Consequences	Minimal Consequences	Moderate Consequences	Serious Consequences	Disastrous Consequences

<b>WHEN LEARNED SCALE (WL)</b>			
When should this task be learned and competency achieved?			
1	2	3	4
On the job	Some Basic Academy exposure necessary	Competency must be achieved prior to graduation from Basic Academy	In specialized training beyond Basic Academy

Sampling Approach

Texas has approximately 2,800 law enforcement agencies. These agencies vary substantially in terms of their size, geographic location, culture, organizational rules and procedures, the communities they represent, and possibly, the day-to-day duties of officers. Thus, to gain a comprehensive understanding of the core tasks newly licensed and commissioned peace officers are expected to perform on the job, it is imperative to obtain a sample that is representative of law enforcement agencies in the state.

To achieve this task, the study relied on a sampling method known as stratified random sampling, which was also used in prior JTAs documented in this report (e.g., Michigan JTA). Stratified random sampling involves separating the population into subgroups or “strata” that are important to the study and randomly sampling from each subgroup. While random sampling alone is sufficient for achieving representativeness, stratified random sampling enhances the sample’s representativeness with respect to the strata. For this study, law enforcement agencies were divided into subgroups according to their size and type (i.e., municipal or county sheriff). As identified above, only municipal and county sheriff’s departments were included in the sampling frame. After setting these parameters, the research team obtained law enforcement data from TCOLE in January of 2025 and separated the population into the following strata:

- large municipal police departments (40+ officers)
- medium municipal police departments (11-39 officers)
- small municipal police departments (1-10 officers)
- large county sheriff departments (20+ officers)

- small county sheriff departments (1-19 officers)

After placing all law enforcement agencies into distinct strata, the research team randomly selected approximately 15% of the population within each stratification to include in the sample. Since most Texas police agencies have fewer than 20 police officers, there were more small municipal police and sheriff departments in the sample. In total, 157 law enforcement agencies were randomly selected: 16 large municipal police departments, 44 medium municipal police departments, 60 small municipal police departments, 18 large county sheriff departments, and 19 small county sheriff departments.

In addition to these strata, the research team also selected one municipal, county sheriff's office, and constable's office from one of Texas' five largest cities. The specific agencies that were selected to participate in the current JTA were the Houston Police Department, the Tarrant County Sheriff's Office, and the Travis County Constable's Office, Precinct 5. These three departments were included with the random sample selected above for a total sample of 160 Texas law enforcement agencies.

Once the sample was selected, a member of the research team contacted each agency between May and June of 2025 via email inviting them to participate in the survey. For those agencies that agreed to participate, two options were provided for soliciting responses to the survey. The first option was for agencies to send the research team a list containing the names and email addresses of all newly licensed and commissioned officers (i.e., less than 2 years of experience), field training officers, and first-line supervisors. The second option was for the research team to send agencies an email with the survey links, which they then distributed to their officers that fit one of the three criteria. The latter choice was often the preferred method among law enforcement agencies because they expressed that their officers were more likely to open emails sent from an internal email address. Both the Peace Officer and Supervisor Surveys were delivered online via Qualtrics (<https://www.qualtrics.com/>). Additionally, multiple follow-up emails and phone calls were made to ensure that a sufficient number of responses were received from the agencies in the sample.

#### JTA Survey Response Rates

Overall, a little less than half (45%) of all law enforcement agencies participated in the JTA survey. Among the newly commissioned officer pool, approximately 236 individuals received the survey. Of these, 26 were never returned, 52 were omitted because respondents reported serving as a peace officer for more than 2 years, and another 22 surveys were excluded because they were incomplete. The final response rate for the Peace Officer Survey was 58% (136 out of 236 surveys completed). For the JTA Supervisor Survey, 98 were never returned, 125 were incomplete, and 9 were omitted because respondents indicated that they did not spend any time "officially supervising patrol officers." The response rate for the Supervisor Survey was 54% or 276 out of 508 surveys completed.

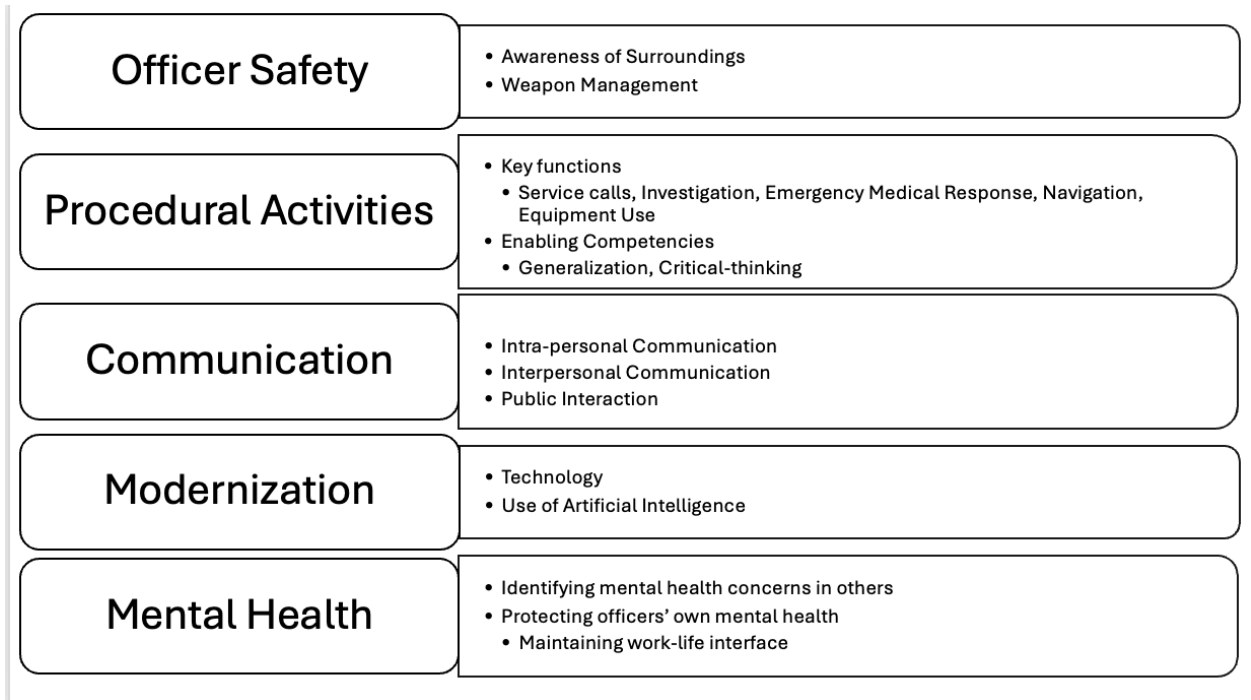
**TABLE 2: Summary of JTA Survey Response Rates**

<b>Respondent Activity</b>	<b>Number of Peace Officers</b>	<b>Number of Supervisors</b>
Contacted	236	508
Responded	210	410
Complete (Usable Surveys)	136	276

## CHAPTER 4: QUALITATIVE RESULTS

This section presents the qualitative findings from the focus groups and semi-structured interviews. When integrating the accounts from the three distinct groups of peace officers namely: newly commissioned officers (NCOs), field training officers (FTOs), and first-line supervisors (FLSs), five broader themes were identified (see Figure 1 for an overview). These themes delineate the broader scope of peace officers’ roles and responsibilities, with meaningful implications for how the BPOC contributes to their job preparedness.

**FIGURE 1: Focus Group Thematic Summary Outlining Broader Themes (left) and Subthemes (right)**



Below, we present our broader themes along with their corresponding subthemes in a systematic manner.

### **Theme 1: Officer Safety**

Officer safety emerged as a dominant theme in identifying officers’ day-to-day duties and work requirements. In this respect, two major subthemes were identified (*awareness of surroundings* and *weapon management*) and outlined below:

**A. Awareness of Surroundings** emerged as an important subtheme in maintaining officer safety. For example, a group of FLSs mentioned:

*“We expect them to provide superior police services [and] to be safe.” – FLS*

Similarly, in another focus group, an FTO outlines an important expectation as it pertains to daily tasks:

*“[...] learning to be able to do those things [frequent and critical tasks] safely.” - FTO*

This was further echoed in an NCO’s response to some of the most important tasks performed on daily basis in the excerpt below:

*“Knowing your surroundings. Don't trust anyone, for sure.” - NCO*

**B. Weapon Management** also surfaced as an important aspect of officer training as indicated by an FLS’ account:

*“[...] being proficient in the different types of firearms and knowing how to utilize them, knowing how to make them safe by clearing them, or just knowing how to safely handle all different kinds of firearms to a certain capacity.” – FLS*

Officer safety was further emphasized by a group of FTOs that alluded to

*“[...] regular training that goes on with firearms.” - FTO*

Lastly, a group of NCOs confirmed the importance of safe weapon management in the excerpt:

*“Let's say you are training with your equipment like firearms training, keeping up-to-date with that because it's a career.”- NCO*

**Theme 2: Procedural Activities** predominantly pivoted the discussion around identifying the routine tasks performed by the NCOs.

For example, an FLS shared the scope of procedural activities for the NCOs. *“Listening to the radio, driving safely, officer safety, customer service [...] documentation skills, managing your time.” - FLS*

Similarly, an FTO reports:

*“[...] a lot of the traffic code and penal code. There are primary things that we do on an everyday basis that we just understand and know are violations. It's good that officers know other violations that we don't normally deal with, especially with traffic code [...] But it's good to have a well-rounded understanding about it all.” – FTO*

The routine activities were further discussed by an NCO:

*“You need to be able to drive your car, talk on the radio, look at your map on the MCT, figure out where you're going. That's multitasking, without getting into a car crash.” - NCO*

These procedural activities were further categorized under key functions (or essential tasks, duties, and responsibilities designed to fulfill the basic purpose of the job) and enabling (or supporting functions needed to perform effectively) competencies. Given the breadth of these activities, it is neither feasible nor recommended to include all the relevant quotes from multiple sources on each identified category. Below, we present some representative quotes for each subtheme.

## A. Key Functions

- a. **Service Calls** were identified as an essential function ranging in scope from motor vehicle accidents to death investigations to dealing with juveniles. This subcategory encompassed a diverse range of activities performed by NCOs on a regular basis. For example, an FLS reports some more common activities in the excerpt below:

*“For me, most of my calls are with either mental [health] consumers or juveniles.” – FLS*

Similarly, an FTO outlines a set of key functions:

*“Calls for service, of course, which would be primary, probably, especially in the day shift, would be accidents, vehicle accidents. Another part of the service is disturbances, death reports. And on the proactive side, the majority of those tasks would be traffic stops and person stops, people walking down the road, stuff like that.” – FTO*

Lastly, an NCO describes his or her routine service calls below:

*“We deal with juveniles a lot. Just petty theft! Runaways. Juveniles are a big thing, and they don't get punished for their actions like very crazily, which, I mean I look at it as a double-edged sword.” - NCO*

- b. **Investigation** and its enforcement represented another dominant key function for the NCOs to meet their performance indicators. For example, an NCO shares his experience with taking initiative in investigating in the excerpt below:

*“I'm at a stop with somebody, another vehicle passes by, windows down, smells like marijuana. And it's like, you're speaking to them, you smell it, this or that, and they're like, ‘Hey man, yeah that car's always passing by.’ Right? It's always passing by. So, you just try to go, you go make that stop and see what you can get out of it” – NCO*

This was further reinforced by an FTO, who describes:

*“I think the biggest thing is to be able to identify crime and conduct a thorough investigation.” - FTO*

While considering essential duties, an FLS noted NCOs' insufficient preparation for certain investigative tasks as represented in the quote below:

*“[...] there's a lot of times they come to the scene, and they can't really tell whether it's a car crash or like a domestic. They can't know what a certain clue is [...], determine actually what happened versus what people are saying” – FLS*

- c. **Emergency Medical Response** also emerged as an important key function for the NCOs to perform their job effectively.

For example, an FTO shared the need for acquiring these skills:

*“Lifesaving stuff like a tourniquet - something as simple as a tourniquet that officers must master early on.” - FTO*

Interestingly, these skills were further identified as a deficiency by an FLS:

*“[...] they freeze up and don't know either what to do, whether it'd be apply first-aid, if you're at a house, whatever. And then when they get to that point, they don't know how to do that effectively and properly.” - FLS*

The sentiment was further echoed in the task narratives of the NCOs as outlined below:

*“You don't need to know every minor thing, but just basic of like how to apply a bandage or a tourniquet like all of us, most of us are wearing our belts.”-NCO*

- d. Navigation** was another key function identified by all three categories of personnel. Accounts varied from general sense of direction to being able to navigate without technological assistance (i.e., GPS).

For example, an FLS outlines the criticality of navigation for NCOs in the excerpt below:

*“Hey, you know what? Your partner is getting into a struggle [...] every second counts, right? So, you take five, ten seconds to look it up on your GPS. All right, now you have to set up your phone. That's the time your partner has that he's fighting for his life, right? So, it helps knowing how [...] I can get there [...] without spending those precious seconds looking for it.” - FLS*

Similarly, an FTO emphasized the importance of effective navigation:

*“Obviously, when you first get them [the NCOs] out on the road, [...] at least with our agency, we don't allow them to use Google Maps. It's, you have to learn it first.” – FTO*

Interestingly, navigation was also identified as a deficiency by some FTOs as indicated in the excerpt below:

*“I mean with some of my recent trainees, just even cardinal directions, like they don't know the north, south, east, west.”*

This was further confirmed by NCOs as they described:

*“[...] cardinal directions, like knowing your sense of direction. I mean I'm sure all of us have [equipment] with GPS on it. So, I worked a beat that wasn't my normal beat, yesterday. I had no clue where the streets were because I'm literally on the opposite side of town.”- NCO*

- e. Equipment Use** was also identified as a significant key function at all three levels. For example:

*“[...] having a basic working knowledge, and I think we've already hit on it, but how a computer works, how a camera works, paying attention to the fact that your cameras*

*are still on, or they're off, knowing how your vehicle works, knowing how your equipment works, how your routine tools work.” – FLS*

This was further reinforced by a group of FTOs in the excerpt below:

*“Understanding the function of different equipment that is used from, you know, the report systems [to] everything else.” – FTO*

Property and efficient use of equipment was also echoed by NCOs:

*“You gotta know how your equipment works. You gotta know how to use your weapon equipment. You gotta know how to use, [...] and when to use your baton, if you're ever going to use it.” – NCO*

## **B. Enabling Competencies**

- a. Generalization** was noted as an important competency by all three categories of personnel. This subtheme refers to NCOs ability to apply knowledge learned to real-life situations through transfer, pattern identification, and retention.

For example, an NCO describes:

*“There's a lot you have to do on your own, outside of what you're being taught even with FTOs.” - NCO*

This point was further confirmed by a group of FLSs and FTOs:

*“New officers need to be able to not only apply the knowledge like you said earlier, but to retain it. That's a big competency, I think, for new guys here.” – FLS*

*“I mentioned, being able to understand penal code, code of criminal procedure, it's one thing knowing it, but it's another thing being able to interpret it and apply it.” – FTO*

- b. Critical thinking** or “knowing the why” was identified as another important competency for the NCOs.

For example, several FLSs and FTOs described the need for officers to understand why they do what they are asked to do. Specifically, an FTO mentions:

*“Obviously you know that you could arrest but [that] doesn't necessarily mean you should arrest.” -FTO*

Similarly, an FLS reports:

*“[...] critical thinking in general is very important” - FLS*

Finally, an NCO shares the sentiment in the excerpt:

*“I think critical thinking is a big part as well. You got to be able to think on your feet.” - NCO*

**Theme 3: Communication** at multiple levels and through different channels was identified as an important task and competency from all three sources of information. For example, several FTOs and FLSs indicated the need for “*knowing how to communicate with people*” and “*human interaction*” as an important element of the required job for the officers.

Below, we present different forms of communication that emerged within our data along with the representative quotes.

**A. Intra-personal Communication** entailed a cluster of codes ranging from task significance to style of policing to elucidate the following subthemes:

**a. Scope of the job** outlines how peace officers’ job impacts others in terms of responsibilities and significance. This is illustrated in a quote below:

*“Everything that we do is important. Not just the badass narcotic stuff...everybody wants to do that. But if the old lady is having a rough day, or lost her stuff, or having some mental issues, like that's a crisis to her, and that's still our job at the end of the day to operate you know at an elite level for her.”* – FLS

Similarly, an FTO presses the need for NCOs to grasp the significance of their tasks in the excerpt below:

*“Maybe the realization of major, certain major calls where you're going to see certain [more serious] things that it is going to happen at one point in your career. Maybe just realizing that that is part of the job.”* – FTO

Lastly, an NCO reflects on the importance of developing their own policing style in the quote below:

*“Finding out your style of policing. If you are blockaded, barricaded from doing that, maybe some of the more senior officers are taking control of your calls. You're unable to fully develop your style of policing and that can be detrimental to your future.”* – NCO

**b. Emotional regulation** or the ability to effectively process emotions internally before reacting and remaining calm in volatile situations also surfaced as an important subtheme.

For example, an NCO states:

*“I found coming out onto the street being the hardest thing was to slow myself down in the heat of the moment.”* - NCO

This was further reinforced by an FLS:

*“Know your powers, what you can and can't do.”* - FLS

Similarly, an FTO pressed the importance of emotional regulation in the excerpt below:

*“We have got guys that could talk themselves out of the fight with a rabid dog. Then we have guys, who can talk themselves into a fight with a wet mop. It blows my mind.” – FTO*

**B. *Interpersonal Communication*** captures the interactions with the organizational personnel in verbal and written manner. Subthemes identified were:

**a. *Workplace communication*** emerged as an important subtheme at all three levels. For example, an FTO mentions:

*“There's definitely a gap at least generationally speaking in communication abilities.”- FTO*

This was further confirmed by an FLS, who states:

*“They can text you all day long or even calling on the phone, but as soon as it talking in person. It, it goes out the window and they're not making a whole lot of sense.” – FLS*

Although the officers did not acknowledge communication as a shortcoming, they identified it as a task necessary to perform their job as outlined in the excerpt below:

*“Our shifts aren't like you work with the same people every day. So, everybody's kind of split up and you have to make sure that the people you're on shift with and that are on that scene, are working towards the same goal as you [...] sometimes we work with different agencies that are within the county.” -NCO*

**b. *Report-writing*** while considered essential, was also identified as a major deficiency among the NCOs. For illustration, consider:

*“I don't know about other departments, but when we take statements from victims, we're still handwriting it. So, when they can't grasp what they're trying to explain to them and put it on paper, it can become a problem especially once it gets to investigations.” – FTO*

This was further echoed by FLS, who reported:

*“Just for like a day-to-day task, learning how to articulate yourself in an everyday report, like describing what actually happened in there. Feel like a lot of guys need like extra help with that. [...] Literally just talking about what happened in the report and making it chronological of the facts in there.” - FLS*

Finally, the officers acknowledged their limitations in report-writing while attributing it to insufficient training as outlined in the quote below:

*“I think with the report writing, having areas that you're supposed to hit with every report, 'cause we don't get a lot of training up here on it” – NCO*

- c. **Public Interaction** was reported as an important subtheme encompassing a wide range of activities ranging from public speaking to active listening and reading body cues. For example, an FTO mentions:

*“What they probably have to do more frequently than anything is communicate effectively with the public in general.”- FTO*

Similarly, a first-line supervisor describes:

*“I know it all deals with communication, but they need to know how to speak to a crowd.” – FLS*

Another first-line supervisor notes the importance of reading body language:

*“Reading body language is definitely important.” – FLS*

This was further confirmed by an NCO, who described the importance of “verbal deescalation” when interacting with the public in the statement below:

*“I had an incident yesterday. It went from way up to, you know, wanting to threaten, kill and all this kind of stuff...and you just make communication and now everybody is happy and go home. So that was the deescalation part of the communication.” – NCO*

Another NCO notes the importance of good listening skills while communicating with individuals:

*“Basically, just listening to them. Give them somebody to talk to and it fixes the whole problem.”- NCO*

**Theme 4: Modernization** was another prevalent theme that emerged at all three levels. The theme was a contemporary approach to the required actions (e.g., in active shooting situations, stop the shooting and dying concurrently; ALERRT training) and methods to accomplish them (e.g., use of technology, social media; artificial intelligence (AI), etc.).

- A. **Technology** used to leverage learning and other aspects of officer job duties was another prevalent theme. For example, a FLS mentions:

*“ALERRT is based out of San Marcos. It's the active shooter training, but now they have spearheaded the standards for active shooter training.” – FLS*

Similarly, a group of FTOs cautioned the balanced and responsible use of social media in the excerpt below:

*“If you have a dull ax, it's not any good, but if you keep it sharp, it works for you very well, but the same thing with social media, if you use it for what it should be used for and it's a good thing. [...] but all in all, if it's all consuming, that is a real problem for some officers and that's just a fact of life.” - FTO*

**B. Use of Artificial Intelligence** was also another subtheme that elucidated the modernization of police services. The excerpt below captures a first-line supervisor’s account:

*“There's a lot of people who we've seen use AI sources either to find knowledge. [...]at least they are using resources and finding answers to things, to write reports, or having to handle certain things and it's a great resource to use and it's very valuable, especially cameras like FLOCK or VIGILANT or things like that.” – FLS*

This was further echoed in a NCOs account:

*“You can tell chat GPT to write you a warrant, give it the information that you need, and it'll write you a warrant.” - NCO*

Overall, the cross-source responses from three categories converged to identify the relevance and utility of modern practices in organizational learning and performing day-to-day tasks.

**Theme 5: Mental Health** surfaced as a key theme in the JTA, highlighting the importance of stress management, resilience, and balancing work-life demands within peace officers’ roles.

The essence of this theme is captured in the quote below:

*“We're talking about dealing with people who have a mental health problem or an officer who's having a mental health crisis [...] if you're an officer and you're having an alcohol problem, wife beating problem, husband beating problem, whatever the case may be, drug problems, sexual addiction problem, whatever. How are you going to get an officer come self-admit and they know it's probably going to cost them their job, their livelihood and their career?” – FTO*

Therefore, when approaching mental health, officers are required to:

**A. Identify mental health concerns** in others was noted as an important subtheme as indicated in in the account of an FLS:

*“[...] most of my calls are with either mental consumers or juveniles [...] it's not a lot of juveniles that they cover, and that's a big part [...] and it's very difficult trying to communicate with the juvenile and with mental consumers.” – FLS*

Mental health concerns and calls was further echoed by an FTO:

*“That could be good if we could add a deeper focus on the mental health code.”  
– FTO*

Similarly, an NCO shares details on the significance of identifying potential mental health concern:

*“Sometimes somebody could just be having a bad day, and then other times, it's like there's a condition, an illness that we are just not aware of that we just don't know. So*

*yeah, whenever we have the resource available, we call our mental health officer.” - NCO*

**B. *Protect officers’ own mental health*** was another important subtheme in this category.

For example, an FLS notes:

*“[...] knowing your limitations and knowing when to ask for help because everybody in here every officer has a trigger” – FLS*

This was further reinforced by a group of FTOs as an FTO described the importance of stress management:

*“I always tell them the physical exhaustion is easy to deal with...but the mental exhaustion is going to get you.” - FTO*

On the other hand, an NCO shares their dissatisfaction in the excerpt below:

*“I feel like mental health is pushed like people are encouraged to seek help therapy, whatever. But in the reality of it, I think it's extremely brushed off. I think we see horrendous things on a daily basis. [...] if somebody has an actual feeling, I feel that people are more criticized and all like “man-up” or get over it. And I don't think mental health is taken as seriously as it should be.” – NCO*

**a. *Maintaining work-life interface*** also surfaced as an important subtheme in managing the mental health of new officers. See sample quotes from all three levels below:

*“Maybe they have just moved from a different state, maybe they have a new baby on the way. That's not uncommon with some of these new guys. You don't have to be their best friend or know all the details of their life, but I always tell my trainees your family comes first. So, if something comes up, you want to call your wife every night and FaceTime your kiddo or whatever, please do that.” – FLS*

*“I think another thing that we have a lot of trouble with at times is their family life, bringing that to work or not being able to turn off what's going on at home. I think that's something that needs to, I guess, be spoken more about, maybe in the academy, so they know what they're getting into.” – FTO*

*The time that officers do have away from their full-time job, sometimes they're doing off-duty [work], that's like they're just always working. And then they come to work and you can tell that they're tired, they don't want to be proactive, they're lacking in some areas and it's like, you know, officers have to maintain their own health, maintain their knowledge with the books. – NCO*

## Qualitative Interpretations: Turning Insights into Numbers

The qualitative analysis identified broader categories entailing tasks and skill sets needed for NCOs to effectively perform their job. Accounts from all categories converged to identify and list the routine activities of Texas peace officers. Below, we present the interpretations of our qualitative findings and how they were used in the quantitative phase.

**Officer safety** entailing higher awareness of the surroundings, as well as the safe use of weapons, was a consistent pattern across locations and at multiple levels. This theme was broadly captured in Section F (Firearms) and under specific tasks in the quantitative surveys (e.g., Task #20 – “Maintain a state of hyper vigilance (acute sensory awareness) for self and other officers on scene).

Next, under **procedural activities**, a range of tasks were identified as officers’ routine activities. We classified these activities into (A) key functions and (B) enabling competencies. While the specifics fluctuated with the location and demographics served, a majority of the identified key functions were categorized under (i) addressing service calls, (ii) investigation, (iii) emergency medical response; (iv) navigation and (v) equipment use. In particular, addressing service calls encompassed a diverse range of community interaction, problem-solving, and addressing non-criminal issues including interactions with juveniles. A number of personnel identified juvenile interaction as a duty that was relatively underexplored during their training. Importantly, however, a number of juvenile-related tasks (e.g., Tasks # 38-40, 183) were rated as non-core on the quantitative surveys. For effective investigations, personnel reflected on gathering information, analyzing evidence, and potentially solving criminal issues. Accounts from various categories converged to elucidate the need for a reasonable sense of *direction* and geographic awareness (see Task #27 – “Use geographical knowledge (i.e., familiarity) of an area rather than global positioning systems (GPS) to patrol” on survey). All categories reinforced the need to deliver basic emergency *medical assistance*. This is deemed essential as various accounts described the criticality associated with first-aid and emergency assistance, which was included as a dedicated category in our quantitative phase, Section J (First-Aid and Emergency). While the description of the *equipment* varied, multiple categories maintained the need for understanding proper equipment use.

For **enabling competencies**, the need to apply and *generalize* the knowledge learned to evolving situations consistently emerged across all three categories of officers. *Critical thinking* was identified as another important competency in knowledge generalization. The takeaways of this theme were translated into Sections A (Basic Law Enforcement Functions), B (Criminal Investigations), C (Legal Issues/Arrest Procedures) D (Traffic/Motor Vehicle Enforcement), G (Tactical Operations) and H (Booking and Handling procedures) of the quantitative surveys.

**Communication** was another multi-faceted theme identified in our analysis. We categorized this theme into: *intrapersonal*, *interpersonal*, and *public interactions*. Within intrapersonal subtheme, some divergence was noted where each category of respondents shared a unique interpretation of the scope of the policing job. However, such variation is often expected

within intra-personal communication based on the lived experiences and respondents' overall view of world. In particular, FLSs and FTOs noted the significance of critical and advance tactical response activities, they also outlined the need for understanding the more common tasks such as community policing and paperwork (e.g., report-writing). The NCOs, on the other hand, articulated the need for finding their own policing style to thrive independently. Evidence for *emotional regulation* as an important precursor to decision-making in dynamic situations was also noted in multiple accounts.

Within *interpersonal communication*, the need for coordination and collaboration through effective communication across departments and agencies was also identified as an important subtheme. Effective report writing or accurate documentation, note-taking, record-keeping and other relevant activities were deemed essential for NCOs job. In general, there was a consensus on report-writing being a deficiency within NCOs. Therefore, to examine these skills in relation to the BPOC, we exclusively focused on report-writing as a job function in Section I (Report Writing) whereas other aspects of communication were identified as supporting components.

*Public interaction* was also deemed as integral for maintaining public trust and ensuring community safety. Peace officers should be prepared for face-to-face engagement to enhance their overall visibility and to foster positive relationships. An important component of public interaction is demonstrating *cultural sensitivity* to not only strengthen the community policing practices, but also to enhance collaboration and teamwork when working with personnel representing different backgrounds. Verbal de-escalation was another important task officers should master to maintain order and control dynamic situations without resorting to force. Transparent communication skills are needed not only for effectively disseminating information, but also to build rapport with internal and external stakeholders. Skills such as active listening and reading body (non-verbal) cues are important as it was noted during the focus groups that developing such skill sets require both exposure and experience over time. The findings were translated into Section E (Public Relations) in the survey portion of the JTA.

Next, under *modernization*, a range of policing activities were considered in relation to contemporary trends. Identified subthemes included the use of technology in training and reporting activities. Other examples were noted in the ethical use of social media and Artificial Intelligence (AI) to perform work duties. Some reservations were expressed in relation to over-reliance on technology. Findings from this theme were disseminated throughout our surveys (e.g., Section B, Criminal Investigations; and Section I, Report Writing).

*Mental health* as a dominant theme illuminates the taxing job demands of NCOs as they pertain to others and themselves. Specifically, we identified two subthemes namely, (i) identifying potential mental health issues in others; and (ii) protecting one's own mental health and in doing so, maintaining a *healthy work-life interface*. With increased awareness of mental health concerns along with its prevalence within societies, we included the takeaways of this theme as a dedicated category, Section K (Physical Skills and Mental Health) in our quantitative

phase. As for identifying persons with mental health disorders, the items were included in Sections E (Public Relations) and H (Booking and Handling Procedures) in the surveys.

## CHAPTER 5: QUANTITATIVE RESULTS

### Descriptive Results

This section provides a brief description of the newly commissioned peace officers and supervisors (i.e., field training officers (FTOs) and first-line supervisors (FLSs)) in the survey sample. Most respondents to JTA surveys came from large and medium municipal departments, with a disproportionately lesser share coming from small sheriffs' offices. Tables 3-10 provide additional demographic and work details for the entry-level patrol officers in the sample, while Tables 11-18 provide similar information for the supervisors in the JTA study. Below is a summary of the main descriptive findings for each subgroup of peace officers.

**TABLE 3: Number of Newly Commissioned Peace Officers and Supervisors in Sample**

Agency Type	Peace Officers	Supervisors
Large City/Village/Township	49	123
Large Sheriff Department	30	36
Medium City/Village/Township	33	86
Small City/Village/Township	17	21
Small Sheriff Department	5	5
Not Reported	2	5
<b>Total</b>	<b>136</b>	<b>276</b>

#### Newly Commissioned Peace Officer Sample

- The majority of entry-level peace officers reported that their primary responsibility over the past 12 months consisted of patrol (88%) or other (10%). Of the 13 entry-level peace officers who selected “other,” most entry-level peace officers (7 total) reported serving as a courtroom deputy or bailiff.
- Most newly commissioned peace officers had less than one year of experience (75%) and were male (84%).
- Most respondents identified as either White/Caucasian (54%) or Hispanic/Latino (26%), and nearly half (47%) reported their age group to be between 25-34 years old.
- Nearly all entry-level peace officers identified patrol officer (75%) or deputy (23%) as their current rank, and most reported their highest level of education to be high school degree or GED (52%), followed by bachelor’s degree (25%), and associate’s degree (20%).

Supervisor Sample

- Most supervisors in the sample identified their current rank as sergeant (53%) and primary responsibility as patrol (70%), and more than 9-out-10 supervisors were male (91%).
- Over half of supervisors reported serving as a licensed peace officer in Texas for more than 10 years (63%), and the modal age group was 35-44 years old.
- Nearly 70% of supervisors identified as White or Caucasian, and the highest level of education reported by this group was high school degree or GED (44%), followed by bachelor’s degree (36%), and associate’s degree (13%).

**TABLE 4: Newly Commissioned Peace Officers’ Primary Responsibility in the Last 12 Months**

<b>Primary Responsibility(ies)</b>	<b>N</b>	<b>% of Total Responses</b>
Patrol	119	88%
Traffic Enforcement	1	<1%
Investigations	1	<1%
Community Relations	2	1%
Other	13	10%
<b>Total</b>	<b>136</b>	<b>100%</b>

**TABLE 5: Length of Time Working as a Licensed Peace Officer in Texas (Newly Commissioned Officers Only)**

<b>Time</b>	<b>N</b>	<b>% of Total Responses</b>
0-6 months	38	28%
More than 6 months to less than 1 year	37	27%
More than 1 year to less than 2 years	61	45%
<b>Total</b>	<b>136</b>	<b>100%</b>

**TABLE 6: Age of Newly Commissioned Peace Officers**

Age	N	% of Total Responses
18-24	35	26%
25-34	64	47%
35-44	30	22%
45-54	6	4%
55 and older	0	0%
Not reported	1	<1%
<b>Total</b>	<b>136</b>	<b>100%</b>

**TABLE 7: Gender of Newly Commissioned Peace Officers**

Gender	N	% of Total Responses
Female	21	15%
Male	114	84%
Not reported	1	<1%
<b>Total</b>	<b>136</b>	<b>100%</b>

**TABLE 8: Race/Ethnicity of Newly Commissioned Peace Officers**

Race/Ethnicity	N	% of Total Responses
American Indian or Alaskan Native	3	2%
Asian/Pacific Islander	1	<1%
Black or African American	13	10%
Hispanic/Latino	36	26%
White/Caucasian	73	54%
More than one race/ethnicity	10	7%
<b>Total</b>	<b>136</b>	<b>100%</b>

**TABLE 9: Rank/Job Title of Newly Commissioned Peace Officers**

<b>Rank</b>	<b>N</b>	<b>% of Total Responses</b>
Patrol Officer	102	75%
Deputy	31	23%
Sergeant	1	<1%
Other	2	1%
<b>Total</b>	<b>136</b>	<b>100%</b>

**TABLE 10: Educational Attainment of Newly Commissioned Peace Officers**

<b>Highest Grade Completed</b>	<b>N</b>	<b>% of Total Responses</b>
High school degree/GED	70	52%
Associate's degree	27	20%
Bachelor's degree	34	25%
Master's degree	4	3%
Ph.D., J.D., or equivalent	0	0%
Not Reported	1	<1%
<b>Total</b>	<b>136</b>	<b>100%</b>

**TABLE 11: Supervisors' Primary Responsibility(ies) in the Last 12 Months**

<b>Primary Responsibility(ies)</b>	<b>N</b>	<b>% of Total Responses</b>
Patrol	192	70%
Traffic Enforcement	13	5%
Investigations	30	11%
Community Relations	3	3%
Other	38	14%
<b>Total</b>	<b>276</b>	<b>100%</b>

**TABLE 12: Rank/Job Title of Officers in Supervisor Sample**

<b>Rank</b>	<b>N</b>	<b>% of Total Responses</b>
Chief	6	2%
Corporal	20	7%
Lieutenant	13	5%
Sergeant	146	53%
Other	91	33%
<b>Total</b>	<b>276</b>	<b>100%</b>

**TABLE 13: Length of Time Working as a Licensed Patrol Officer in Texas (Supervisors Only)**

<b>Time</b>	<b>N</b>	<b>% of Total Responses</b>
More than 2 years to less than 3 years	7	3%
More than 3 years to less than 5 years	25	9%
More than 5 years to less than 10 years	70	25%
More than 10 years	174	63%
<b>Total</b>	<b>276</b>	<b>100%</b>

**TABLE 14: Time Spent Serving as a Supervisor for Peace Officers in Current Agency**

<b>Time</b>	<b>N</b>	<b>% of Total Responses</b>
0 to 6 months	58	21%
More than 6 months to less than 1 year	22	8%
More than 1 year to less than 2 years	30	11%
More than 2 years to less than 3 years	37	13%
More than 3 years to less than 5 years	41	15%
More than 5 years to less than 10 years	44	16%
More than 10 years	44	16%
<b>Total</b>	<b>276</b>	<b>100%</b>

**TABLE 15: Age of Officers in Supervisor Sample**

<b>Age</b>	<b>N</b>	<b>% of Total Responses</b>
18-24	0	0%
25-34	69	25%
35-44	109	39%
45-54	70	25%
55 and older	27	10%
Not reported	1	<1%
<b>Total</b>	<b>276</b>	<b>100%</b>

**TABLE 16: Gender of Officers in Supervisor Sample**

<b>Gender</b>	<b>N</b>	<b>% of Total Responses</b>
Female	24	9%
Male	251	91%
Not reported	1	<1%
<b>Total</b>	<b>276</b>	<b>100%</b>

**TABLE 17: Race/Ethnicity of Officers in Supervisor Sample**

<b>Race/Ethnicity</b>	<b>N</b>	<b>% of Total Responses</b>
American Indian or Alaskan Native	3	1%
Asian/Pacific Islander	4	1%
Black or African American	13	5%
Hispanic/Latino	60	22%
White/Caucasian	188	68%
More than one race/ethnicity	8	3%
<b>Total</b>	<b>276</b>	<b>100%</b>

**TABLE 18: Educational Attainment of Officers in Supervisor Sample**

<b>Highest Grade Completed</b>	<b>N</b>	<b>% of Total Responses</b>
High school degree/GED	121	44%
Associate's degree	35	13%
Bachelor's degree	100	36%
Master's degree	19	7%
Ph.D., J.D., or equivalent	1	<1%
<b>Total</b>	<b>276</b>	<b>100%</b>

### **Results of Officer Job Tasks**

The SHSU/LEMIT research team identified a total of 262 peace officer job tasks to be rated according to three criteria: frequency (FREQ), consequences of inadequate performance (CIP), and when learned (WL). As noted above, all newly commissioned officers rated tasks based on frequency of performance, whereas field training officers (FTOs) and first-line supervisors (FLS) evaluated tasks based on consequences of inadequate performance (CIP) and when learned (WL). The 262 job tasks were separated into the following 12 categories or competencies and listed based in the order in which they appear on the surveys: A.) Patrol/Basic Law Enforcement Functions, B.) Criminal Investigations, C.) Legal Issues/Arrest Procedures/Search and Seizures/Warrants, D.) Traffic/Motor Vehicle Enforcement/Collisions/Emergency Vehicle Operation, E.) Public Relations, F.) Firearms, G.) Tactical Operations, H.) Booking and Handling Procedures, I.) Report Writing, J.) First Aid and Emergency Assistance, K.) Physical Skills and Mental Health, and L.) Emergency Preparedness/Disaster Control.

**TABLE 19: Job Tasks by Category**

<b>Task Category</b>	<b>Number of Tasks</b>
A. Patrol/Basic Law Enforcement Functions	56
B. Criminal Investigations	49
C. Legal Issues/Arrest Procedures/Search and Seizures/Warrants	18
D. Traffic/Motor Vehicle Enforcement/Collisions/Emergency Vehicle Operation	38
E. Public Relations	22
F. Firearms	15
G. Tactical Operations	7
H. Booking and Handling Procedures	10
I. Report Writing	9
J. First Aid and Emergency Assistance	13
K. Physical Skills and Mental Health	16
L. Emergency Preparedness/Disaster Control	9
<b>TOTAL</b>	<b>262</b>

Summary of Frequency and Criticality of Job Tasks

- Approximately 30% of job tasks had an average frequency rating of 3.0 or higher (78 of 262); that is, 30% of tasks are performed at least “a few times per month.”
- The two tasks with the highest average frequency ratings were #9 – “monitor department radio communications to stay aware of law enforcement activity” and #20 – “maintain a state of hyper vigilance (acute sensory awareness) for self and other officers on scene,” with ratings of 4.74 and 4.73 (performed almost “daily”), respectively.
- Tasks with the lowest average frequency were #4 (“patrol on motorcycle”) and #5 (“patrol on horse”), both with an average of 1.0 – “have NOT done this in the past 12 months.”
- Nearly 15% (39 total) of the 262 job tasks had a mean consequence of inadequate performance (CIP) score of 4.0 or higher, indicating “serious consequences” if performed incorrectly.

- The tasks with the highest CIP score was #189 – “respond to an ongoing act of violence (e.g., officer-involved shooting, robbery in progress),” with a criticality rating of 4.53.
- Task #160 – “issue bicycle licenses/registrations” had the lowest average CIP rating at 1.85, just below the “minimum consequences” threshold of 2.0.

### Decision Rules for Core Tasks

As noted above, for this JTA, the LEMIT/SHSU research team identified a set of three decision rules to rate job tasks as core or non-core. Core job tasks represent those duties and responsibilities that are especially critical for entry-level peace officers to comprehend and possibly, should be included in TCOLE’s BPOC. These tasks were rated according to their frequency (FREQ) by entry-level peace officers and consequences of inadequate performance (CIP) by supervisors. Additionally, while not a criterion for rating peace officer tasks as core or non-core, supervisors were asked to also assess when knowledge on a specific task should be learned and competency achieved (e.g., on the job, prior to graduation from basic academy, etc.).

The three decision rules considered in determining whether a task is core or non-core are as follows:

1. Mean CIP greater than or equal to 3.0 (moderate consequences) AND frequency greater than or equal to 3.0 (at least a few times per month).  
OR
2. Mean CIP greater than or equal to 4.0 (serious) AND frequency greater than 1.0 (monthly to a few times per year).  
OR
3. Composite score of 2.75 or higher. The mean ratings for FREQ and CIP were combined to create a weighted composite score for each job task. The specific formula used to generate the composite score was as follows:  $(\text{FREQ mean} \times 0.33) + (\text{CIP mean} \times 0.67)$ .<sup>16</sup>

Per these decision rules, a total of 158 tasks were regarded as core and 104 non-core tasks. Below is a summary of the core and non-core tasks separated by job categories.

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<sup>16</sup> As an example, Task #1 – “Patrol freeways” had a FREQ mean score of 3.11 and a CIP mean score of 3.22. Based on the composite score formula  $(\text{FREQ mean} \times 0.33) + (\text{CIP mean} \times 0.67) = (3.11 \times 0.33) + (3.22 \times 0.67) = (1.03 + 2.16) = 3.19$ , Task #1 would have a composite score of 3.19. Since the composite score for Task #1 is above the threshold of 2.75, this task would be rated as “core.”

**TABLE 20: Identification of Core and Non-Core Job Tasks by Category**

<b>Task Category</b>	<b>Number of Tasks</b>	<b>Core Tasks</b>	<b>Non-Core Tasks</b>
A. Patrol/Basic Law Enforcement Functions	56	27	29
B. Criminal Investigations	49	28	21
C. Legal Issues/Arrest Procedures/Search and Seizures/Warrants	18	15	3
D. Traffic/Motor Vehicle Enforcement/Collisions/Emergency Vehicle Operation	38	18	20
E. Public Relations	22	8	14
F. Firearms	15	12	3
G. Tactical Operations	7	6	1
H. Booking and Handling Procedures	10	8	2
I. Report Writing	9	6	3
J. First Aid and Emergency Assistance	13	13	0
K. Physical Skills and Mental Health	16	14	2
L. Emergency Preparedness/Disaster Control	9	3	6
<b>TOTAL</b>	<b>262</b>	<b>158</b>	<b>104</b>

Summary of Core Job Tasks

- Nearly two-thirds (60%) or 158 of 262 of peace officer job tasks were rated as core.
- Criminal Investigations (28 core tasks), Patrol/Basic Law Enforcement Functions (27 core tasks), and Traffic /Motor Vehicle Enforcement/Collisions/Emergency Vehicle Operation (18 core tasks) had the greatest number of core job tasks.
- However, the highest proportion of core job tasks by category were for First Aid and Emergency Assistance (13-of-13 core tasks), Firearms (14-of-15 core tasks), Booking and Handling Procedures (9-of-10 core tasks), Physical Skills and Mental Health (14-of-16 core tasks), and Tactical Operations (6-of-7 core tasks).

**TABLE 21: Identification of Core Job Tasks by Category**

<b>A. Patrol/Basic Law Enforcement Functions</b>	
1.	Patrol freeways
7.	Use radio codes to communicate verbally on law enforcement radio
8.	Use cell phone or mobile applications to communicate with other officers or dispatch
9.	Monitor department radio communications to stay aware of law enforcement activity
10.	Monitor mobile data computer (MDC) to stay aware of law enforcement activity
11.	Monitor cell phone or mobile applications to stay aware of law enforcement activity
12.	Operate body worn technology according to agency policy (e.g., uniform cameras, sensors, audio recorder)
13.	Observe and identify colors of automobiles, suspects' clothing, etc.
14.	Provide back-up assistance
15.	Respond to mutual aid request from other emergency responders (e.g., other police agency)
16.	Execute stop of motor vehicle, approach, and talk to operator and passengers
17.	Watch occupants of stopped vehicle to identify unusual or suspicious actions
18.	Check persons for wants/warrants through dispatch or mobile data computer (MDC)
19.	Check stolen status on property through dispatch or mobile data computer (MDC)
20.	Maintain a state of hyper vigilance (acute sensory awareness) for self and other officers on scene
21.	Restrain unruly or violent individuals, remove from public areas and arrest if necessary
22.	Exchange information with other law enforcement officials (e.g., department's history with a suspect)
26.	Drive patrol vehicle while multitasking (e.g., using computer/communications equipment)

27.	Use geographical knowledge (i.e., familiarity) of an area, rather than global positioning systems (GPS) to patrol
36.	Patrol schools and school property to provide security
46.	Assist motorists with disabled vehicles (e.g., remove vehicles from roadway, facilitate with tow service)
50.	Participate in required firearms, defensive driving, physical conditioning, or other trainings
51.	Keep up with changes in departmental policies (e.g., use of force guidelines, body camera policies)
52.	Keep up with changes in the Texas Penal Code
53.	Perform directed patrol duties (e.g., preplanned/predetermined for specific enforcement)
54.	Test and evaluate police and patrol vehicle equipment (e.g., lights, siren, firearm) prior to shift
55.	Attend informal in-service training (e.g., roll call, called in from patrol)
<b>B. Criminal Investigations</b>	
57.	Investigate crimes against persons, <b><u>excluding rape/sexual assault</u></b> (e.g., aggravated assault, robbery, etc.)
58.	Investigate crimes of rape and sexual assault
59.	Investigate crimes against property (e.g., burglary, fraud, theft etc.)
60.	Investigate public order crimes (e.g., disorderly conduct)
61.	Investigate domestic disturbances (non-physical) or other disputes between two parties
62.	Investigate drug- or alcohol-related offenses (e.g., DWI/DUI, controlled substances)
65.	Investigate human trafficking
67.	Investigate stolen or abandoned vehicles
68.	Interview suspects
69.	Interview victims and/or witnesses of a crime

71.	Advise crime victims of the procedures to pursue prosecution or other legal options (e.g., obtaining restraining order)
72.	Describe persons (e.g., suspects, missing persons) to other officers
74.	Conduct stationary surveillance of individuals, locations, vehicles, etc.
75.	Look at insignias, tattoos, clothing, and colors to identify possible gang affiliation, criminal suspects, etc.
76.	Recognize signs of domestic violence (e.g., strangulation marks)
77.	Review records to gain knowledge about the history of a particular case (e.g., prior domestic disturbance incidents)
78.	Use official records (e.g., motor vehicle, law enforcement, etc.) to locate missing or wanted persons
86.	Recognize and properly handle illegal materials (e.g., drugs, chemicals, etc.) confiscated from subject
88.	Explain nature of charges to arrested person(s)
93.	Verify the identity of deceased person(s)
94.	Examine dead body visually to identify wounds and injuries, if any
96.	Recognize need for and initiate an involuntary commitment (e.g., commitment to psychiatric facility)
97.	Use audio/video/body-worn camera to record statement or confession
98.	Conduct inventory of seized property (e.g., firearms from a home)
100.	Control the scene during an investigation or call for service (e.g., separate feuding parties)
101.	Observe crime scene to determine need for processing by specialist (e.g., evidence technician)
102.	Protect and secure crime scene (e.g., limit access)
105.	Fill out forms or tags to document chain of custody of evidence
<b>C. Legal Issues/Arrest Procedures/Search and Seizures/Warrants</b>	
106.	Hold person under investigative detention (e.g., Terry Stop)
107.	Detain a person based on reasonable suspicion (e.g., individual matches suspect description)

108.	Advise persons of constitutional (Miranda) rights
109.	Review Texas Penal Code to determine if a crime has been committed
110.	Recognize whether an incident is a criminal or civil matter
111.	Determine if an offense is a criminal or a status offense (e.g., violating curfew, truancy)
112.	Verify arrest warrants before service
113.	Plan strategies for making arrests (e.g., removing individual from home prior to arrest)
115.	Stop a moving vehicle based on reasonable suspicion
116.	Solicit consent for searches of persons and/or property
117.	Search automobile based on probable cause
118.	Conduct inventory search of impounded/seized vehicles
119.	Conduct pat-down search (frisk) of person for weapons and other contraband during a legitimate stop
120.	Read court and legal documents to determine meaning and proper law enforcement response (e.g., restraining and protection orders, etc.)
121.	Recognize laws and limits on law enforcement powers when crossing jurisdictional lines
<b>D. Motor Vehicle Enforcement/Collisions/Emergency Vehicle Operation</b>	
124.	Conduct high-risk vehicle stop
125.	Engage in vehicle pursuits
126.	Determine the best location for a traffic stop
127.	Determine and communicate routes for responding units to scenes
128.	Verify driver's license to determine if valid (e.g., not suspended)
129.	Verify vehicle information (e.g., verifying registration information, running plate numbers)
130.	Verify possession of an authentic auto insurance certificate
131.	Explain traffic enforcement actions and/or procedures to involved parties
132.	Issue citations (e.g., parking, traffic, to pedestrians, to bicycle riders)

133.	Observe vehicle operator's eyes, body movements, actions, etc. to evaluate impairment
134.	Administer field sobriety tests (e.g., Standardized Field Sobriety Test, Walk and Turn, One-leg Stand, etc.)
136.	Place devices (e.g., cones, barriers) to protect or secure crash scene
137.	Use illuminated baton or hand signals to direct traffic
144.	Estimate speed of vehicles visually
145.	Determine speed of vehicles using speed measurement devices (e.g., Laser, Lidar, Radar, etc.)
149.	Use deflation devices or other technology (e.g., stop sticks, GPS dart, Grappler Police Bumper) to slow a vehicle
151.	Investigate and report hazardous roadway conditions (e.g., damaged roadway, wires down, malfunctioning traffic lights)
161.	Complete and submit racial profiling data on routine traffic stops
<b>E. Public Relations</b>	
162.	Interact with a person with a mental disorder or developmental disability
163.	Interact with a subject who has a communication impairment because of a physical or neurological handicap (e.g., is deaf, has a speech impediment, autistic)
164.	Communicate with a subject who does not speak English or is difficult to communicate with (e.g., has a dialect or an accent)
165.	Observe person's body language to assess attitude, intentions, etc.
166.	Use verbal de-escalation techniques (e.g., verbal persuasion) to communicate with person or persons or gain compliance
168.	Comfort emotionally upset persons
176.	Mediate domestic disputes to resolve, maintain peace, protect persons, etc.
177.	Conduct welfare checks of citizens to ensure safety of person (e.g., suicidal person, elderly)
<b>F. Firearms</b>	
184.	Clean and inspect weapon
185.	Clear firearm malfunctions

186.	Recognize signs of concealed weapons on a person
187.	Secure weapon other than own
188.	Respond to an incident involving an armed suicidal subject
189.	Respond to an ongoing act of violence (e.g., officer-involved shooting, robbery in progress)
190.	Detain person at gun point
191.	Draw weapon (e.g., firearm) to protect self or third party
192.	Discharge firearm in reduced light levels
193.	Reload firearm under combat conditions
194.	Fire handgun while employing “move and shoot” techniques (not including training)
195.	Use handgun disarm techniques against a frontal attack
<b>G. Tactical Operations</b>	
199.	Participate or assist in the execution of a search warrant
200.	Recognize incidents where K-9 or other specialized services (e.g., Air, SWAT, etc.) may be a useful/necessary resource
201.	Use special protective equipment and weapons to participate in high-risk entries
203.	Search the perimeter of an emergency incident or tactical operation
204.	Respond to and control scene involving barricaded subject
205.	Participate in search for escaped person(s)
<b>H. Booking and Handling Procedures</b>	
206.	Secure arrestees for vehicle transport (e.g., restraints, seat belts, lock door)
207.	Transport arrested persons to appropriate facility (e.g., jail, hospital, juvenile detention)
208.	Verify identity of person in custody for booking purposes
209.	Book arrestee by completing standard processing forms
211.	Collect and inventory arrestees’ personal property
213.	Guard arrestees detained at facility other than jail (e.g., hospital)

214.	Assess medical condition of person in custody (e.g., presence of injuries)
215.	Recognize signs of suicide risk in detainee or arrestee
<b>I. Report Writing</b>	
216.	Take detailed field notes so reports can be completed
217.	Write detailed incident reports
219.	Use computer to prepare reports
220.	Attach witness statements to reports
221.	Attach photos and videos to reports
223.	Document “criminal offenses,” if any, on incident/offense reports
<b>J. First Aid and Emergency Assistance</b>	
225.	Apply basic first aid to unresponsive/unconscious person
226.	Apply basic first aid to treat for gunshot wounds
227.	Apply basic first aid to control bleeding (e.g., lacerations, stab wounds)
228.	Conduct an initial patient survey (e.g., check for airway, breathing, and circulation (ABCs))
229.	Apply basic first aid for choking (e.g., Heimlich Maneuver)
230.	Apply basic first aid to treat for heart attack
231.	Administer/deploy Automatic External Defibrillator (AED)
232.	Administer cardio-pulmonary resuscitation (CPR)
233.	Administer mouth-to mouth resuscitation/rescue breathing (i.e., no chest compressions)
234.	Apply basic first aid to treat for drug overdose, e.g., administer NarCan (Naloxone)
235.	Use personal protective equipment (e.g., gloves, masks, glasses, etc.) to prevent contact with communicable diseases or blood-borne pathogens
236.	Extricate/free trapped persons from vehicle
237.	Evacuate buildings and/or areas to remove persons from danger (e.g., house fire)
<b>K. Physical Skills and Mental Health</b>	

238.	Stand continuously for more than 50% of the work shift (e.g., guard duty or point control)
240.	Lift, carry, and drag person
242.	Engage in foot pursuits
243.	Tackle a fleeing suspect
244.	Use body force to gain entrance through barriers (e.g., locked doors)
245.	Defend self from an attack
246.	Retain firearm from suspect attempting to disarm officer
247.	Subdue persons resisting arrest without the use of weapons/devices (e.g., physical force, control techniques, etc.)
248.	Subdue persons resisting arrest using less than lethal devices (e.g., baton, pepper spray, PR-24, Asp, Taser, bean-bag round, etc.)
249.	Arrest using lethal force other than the discharge of a firearm (i.e., using other means (e.g., chokehold)) if separated from your weapon
250.	Recognize indicators of vicarious trauma (e.g., emotionally stressful events/scenes) in oneself or other officers
251.	Recognize changes in peer officer behavior (e.g., increased anger, substance abuse) to identify potential suicide risk
252.	Engage in self-care (e.g., exercise, proper nutrition) to maintain physical health and reduce burnout
253.	Seek professional help (e.g., therapy, counseling) to manage stress or vicarious trauma
<b>L. Emergency Preparedness/Disaster Control</b>	
258.	Secure scene of a bomb threat
259.	Investigate weapons of mass destruction (WMD) threats or incidents
260.	Participate in search and rescue operations in extreme/dangerous weather locations or disaster-stricken areas (e.g., high water rescue)

Summary of Non-Core Job Tasks

- Approximately 40% or 104 of 262 of officer job tasks were regarded as non-core.

- Patrol/Basic Law Enforcement Functions (29 non-core tasks), Criminal Investigations (21 non-core tasks), Traffic/Motor Vehicle Enforcement/Collisions/Emergency Vehicle Operation (20 non-core tasks), and Public Relations (14 non-core tasks) had the greatest number of non-core job tasks.
- Non-core job tasks primarily encompass duties that are performed infrequently (e.g., Task #5 – Patrol on horse), go beyond the scope of functions performed by newly commissioned officers (e.g., Task #202 – Perform special/undercover assignment (e.g., vice, prostitution, narcotics), and/or have “minimal” or “moderate” consequences for inadequate performance (Task # 33 – Check businesses for compliance with laws, permits, or licensing requirements (excluding alcohol regulations)).

**TABLE 22: Identification of Non-Core Job Tasks by Category**

<b>A. Patrol/Basic Law Enforcement Functions</b>	
2.	Patrol on bicycle
3.	Patrol on foot
4.	Patrol on motorcycle
5.	Patrol on horse
6.	Patrol on watercraft
23.	Speak basic Spanish to communicate
24.	Use language translation applications (e.g., Google Translate) to communicate with non-English speakers
25.	Recognize and report indicators of individuals’ legal residency or citizenship status (e.g., undocumented status)
28.	Exchange information with parole/probation officers
29.	Act as department court officer or bailiff
30.	Develop field contacts and intelligence sources in the community
31.	Operate fire extinguisher (e.g., to fight vehicle fires, other minor fires)
32.	Check homes of persons on vacation
33.	Check businesses for compliance with laws, permits, or licensing requirements (excluding alcohol regulations)
34.	Assist the Texas Alcoholic Beverage Commission (TABC) in investigating and enforcing alcohol-related laws (e.g., a business selling alcohol to minors)

35.	Observe persons for hunting violations
37.	Recognize circumstances where Youth Diversion is an appropriate action
38.	Conduct follow-up procedures with juvenile offenders (e.g., release to parents, petition court, etc.)
39.	Conduct parent-juvenile conferences (e.g., to advise, notify, inform, counsel)
40.	Counsel juveniles (on issues other than criminal matters)
41.	Enforce court orders according to agency policy (e.g., evictions, remove children from home, etc.)
42.	Provide information to Child Protective Services (CPS)
43.	Provide security at special events (e.g., festivals, community gatherings, sporting contests, concerts, etc.)
44.	Escort money, valuables, or people to provide security
45.	Escort processions (e.g., parades, oversized trucks, funerals)
47.	Notify public agencies or utilities of damage to their equipment
48.	Explain department's recruiting policies to potential applicants (i.e., job requirements)
49.	Instruct on-the-job training
56.	Summarize total shift activities in department system (e.g., logbook, online automated system)
<b>B. Criminal Investigations</b>	
63.	Investigate bias-related (hate) crimes
64.	Investigate cyberbullying
66.	Investigate identity theft
70.	Participate in joint investigations with other law enforcement agencies and/or specialized units
73.	Track persons from scene (e.g., footprints in snow or mud)
79.	Use open sources or public records to conduct investigations
80.	Use/monitor social media to identify/anticipate potential public safety problems
81.	Use social media to facilitate a law enforcement investigation

82.	Study crime scene to identify modus operandi (M.O.) of perpetrator
83.	Review crime lab reports to guide investigation
84.	Conduct neighborhood canvass to collect crime-related information, identify witnesses, etc.
85.	Conduct a photographic/live line-up
87.	Recognize common, over the counter products that are used in the production of methamphetamines (meth) and other illegal drugs
89.	Review law enforcement records to determine whether recovered property is linked with a previous crime
90.	Estimate property values of stolen or recovered goods
91.	Attempt to locate owner(s) of recovered stolen property
92.	Talk with supervisor to determine if follow-up investigation is necessary
95.	Have a basic knowledge of rigor mortis
99.	Explain procedures for reclaiming seized property
103.	Dust, photograph, and lift latent fingerprints
104.	Maintain crime scene log
<b>C. Legal Issues/Arrest Procedures/Search and Seizures/Warrants</b>	
114.	Complete the return and tabulation of search warrants following service
122.	Present evidence and testimony in legal and/or administrative proceedings (e.g., arraignment, preliminary hearing, trial, grand jury, etc.)
123.	Testify in parole or probation hearings
<b>D. Traffic/Motor Vehicle Enforcement/Collisions/Emergency Vehicle Operation</b>	
135.	Conduct sobriety checkpoint
138.	Plan traffic detours
139.	Establish and conduct a stationary roadblock
140.	Locate and interview witnesses to traffic crash
141.	Facilitate the exchange of information between persons involved in a traffic crash
142.	Interview first responders (e.g., fire department) and/or traffic units for vehicle crash information

143.	Engage in selective enforcement to reduce collisions (e.g., monitoring vehicle speeds at specific locations)
146.	Use speed measurement devices or measure skid marks for calculation of approximate vehicle speed after a crash
147.	Take coordinate measures of traffic crash scenes (e.g., using triangulation to recreate crash scenes)
148.	Collect facts of motor vehicle crash to determine charges
150.	Notify citizens of damage to their property
152.	Review crashes with traffic crash investigators
153.	Check trucks to make sure cargo is secure
154.	Inspect commercial vehicles for code compliance
155.	Check commercial vehicle for dangerous or illegal cargo
156.	Advise vehicle owners to remove abandoned vehicles
157.	Arrest or cite persons for unlawful use of recreational vehicles or watercraft
158.	Stop off-road vehicles (e.g., snowmobiles, ATV/UTV)
159.	Investigate off-road/ATV vehicle accidents/collisions
160.	Issue bicycle licenses/registrations
<b>E. Public Relations</b>	
167.	Deliver emergency messages to relatives and loved ones (e.g., injuries, death)
169.	Assist elderly or disabled individuals with personal mobility problems or mobility impairment (e.g., blind, wheelchair bound)
170.	Participate in crime prevention programs (e.g., Neighborhood Watch, social media pages, community meetings, etc.)
171.	Give a talk in front of a group of citizens regarding crime prevention
172.	Provide recommendations to property/business owners regarding security
173.	Meet with school administrators to identify concerns
174.	Give directions to citizens (e.g., street locations)
175.	Mediate civil disputes (e.g. landlord-tenant, repossession dispute)
178.	Listen to citizen complaints regarding tickets or other minor offenses

179.	Educate community on what an officer can and cannot do
180.	Refer citizen encounters to a mental health provider
181.	Refer persons to agencies that provide social services (e.g., housing assistance, drug/alcohol rehabilitation)
182.	Warn or counsel individuals suspected of committing a crime instead of arresting them
183.	Counsel/advise juveniles about personal problems, issues, etc.
<b>F. Firearms</b>	
196.	Participate in debriefing after duty-related firearm discharge
197.	Remove weapon (e.g., firearm) from home/residence of suicidal person, scene of domestic violence, etc.
198.	Carry “secondary/back-up” firearm on duty
<b>G. Tactical Operations</b>	
202.	Perform special/undercover assignment (e.g., vice, prostitution, narcotics)
<b>H. Booking and Handling Procedures</b>	
210.	Strip search arrestees, when appropriate
212.	Fingerprint and photograph persons pursuant to an arrest per agency procedures
<b>I. Report Writing</b>	
218.	Use artificial intelligence (AI) to write incident reports
222.	Prepare search warrants (e.g., obtain blood evidence, seize mobile devices)
224.	Classify offense data from incident reports into the National-Incidence Based Reporting System (NIBRS) system
<b>K. Physical Skills and Mental Health</b>	
239.	Walk continuously for more than 50% of the work shift (e.g., foot patrol)
241.	Wade through marshes, swamp land, or waterways
<b>L. Emergency Preparedness/Disaster Control</b>	
254.	Identify contents of railroad car or semi-truck for hazardous cargo
255.	Recognize and properly handle hazardous materials (e.g., biohazard)

256.	Investigate hazardous materials incidents
257.	Investigate environmental crimes (e.g., illegal dumping)
261.	Implement incident command system with other law enforcement agencies
262.	Cooperate with and/or assist other emergency agencies at disaster/hazmat scenes (e.g., Fire, Red Cross, Homeland Security)

Summary of When Learned Scale

Another important component of the current JTA is to identify those tasks—both core and non-core—that newly commissioned officers are expected to receive *some exposure to or achieve competency* on prior to graduating from basic academy. Put differently, this rating provides an understanding of the skills and duties that should be taught in TCOLE’s BPOC, while distinguishing from those that are learned on the job or in specialized training (e.g., SWAT, K-9). For this criterion, only FLSs and FTOs were asked to provide a response of when competency on a job task should be achieved. Tasks that *approximately 60% of supervisors or more* believed that peace officers must be exposed to or achieve competency on before graduation are designated under the WL column below.

The findings from Table 23 reveal that supervisors believe that peace officers should have experience in or master a little less than half (102 tasks) of the 262 job tasks prior to graduating from the academy.

**TABLE 23: Job Tasks Requiring Exposure or Mastery in Basic Training by Category**

<b>Task Category</b>	<b>Number of Tasks</b>	<b>Tasks Satisfying WL Score</b>
A. Patrol/Basic Law Enforcement Functions	56	11
B. Criminal Investigations	49	25
C. Legal Issues/Arrest Procedures/Search and Seizures/Warrants	18	13
D. Traffic/Motor Vehicle Enforcement/Collisions/Emergency Vehicle Operation	38	10
E. Public Relations	22	6
F. Firearms	15	12
G. Tactical Operations	7	0

H. Booking and Handling Procedures	10	1
I. Report Writing	9	4
J. First Aid and Emergency Assistance	13	11
K. Physical Skills and Mental Health	16	13
L. Emergency Preparedness/Disaster Control	9	0
<b>TOTAL</b>	262	106

Further, Table 24 presents the core tasks that FTOs and FLSs expect newly commissioned officers to have some exposure to prior to graduation. From the 158 core tasks identified above, 96 satisfied the WL score, suggesting that newly commissioned officers should have, at a minimum, some training or knowledge on these tasks prior to graduation from basic academy. Other notable findings:

- Criminal Investigations had the highest number of core tasks that supervisors believed should be taught in basic academy (19 total).
- However, categories such as Legal Issues/Arrest Procedures/Search and Seizures/Warrants (12-of-15), Firearms (12-of-14), Report Writing (4-of-6), First Aid and Emergency Assistance (11-of-13), and Physical Skills and Mental Health (13-of-14) elicited a higher proportion of core job tasks requiring exposure or mastery in basic academy.
- See Appendix C for a detailed list of individual tasks that met the WL score.

**TABLE 24: Core Job Tasks Requiring Exposure or Mastery in Basic Academy by Category**

<b>Task Category</b>	<b>Core Tasks</b>	<b>Core Tasks Satisfying WL Score</b>
A. Patrol/Basic Law Enforcement Functions	27	9
B. Criminal Investigations	28	19
C. Legal Issues/Arrest Procedures/Search and Seizures/Warrants	15	12
D. Traffic/Motor Vehicle Enforcement/Collisions/Emergency Vehicle Operation	18	9

E. Public Relations	8	6
F. Firearms	12	12
G. Tactical Operations	6	0
H. Booking and Handling Procedures	8	1
I. Report Writing	6	4
J. First Aid and Emergency Assistance	13	11
K. Physical Skills and Mental Health	14	13
L. Emergency Preparedness/Disaster Control	3	0
<b>TOTAL</b>	158	96

#### Comparison with 1997 Texas JTA

As a final analysis, the core tasks from the current JTA were compared with the findings from the 1997 Texas JTA. While the tasks or questions included in the two surveys were distinct and implemented differing decision rules, there was still a great degree of overlap in the core tasks identified in both JTAs. Specifically, of the 281 core tasks identified in the 1997 Texas JTA, 147 remained core in the current JTA. In addition, the 1997 JTA identified 29 core tasks that were rated as non-core in the present JTA. Still, it is also important to note that the 1997 Texas JTA asked questions pertaining to certain topics that were not asked in this JTA, such as Planning, References, and Training. Finally, there were also several items that were identified as core in this JTA but did not appear in the 1997 Texas JTA. Below is a summary of the notable core tasks identified in the present JTA but omitted from the 1997 survey.

- Task #8 – “Use cell phone or mobile applications to communicate with other officers or dispatch”
- Task #27 – “Use geographical knowledge (i.e., familiarity) of an area, rather than global positioning systems (GPS) to patrol”
- Task #36 – “Patrol schools and school property to provide security”
- Task #51 – “Keep up with changes in departmental policies (e.g., use of force guidelines, body camera policies)”
- Task #52 – “Keep up with changes in the Texas Penal Code”
- Task #65 – “Investigate human trafficking”
- Task #76 – “Recognize signs of domestic violence (e.g., strangulation marks)”
- Task #97 – “Use audio/video/body-worn camera to record statement or confession”
- Task #149 – “Use deflation devices or other technology (e.g., stop sticks, GPS dart, Grappler Police Bumper) to slow a vehicle”

- Task #166 – “Use verbal de-escalation techniques (e.g., verbal persuasion) to communicate with person or persons or gain compliance”
- Task #250 – “Recognize indicators of vicarious trauma (e.g., emotionally stressful events/scenes) in oneself or other officers”
- Task #251 – “Recognize changes in peer officer behavior (e.g., increased anger, substance abuse) to identify potential suicide risk”
- Task #252 – “Engage in self-care (e.g., exercise, proper nutrition) to maintain physical health and reduce burnout”
- Task #253 – “Seek professional help (e.g., therapy, counseling) to manage stress or vicarious trauma”

## CHAPTER 6: CONCLUSION

The goal of this job task analysis was to gain a better understanding of the main jobs, duties, and responsibilities expected of Texas peace officers. Texas last conducted a job task analysis (JTA) of its peace officers in 1997, suggesting that an updated JTA is necessary to assess whether the skill sets and demands of the policing profession have changed since this period. As part of this effort, the Texas Commission on Law Enforcement (TCOLE) collaborated with the Bill Blackwood Law Enforcement Management Institute of Texas (LEMIT) at Sam Houston State University (SHSU) to conduct a JTA of Texas peace officers.

The JTA project consisted of two primary phases of data collection: focus groups and one-on-one interviews with approximately 135 participants and online surveys via Qualtrics with 136 newly commissioned officers and 276 supervisors. Analysis of the qualitative data identified five major themes associated with the day-to-day activities and work requirements of newly commissioned peace officers: officer safety, procedural activities, communication, modernization, mental health. These themes were not only regarded as key functions or competencies necessary for peace officers to effectively perform their job, but also areas where some entry-level officers were deficient in upon graduating from basic academy. Furthermore, the quantitative surveys asked newly commissioned officers and supervisors to rate 262 tasks based on frequency and consequences of inadequate performance. Based on the decision rules, 60% or 158-of-the-262 job tasks were rated as core and recommended for inclusion in TCOLE's Basic Peace Officer Course (BPOC), if not already in the curriculum. Importantly, in comparing the quantitative findings from this JTA and the one from 1997, a majority of tasks were rated as core in both. While technological advancements (e.g., body-worn cameras, use of deflation devices), changes in the penal code, and greater emphasis on various issues (e.g., mental health, domestic violence crimes, patrolling schools) do account for some of the differing core tasks observed in the current JTA, many of the basic peace officer functions remained core in both projects.

Moving forward, the research team offers the following recommendations to ensure that the training standards and requirements of Texas peace officers remain commensurate with the demands of the job:

- Include a separate survey to ask about sources of information and use of equipment
- Conduct more frequent or regular JTAs to evaluate nuanced issues or tasks (e.g., animal calls, use of police officer drones, physical fitness and defense training programs)
- Assess whether core tasks are included and adequately covered in the BPOC
- Expand JTA to include specialized law enforcement agencies (e.g., school district police, airport police)

## APPENDICES

### APPENDIX A: LIST OF PARTICIPATING AGENCIES

AGENCY NAME	
AUSTIN COUNTY SHERIFF'S OFFICE	MADISON COUNTY SHERIFF'S OFFICE
AZLE POLICE DEPARTMENT	MASON COUNTY SHERIFF'S OFFICE
BEAUMONT POLICE DEPARTMENT	MCKINNEY POLICE DEPARTMENT
BELL COUNTY SHERIFF'S OFFICE	MILLS COUNTY SHERIFF'S OFFICE
CEDAR PARK POLICE DEPARTMENT	MINERAL WELLS POLICE DEPARTMENT
CISCO POLICE DEPARTMENT	MUENSTER POLICE DEPARTMENT
CLEBURNE POLICE DEPARTMENT	NORMANGEE POLICE DEPARTMENT
COLEMAN POLICE DEPARTMENT	PEARLAND POLICE DEPARTMENT
COLLEGE STATION POLICE DEPARTMENT	PORT ARANSAS POLICE DEPARTMENT
COMANCHE COUNTY SHERIFF'S OFFICE	POTTSBORO POLICE DEPARTMENT
DAINGERFIELD POLICE DEPARTMENT	PRESIDIO POLICE DEPARTMENT
DEER PARK POLICE DEPARTMENT	PROSPER POLICE DEPARTMENT
DEVINE POLICE DEPARTMENT	RAYMONDVILLE POLICE DEPARTMENT
DONNA POLICE DEPARTMENT	RICHARDSON POLICE DEPARTMENT
DUMAS POLICE DEPARTMENT	ROCKPORT POLICE DEPARTMENT
EARLY POLICE DEPARTMENT	ROSEBUD POLICE DEPARTMENT
ECTOR COUNTY SHERIFF'S OFFICE	SABINAL POLICE DEPARTMENT
FORT STOCKTON POLICE DEPARTMENT	SAGINAW POLICE DEPARTMENT
FRIONA POLICE DEPARTMENT	SANTA FE POLICE DEPARTMENT
GAINES COUNTY SHERIFF'S OFFICE	SELMA POLICE DEPARTMENT
GRAHAM POLICE DEPARTMENT	SHERMAN POLICE DEPARTMENT
GRAND PRAIRIE POLICE DEPARTMENT	SOUR LAKE POLICE DEPARTMENT
HAMLIN POLICE DEPARTMENT	SULPHUR SPRINGS POLICE DEPARTMENT

HIDALGO POLICE DEPARTMENT	SUNNYVALE POLICE DEPARTMENT
HONEY GROVE POLICE DEPARTMENT	SWISHER COUNTY SHERIFF'S OFFICE
HOUSTON POLICE DEPARTMENT	TARRANT COUNTY SHERIFF'S OFFICE
JOURDANTON POLICE DEPARTMENT	TRAVIS COUNTY CONSTABLE'S OFFICE
JUSTIN POLICE DEPARTMENT	UNIVERSITY PARK POLICE DEPARTMENT
KENNEDALE POLICE DEPARTMENT	VENUS POLICE DEPARTMENT
LA VERNIA POLICE DEPARTMENT	WATAUGA POLICE DEPARTMENT
LAGUNA VISTA POLICE DEPARTMENT	WEBSTER POLICE DEPARTMENT
LEXINGTON POLICE DEPARTMENT	WHITEHOUSE POLICE DEPARTMENT
LIBERTY COUNTY SHERIFF'S OFFICE	WICHITA FALLS POLICE DEPARTMENT
LIBERTY POLICE DEPARTMENT	WILLIAMSON COUNTY SHERIFF'S OFFICE
LORENA POLICE DEPARTMENT	WINNSBORO POLICE DEPARTMENT
LUBBOCK COUNTY SHERIFF'S OFFICE	WINTERS POLICE DEPARTMENT

**APPENDIX B: MEAN FREQUENCY AND CONSEQUENCES OF INADEQUATE PERFORMANCE SCORES FOR INDIVIDUAL JOB TASKS**

<b>A. Patrol/Basic Law Enforcement Functions</b>		<b>FREQ</b>	<b>CIP</b>
1.	Patrol freeways	<b>3.11</b>	<b>3.22</b>
2.	Patrol on bicycle	<b>1.10</b>	<b>2.25</b>
3.	Patrol on foot	<b>1.91</b>	<b>2.37</b>
4.	Patrol on motorcycle	<b>1.00</b>	<b>2.76</b>
5.	Patrol on horse	<b>1.00</b>	<b>2.18</b>
6.	Patrol on watercraft	<b>1.01</b>	<b>2.44</b>
7.	Use radio codes to communicate verbally on law enforcement radio	<b>4.31</b>	<b>2.75</b>
8.	Use cell phone or mobile applications to communicate with other officers or dispatch	<b>4.47</b>	<b>2.60</b>
9.	Monitor department radio communications to stay aware of law enforcement activity	<b>4.74</b>	<b>3.49</b>
10.	Monitor mobile data computer (MDC) to stay aware of law enforcement activity	<b>4.32</b>	<b>3.16</b>
11.	Monitor cell phone or mobile applications to stay aware of law enforcement activity	<b>4.16</b>	<b>2.72</b>
12.	Operate body worn technology according to agency policy (e.g., uniform cameras, sensors, audio recorder)	<b>4.72</b>	<b>3.05</b>
13.	Observe and identify colors of automobiles, suspects' clothing, etc.	<b>4.56</b>	<b>3.05</b>
14.	Provide back-up assistance	<b>4.46</b>	<b>3.89</b>
15.	Respond to mutual aid request from other emergency responders (e.g., other police agency)	<b>3.57</b>	<b>3.71</b>
16.	Execute stop of motor vehicle, approach, and talk to operator and passengers	<b>4.40</b>	<b>3.70</b>

17.	Watch occupants of stopped vehicle to identify unusual or suspicious actions	<b>4.30</b>	<b>3.85</b>
18.	Check persons for wants/warrants through dispatch or mobile data computer (MDC)	<b>4.54</b>	<b>3.47</b>
19.	Check stolen status on property through dispatch or mobile data computer (MDC)	<b>3.78</b>	<b>3.13</b>
20.	Maintain a state of hyper vigilance (acute sensory awareness) for self and other officers on scene	<b>4.73</b>	<b>3.99</b>
21.	Restrain unruly or violent individuals, remove from public areas and arrest if necessary	<b>3.42</b>	<b>4.11</b>
22.	Exchange information with other law enforcement officials (e.g., department's history with a suspect)	<b>3.30</b>	<b>3.03</b>
23.	Speak basic Spanish to communicate	<b>2.82</b>	<b>2.34</b>
24.	Use language translation applications (e.g., Google Translate) to communicate with non-English speakers	<b>3.00</b>	<b>2.42</b>
25.	Recognize and report indicators of individuals' legal residency or citizenship status (e.g., undocumented status)	<b>1.96</b>	<b>2.16</b>
26.	Drive patrol vehicle while multitasking (e.g., using computer/communications equipment)	<b>4.26</b>	<b>3.58</b>
27.	Use geographical knowledge (i.e., familiarity) of an area, rather than global positioning systems (GPS) to patrol	<b>4.46</b>	<b>3.16</b>
28.	Exchange information with parole/probation officers	<b>1.85</b>	<b>2.36</b>
29.	Act as department court officer or bailiff	<b>1.37</b>	<b>2.03</b>
30.	Develop field contacts and intelligence sources in the community	<b>2.37</b>	<b>2.47</b>
31.	Operate fire extinguisher (e.g., to fight vehicle fires, other minor fires)	<b>1.24</b>	<b>2.79</b>
32.	Check homes of persons on vacation	<b>2.42</b>	<b>2.14</b>

33.	Check businesses for compliance with laws, permits, or licensing requirements (excluding alcohol regulations)	<b>1.34</b>	<b>2.00</b>
34.	Assist the Texas Alcoholic Beverage Commission (TABC) in investigating and enforcing alcohol-related laws (e.g., a business selling alcohol to minors).	<b>1.21</b>	<b>2.32</b>
35.	Observe persons for hunting violations	<b>1.10</b>	<b>2.00</b>
36.	Patrol schools and school property to provide security	<b>2.55</b>	<b>3.00</b>
37.	Recognize circumstances where Youth Diversion is an appropriate action	<b>1.76</b>	<b>2.21</b>
38.	Conduct follow-up procedures with juvenile offenders (e.g., release to parents, petition court, etc.)	<b>1.45</b>	<b>2.24</b>
39.	Conduct parent-juvenile conferences (e.g., to advise, notify, inform, counsel)	<b>1.26</b>	<b>2.01</b>
40.	Counsel juveniles (on issues other than criminal matters)	<b>1.76</b>	<b>2.08</b>
41.	Enforce court orders according to agency policy (e.g., evictions, remove children from home, etc.)	<b>1.43</b>	<b>2.71</b>
42.	Provide information to Child Protective Services (CPS)	<b>2.19</b>	<b>2.91</b>
43.	Provide security at special events (e.g., festivals, community gatherings, sporting contests, concerts, etc.)	<b>1.99</b>	<b>3.00</b>
44.	Escort money, valuables, or people to provide security	<b>1.37</b>	<b>2.60</b>
45.	Escort processions (e.g., parades, oversized trucks, funerals)	<b>1.47</b>	<b>2.57</b>
46.	Assist motorists with disabled vehicles (e.g., remove vehicles from roadway, facilitate with tow service)	<b>3.13</b>	<b>3.00</b>
47.	Notify public agencies or utilities of damage to their equipment	<b>2.43</b>	<b>2.47</b>
48.	Explain department's recruiting policies to potential applicants (i.e., job requirements)	<b>1.93</b>	<b>2.09</b>
49.	Instruct on-the-job training	<b>1.54</b>	<b>3.31</b>

50.	Participate in required firearms, defensive driving, physical conditioning, or other trainings	2.57	3.64
51.	Keep up with changes in departmental policies (e.g., use of force guidelines, body camera policies)	3.35	3.26
52.	Keep up with changes in the Texas Penal Code	3.32	3.38
53.	Perform directed patrol duties (e.g., preplanned/predetermined for specific enforcement)	3.43	2.97
54.	Test and evaluate police and patrol vehicle equipment (e.g., lights, siren, firearm) prior to shift	4.37	3.08
55.	Attend informal in-service training (e.g., roll call, called in from patrol)	3.19	2.73
56.	Summarize total shift activities in department system (e.g., logbook, online automated system)	3.05	2.38
<b>B. Criminal Investigations</b>		<b>FREQ</b>	<b>CIP</b>
57.	Investigate crimes against persons, <u>excluding rape/sexual assault</u> (e.g., aggravated assault, robbery, etc.)	2.72	3.65
58.	Investigate crimes of rape and sexual assault	1.94	3.70
59.	Investigate crimes against property (e.g., burglary, fraud, theft etc.)	3.05	3.13
60.	Investigate public order crimes (e.g., disorderly conduct)	2.90	2.97
61.	Investigate domestic disturbances (non-physical) or other disputes between two parties	3.36	3.63
62.	Investigate drug- or alcohol-related offenses (e.g., DWI/DUI, controlled substances)	2.98	3.64
63.	Investigate bias-related (hate) crimes	1.29	3.25
64.	Investigate cyberbullying	1.42	2.82
65.	Investigate human trafficking	1.21	3.62
66.	Investigate identity theft	1.94	2.70
67.	Investigate stolen or abandoned vehicles	2.56	2.89

68.	Interview suspects	<b>3.31</b>	<b>3.27</b>
69.	Interview victims and/or witnesses of a crime	<b>3.55</b>	<b>3.19</b>
70.	Participate in joint investigations with other law enforcement agencies and/or specialized units	<b>2.04</b>	<b>3.02</b>
71.	Advise crime victims of the procedures to pursue prosecution or other legal options (e.g., obtaining restraining order)	<b>2.74</b>	<b>2.90</b>
72.	Describe persons (e.g., suspects, missing persons) to other officers	<b>3.28</b>	<b>3.26</b>
73.	Track persons from scene (e.g., footprints in snow or mud)	<b>1.71</b>	<b>3.09</b>
74.	Conduct stationary surveillance of individuals, locations, vehicles, etc.	<b>2.52</b>	<b>2.87</b>
75.	Look at insignias, tattoos, clothing, and colors to identify possible gang affiliation, criminal suspects, etc.	<b>2.96</b>	<b>3.03</b>
76.	Recognize signs of domestic violence (e.g., strangulation marks)	<b>2.98</b>	<b>3.68</b>
77.	Review records to gain knowledge about the history of a particular case (e.g., prior domestic disturbance incidents)	<b>3.25</b>	<b>3.08</b>
78.	Use official records (e.g., motor vehicle, law enforcement, etc.) to locate missing or wanted persons	<b>2.75</b>	<b>3.06</b>
79.	Use open sources or public records to conduct investigations	<b>2.59</b>	<b>2.75</b>
80.	Use/monitor social media to identify/anticipate potential public safety problems	<b>2.08</b>	<b>2.66</b>
81.	Use social media to facilitate a law enforcement investigation	<b>1.86</b>	<b>2.58</b>
82.	Study crime scene to identify modus operandi (M.O.) of perpetrator	<b>1.74</b>	<b>2.80</b>
83.	Review crime lab reports to guide investigation	<b>1.29</b>	<b>2.64</b>
84.	Conduct neighborhood canvass to collect crime-related information, identify witnesses, etc.	<b>1.99</b>	<b>2.83</b>
85.	Conduct a photographic/live line-up	<b>1.16</b>	<b>2.66</b>
86.	Recognize and properly handle illegal materials (e.g., drugs, chemicals, etc.) confiscated from subject	<b>2.94</b>	<b>3.57</b>

87.	Recognize common, over the counter products that are used in the production of methamphetamines (meth) and other illegal drugs	2.13	2.97
88.	Explain nature of charges to arrested person(s)	3.46	2.81
89.	Review law enforcement records to determine whether recovered property is linked with a previous crime	2.24	2.62
90.	Estimate property values of stolen or recovered goods	2.64	2.38
91.	Attempt to locate owner(s) of recovered stolen property	2.52	2.54
92.	Talk with supervisor to determine if follow-up investigation is necessary	2.77	2.55
93.	Verify the identity of deceased person(s)	2.10	3.12
94.	Examine dead body visually to identify wounds and injuries, if any	1.99	3.27
95.	Have a basic knowledge of rigor mortis	2.48	2.84
96.	Recognize need for and initiate an involuntary commitment (e.g., commitment to psychiatric facility)	2.26	3.46
97.	Use audio/video/body-worn camera to record statement or confession	3.42	3.17
98.	Conduct inventory of seized property (e.g., firearms from a home)	2.42	3.03
99.	Explain procedures for reclaiming seized property	1.98	2.55
100.	Control the scene during an investigation or call for service (e.g., separate feuding parties)	3.30	3.61
101.	Observe crime scene to determine need for processing by specialist (e.g., evidence technician)	2.44	3.10
102.	Protect and secure crime scene (e.g., limit access)	2.51	3.47
103.	Dust, photograph, and lift latent fingerprints	1.58	2.92
104.	Maintain crime scene log	1.83	2.95
105.	Fill out forms or tags to document chain of custody of evidence	2.52	3.09
<b>C. Legal Issues/Arrest Procedures/Search and Seizures/Warrants</b>		<b>FREQ</b>	<b>CIP</b>
106.	Hold person under investigative detention (e.g., Terry Stop)	3.01	3.38

107.	Detain a person based on reasonable suspicion (e.g., individual matches suspect description)	2.86	3.39
108.	Advise persons of constitutional (Miranda) rights	2.51	3.39
109.	Review Texas Penal Code to determine if a crime has been committed	3.42	3.36
110.	Recognize whether an incident is a criminal or civil matter	3.70	3.15
111.	Determine if an offense is a criminal or a status offense (e.g., violating curfew, truancy)	2.83	2.99
112.	Verify arrest warrants before service	3.17	3.47
113.	Plan strategies for making arrests (e.g., removing individual from home prior to arrest)	2.94	3.70
114.	Complete the return and tabulation of search warrants following service	1.97	3.04
115.	Stop a moving vehicle based on reasonable suspicion	2.82	3.27
116.	Solicit consent for searches of persons and/or property	2.84	3.17
117.	Search automobile based on probable cause	2.99	3.28
118.	Conduct inventory search of impounded/seized vehicles	2.87	3.00
119.	Conduct pat-down search (frisk) of person for weapons and other contraband during a legitimate stop	3.40	3.96
120.	Read court and legal documents to determine meaning and proper law enforcement response (e.g., restraining and protection orders, etc.)	2.48	3.12
121.	Recognize laws and limits on law enforcement powers when crossing jurisdictional lines	2.55	3.14
122.	Present evidence and testimony in legal and/or administrative proceedings (e.g., arraignment, preliminary hearing, trial, grand jury, etc.)	1.51	3.15
123.	Testify in parole or probation hearings	1.14	2.82
<b>D. Traffic/Motor Vehicle Enforcement/Collisions/Emergency Vehicle Operation</b>		<b>FREQ</b>	<b>CIP</b>

124.	Conduct high-risk vehicle stop	<b>2.03</b>	<b>4.33</b>
125.	Engage in vehicle pursuits	<b>1.70</b>	<b>4.35</b>
126.	Determine the best location for a traffic stop	<b>4.04</b>	<b>3.66</b>
127.	Determine and communicate routes for responding units to scenes	<b>2.96</b>	<b>3.49</b>
128.	Verify driver's license to determine if valid (e.g., not suspended)	<b>4.31</b>	<b>2.70</b>
129.	Verify vehicle information (e.g., verifying registration information, running plate numbers)	<b>4.41</b>	<b>2.80</b>
130.	Verify possession of an authentic auto insurance certificate	<b>4.16</b>	<b>2.58</b>
131.	Explain traffic enforcement actions and/or procedures to involved parties	<b>4.21</b>	<b>2.65</b>
132.	Issue citations (e.g., parking, traffic, to pedestrians, to bicycle riders)	<b>3.73</b>	<b>2.55</b>
133.	Observe vehicle operator's eyes, body movements, actions, etc. to evaluate impairment	<b>4.07</b>	<b>3.49</b>
134.	Administer field sobriety tests (e.g., Standardized Field Sobriety Test, Walk and Turn, One-leg Stand, etc.)	<b>2.38</b>	<b>3.56</b>
135.	Conduct sobriety checkpoint	<b>1.21</b>	<b>2.49</b>
136.	Place devices (e.g., cones, barriers) to protect or secure crash scene	<b>2.11</b>	<b>3.44</b>
137.	Use illuminated baton or hand signals to direct traffic	<b>2.23</b>	<b>3.15</b>
138.	Plan traffic detours	<b>1.70</b>	<b>2.77</b>
139.	Establish and conduct a stationary roadblock	<b>1.79</b>	<b>2.85</b>
140.	Locate and interview witnesses to traffic crash	<b>2.78</b>	<b>2.57</b>
141.	Facilitate the exchange of information between persons involved in a traffic crash	<b>2.95</b>	<b>2.51</b>
142.	Interview first responders (e.g., fire department) and/or traffic units for vehicle crash information	<b>2.15</b>	<b>2.44</b>
143.	Engage in selective enforcement to reduce collisions (e.g., monitoring vehicle speeds at specific locations)	<b>2.53</b>	<b>2.76</b>
144.	Estimate speed of vehicles visually	<b>3.24</b>	<b>2.56</b>

145.	Determine speed of vehicles using speed measurement devices (e.g., Laser, Lidar, Radar, etc.)	<b>3.39</b>	<b>2.63</b>
146.	Use speed measurement devices or measure skid marks for calculation of approximate vehicle speed after a crash	<b>1.35</b>	<b>2.45</b>
147.	Take coordinate measures of traffic crash scenes (e.g., using triangulation to recreate crash scenes)	<b>1.28</b>	<b>2.39</b>
148.	Collect facts of motor vehicle crash to determine charges	<b>2.56</b>	<b>2.79</b>
149.	Use deflation devices or other technology (e.g., stop sticks, GPS dart, Grappler Police Bumper) to slow a vehicle	<b>1.24</b>	<b>3.63</b>
150.	Notify citizens of damage to their property	<b>2.06</b>	<b>2.53</b>
151.	Investigate and report hazardous roadway conditions (e.g., damaged roadway, wires down, malfunctioning traffic lights)	<b>2.36</b>	<b>3.16</b>
152.	Review crashes with traffic crash investigators	<b>1.42</b>	2.31
153.	Check trucks to make sure cargo is secure	<b>1.47</b>	2.57
154.	Inspect commercial vehicles for code compliance	<b>1.26</b>	2.34
155.	Check commercial vehicle for dangerous or illegal cargo	<b>1.28</b>	2.60
156.	Advise vehicle owners to remove abandoned vehicles	<b>1.86</b>	2.24
157.	Arrest or cite persons for unlawful use of recreational vehicles or watercraft	<b>1.38</b>	2.45
158.	Stop off-road vehicles (e.g., snowmobiles, ATV/UTV)	<b>1.57</b>	2.45
159.	Investigate off-road/ATV vehicle accidents/collisions	<b>1.20</b>	2.47
160.	Issue bicycle licenses/registrations	<b>1.11</b>	1.85
161.	Complete and submit racial profiling data on routine traffic stops	<b>3.83</b>	<b>2.70</b>
<b>E. Public Relations</b>		<b>FREQ</b>	<b>CIP</b>
162.	Interact with a person with a mental disorder or developmental disability	<b>3.08</b>	<b>3.47</b>

163.	Interact with a subject who has a communication impairment because of a physical or neurological handicap (e.g., is deaf, has a speech impediment, autistic)	<b>2.33</b>	<b>3.09</b>
164.	Communicate with a subject who does not speak English or is difficult to communicate with (e.g., has a dialect or an accent)	<b>3.51</b>	<b>2.91</b>
165.	Observe person's body language to assess attitude, intentions, etc.	<b>4.38</b>	<b>3.57</b>
166.	Use verbal de-escalation techniques (e.g., verbal persuasion) to communicate with person or persons or gain compliance	<b>3.84</b>	<b>3.51</b>
167.	Deliver emergency messages to relatives and loved ones (e.g., injuries, death)	<b>1.60</b>	<b>2.76</b>
168.	Comfort emotionally upset persons	<b>3.01</b>	<b>2.72</b>
169.	Assist elderly or disabled individuals with personal mobility problems or mobility impairment (e.g., blind, wheelchair bound)	<b>2.37</b>	<b>2.57</b>
170.	Participate in crime prevention programs (e.g., Neighborhood Watch, social media pages, community meetings, etc.)	<b>1.44</b>	<b>2.37</b>
171.	Give a talk in front of a group of citizens regarding crime prevention	<b>1.16</b>	<b>2.17</b>
172.	Provide recommendations to property/business owners regarding security	<b>1.75</b>	<b>2.22</b>
173.	Meet with school administrators to identify concerns	<b>1.25</b>	<b>2.45</b>
174.	Give directions to citizens (e.g., street locations)	<b>2.89</b>	<b>2.10</b>
175.	Mediate civil disputes (e.g. landlord-tenant, repossession dispute)	<b>2.46</b>	<b>2.29</b>
176.	Mediate domestic disputes to resolve, maintain peace, protect persons, etc.	<b>3.05</b>	<b>3.22</b>
177.	Conduct welfare checks of citizens to ensure safety of person (e.g., suicidal person, elderly)	<b>3.14</b>	<b>3.28</b>
178.	Listen to citizen complaints regarding tickets or other minor offenses	<b>2.71</b>	<b>2.30</b>
179.	Educate community on what an officer can and cannot do	<b>2.52</b>	<b>2.43</b>

180.	Refer citizen encounters to a mental health provider	2.18	2.75
181.	Refer persons to agencies that provide social services (e.g., housing assistance, drug/alcohol rehabilitation)	2.09	2.43
182.	Warn or counsel individuals suspected of committing a crime instead of arresting them	2.18	2.64
183.	Counsel/advise juveniles about personal problems, issues, etc.	2.06	2.44
<b>F. Firearms</b>		<b>FREQ</b>	<b>CIP</b>
184.	Clean and inspect weapon	3.49	3.82
185.	Clear firearm malfunctions	2.50	4.09
186.	Recognize signs of concealed weapons on a person	3.44	4.19
187.	Secure weapon other than own	2.61	4.13
188.	Respond to an incident involving an armed suicidal subject	1.76	4.46
189.	Respond to an ongoing act of violence (e.g., officer-involved shooting, robbery in progress)	1.95	4.53
190.	Detain person at gun point	1.84	4.43
191.	Draw weapon (e.g., firearm) to protect self or third party	1.96	4.47
192.	Discharge firearm in reduced light levels	1.24	4.47
193.	Reload firearm under combat conditions	1.16	4.43
194.	Fire handgun while employing “move and shoot” techniques (not including training)	1.23	4.39
195.	Use handgun disarm techniques against a frontal attack	1.09	4.32
196.	Participate in debriefing after duty-related firearm discharge	1.14	3.49
197.	Remove weapon (e.g., firearm) from home/residence of suicidal person, scene of domestic violence, etc.	1.45	3.99
198.	Carry “secondary/back-up” firearm on duty	1.82	3.24
<b>G. Tactical Operations</b>		<b>FREQ</b>	<b>CIP</b>

199.	Participate or assist in the execution of a search warrant	1.78	3.87
200.	Recognize incidents where K-9 or other specialized services (e.g., Air, SWAT, etc.) may be a useful/necessary resource	2.03	3.75
201.	Use special protective equipment and weapons to participate in high-risk entries	1.55	4.12
202.	Perform special/undercover assignment (e.g., vice, prostitution, narcotics)	1.15	3.53
203.	Search the perimeter of an emergency incident or tactical operation	1.68	3.78
204.	Respond to and control scene involving barricaded subject	1.45	4.13
205.	Participate in search for escaped person(s)	1.27	4.03
<b>H. Booking and Handling Procedures</b>		<b>FREQ</b>	<b>CIP</b>
206.	Secure arrestees for vehicle transport (e.g., restraints, seat belts, lock door)	3.38	3.84
207.	Transport arrested persons to appropriate facility (e.g., jail, hospital, juvenile detention)	3.43	3.58
208.	Verify identity of person in custody for booking purposes	3.39	3.39
209.	Book arrestee by completing standard processing forms	3.32	3.05
210.	Strip search arrestees, when appropriate	1.57	3.16
211.	Collect and inventory arrestees' personal property	3.15	2.97
212.	Fingerprint and photograph persons pursuant to an arrest per agency procedures	1.66	2.87
213.	Guard arrestees detained at facility other than jail (e.g., hospital)	2.20	3.41
214.	Assess medical condition of person in custody (e.g., presence of injuries)	2.46	3.45
215.	Recognize signs of suicide risk in detainee or arrestee	2.61	3.68
<b>I. Report Writing</b>		<b>FREQ</b>	<b>CIP</b>
216.	Take detailed field notes so reports can be completed	3.87	3.03
217.	Write detailed incident reports	3.94	3.27

218.	Use artificial intelligence (AI) to write incident reports	1.16	2.44
219.	Use computer to prepare reports	3.91	2.77
220.	Attach witness statements to reports	2.90	2.84
221.	Attach photos and videos to reports	3.41	2.91
222.	Prepare search warrants (e.g., obtain blood evidence, seize mobile devices)	1.92	3.12
223.	Document “criminal offenses,” if any, on incident/offense reports	3.61	3.11
224.	Classify offense data from incident reports into the National-Incidence Based Reporting System (NIBRS) system	2.60	2.75
<b>J. First Aid and Emergency Assistance</b>		<b>FREQ</b>	<b>CIP</b>
225.	Apply basic first aid to unresponsive/unconscious person	1.71	4.00
226.	Apply basic first aid to treat for gunshot wounds	1.20	4.20
227.	Apply basic first aid to control bleeding (e.g., lacerations, stab wounds)	1.36	4.16
228.	Conduct an initial patient survey (e.g., check for airway, breathing, and circulation (ABCs))	1.60	4.05
229.	Apply basic first aid for choking (e.g., Heimlich Maneuver)	1.18	4.11
230.	Apply basic first aid to treat for heart attack	1.13	3.99
231.	Administer/deploy Automatic External Defibrillator (AED)	1.14	4.09
232.	Administer cardio-pulmonary resuscitation (CPR)	1.29	4.12
233.	Administer mouth-to mouth resuscitation/rescue breathing (i.e., no chest compressions)	1.05	3.67
234.	Apply basic first aid to treat for drug overdose, e.g., administer NarCan (Naloxone)	1.30	4.05
235.	Use personal protective equipment (e.g., gloves, masks, glasses, etc.) to prevent contact with communicable diseases or blood-borne pathogens	3.18	3.90
236.	Extricate/free trapped persons from vehicle	1.39	3.95

237.	Evacuate buildings and/or areas to remove persons from danger (e.g., house fire)	1.47	4.08
<b>K. Physical Skills and Mental Health</b>		<b>FREQ</b>	<b>CIP</b>
238.	Stand continuously for more than 50% of the work shift (e.g., guard duty or point control)	2.64	2.99
239.	Walk continuously for more than 50% of the work shift (e.g., foot patrol)	2.29	2.94
240.	Lift, carry, and drag person	1.59	3.36
241.	Wade through marshes, swamp land, or waterways	1.32	3.02
242.	Engage in foot pursuits	1.71	3.59
243.	Tackle a fleeing suspect	1.40	3.60
244.	Use body force to gain entrance through barriers (e.g., locked doors)	1.36	3.47
245.	Defend self from an attack	1.34	4.23
246.	Retain firearm from suspect attempting to disarm officer	1.08	4.44
247.	Subdue persons resisting arrest without the use of weapons/devices (e.g., physical force, control techniques, etc.)	1.86	3.96
248.	Subdue persons resisting arrest using less than lethal devices (e.g., baton, pepper spray, PR-24, Asp, Taser, bean-bag round, etc.)	1.35	3.95
249.	Arrest using lethal force other than the discharge of a firearm (i.e., using other means (e.g., chokehold)) if separated from your weapon	1.08	4.34
250.	Recognize indicators of vicarious trauma (e.g., emotionally stressful events/scenes) in oneself or other officers	1.81	3.52
251.	Recognize changes in peer officer behavior (e.g., increased anger, substance abuse) to identify potential suicide risk	1.70	3.63
252.	Engage in self-care (e.g., exercise, proper nutrition) to maintain physical health and reduce burnout	3.75	3.57
253.	Seek professional help (e.g., therapy, counseling) to manage stress or vicarious trauma	1.52	3.48

<b>L. Emergency Preparedness/Disaster Control</b>		<b>FREQ</b>	<b>CIP</b>
254.	Identify contents of railroad car or semi-truck for hazardous cargo	<b>1.22</b>	<b>3.11</b>
255.	Recognize and properly handle hazardous materials (e.g., biohazard)	<b>1.26</b>	<b>3.48</b>
256.	Investigate hazardous materials incidents	<b>1.10</b>	<b>3.29</b>
257.	Investigate environmental crimes (e.g., illegal dumping)	<b>1.24</b>	<b>2.73</b>
258.	Secure scene of a bomb threat	<b>1.07</b>	<b>4.02</b>
259.	Investigate weapons of mass destruction (WMD) threats or incidents	<b>1.06</b>	<b>3.95</b>
260.	Participate in search and rescue operations in extreme/dangerous weather locations or disaster-stricken areas (e.g., high water rescue)	<b>1.11</b>	<b>3.95</b>
261.	Implement incident command system with other law enforcement agencies	<b>1.19</b>	<b>3.37</b>
262.	Cooperate with and/or assist other emergency agencies at disaster/hazmat scenes (e.g., Fire, Red Cross, Homeland Security)	<b>1.21</b>	<b>3.37</b>

**APPENDIX C: WHEN LEARNED SCORES FOR ALL JOB TASKS**

**BAE = basic academy exposure or competency prior to leaving the academy**

**OTJ = on the job**

**ST = specialized training**

<b>A. Patrol/Basic Law Enforcement Functions</b>		<b>WL</b>
1.	Patrol freeways	<b>OTJ</b>
2.	Patrol on bicycle	<b>ST</b>
3.	Patrol on foot	<b>OTJ</b>
4.	Patrol on motorcycle	<b>ST</b>
5.	Patrol on horse	<b>ST</b>
6.	Patrol on watercraft	<b>ST</b>
7.	Use radio codes to communicate verbally on law enforcement radio	<b>BAE</b>
8.	Use cell phone or mobile applications to communicate with other officers or dispatch	<b>OTJ</b>
9.	Monitor department radio communications to stay aware of law enforcement activity	<b>OTJ</b>
10.	Monitor mobile data computer (MDC) to stay aware of law enforcement activity	<b>OTJ</b>
11.	Monitor cell phone or mobile applications to stay aware of law enforcement activity	<b>OTJ</b>
12.	Operate body worn technology according to agency policy (e.g., uniform cameras, sensors, audio recorder)	<b>OTJ</b>
13.	Observe and identify colors of automobiles, suspects' clothing, etc.	<b>BAE</b>
14.	Provide back-up assistance	<b>BAE</b>
15.	Respond to mutual aid request from other emergency responders (e.g., other police agency)	<b>OTJ</b>

16.	Execute stop of motor vehicle, approach, and talk to operator and passengers	<b>BAE</b>
17.	Watch occupants of stopped vehicle to identify unusual or suspicious actions	<b>BAE</b>
18.	Check persons for wants/warrants through dispatch or mobile data computer (MDC)	<b>OTJ</b>
19.	Check stolen status on property through dispatch or mobile data computer (MDC)	<b>OTJ</b>
20.	Maintain a state of hyper vigilance (acute sensory awareness) for self and other officers on scene	<b>BAE</b>
21.	Restrain unruly or violent individuals, remove from public areas and arrest if necessary	<b>BAE</b>
22.	Exchange information with other law enforcement officials (e.g., department's history with a suspect)	<b>OTJ</b>
23.	Speak basic Spanish to communicate	<b>BAE</b>
24.	Use language translation applications (e.g., Google Translate) to communicate with non-English speakers	<b>OTJ</b>
25.	Recognize and report indicators of individuals' legal residency or citizenship status (e.g., undocumented status)	<b>OTJ</b>
26.	Drive patrol vehicle while multi-tasking (e.g., using computer/communications equipment)	<b>OTJ</b>
27.	Use geographical knowledge (i.e., familiarity) of an area, rather than global positioning systems (GPS) to patrol	<b>OTJ</b>
28.	Exchange information with parole/probation officers	<b>OTJ</b>
29.	Act as department court officer or bailiff	<b>OTJ</b>
30.	Develop field contacts and intelligence sources in the community	<b>OTJ</b>
31.	Operate fire extinguisher (e.g., to fight vehicle fires, other minor fires)	<b>BAE</b>

32.	Check homes of persons on vacation	<b>OTJ</b>
33.	Check businesses for compliance with laws, permits, or licensing requirements (excluding alcohol regulations)	<b>OTJ</b>
34.	Assist the Texas Alcoholic Beverage Commission (TABC) in investigating and enforcing alcohol-related laws (e.g., a business selling alcohol to minors).	<b>OTJ</b>
35.	Observe persons for hunting violations	<b>OTJ</b>
36.	Patrol schools and school property to provide security	<b>OTJ</b>
37.	Recognize circumstances where Youth Diversion is an appropriate action	<b>OTJ</b>
38.	Conduct follow-up procedures with juvenile offenders (e.g., release to parents, petition court, etc.)	<b>OTJ</b>
39.	Conduct parent-juvenile conferences (e.g., to advise, notify, inform, counsel)	<b>OTJ</b>
40.	Counsel juveniles (on issues other than criminal matters)	<b>OTJ</b>
41.	Enforce court orders according to agency policy (e.g., evictions, remove children from home, etc.)	<b>OTJ</b>
42.	Provide information to Child Protective Services (CPS)	<b>OTJ</b>
43.	Provide security at special events (e.g., festivals, community gatherings, sporting contests, concerts, etc.)	<b>OTJ</b>
44.	Escort money, valuables, or people to provide security	<b>OTJ</b>
45.	Escort processions (e.g., parades, oversized trucks, funerals)	<b>OTJ</b>
46.	Assist motorists with disabled vehicles (e.g., remove vehicles from roadway, facilitate with tow service)	<b>OTJ</b>
47.	Notify public agencies or utilities of damage to their equipment	<b>OTJ</b>
48.	Explain department's recruiting policies to potential applicants (i.e., job requirements)	<b>OTJ</b>
49.	Instruct on-the-job training	<b>OTJ</b>

50.	Participate in required firearms, defensive driving, physical conditioning, or other trainings	<b>BAE</b>
51.	Keep up with changes in departmental policies (e.g., use of force guidelines, body camera policies)	<b>OTJ</b>
52.	Keep up with changes in the Texas Penal Code	<b>BAE</b>
53.	Perform directed patrol duties (e.g., preplanned/predetermined for specific enforcement)	<b>OTJ</b>
54.	Test and evaluate police and patrol vehicle equipment (e.g., lights, siren, firearm) prior to shift	<b>OTJ</b>
55.	Attend informal in-service training (e.g., roll call, called in from patrol)	<b>OTJ</b>
56.	Summarize total shift activities in department system (e.g., logbook, online automated system)	<b>OTJ</b>
<b>B. Criminal Investigations</b>		
57.	Investigate crimes against persons, <u>excluding rape/sexual assault</u> (e.g., aggravated assault, robbery, etc.)	<b>BAE</b>
58.	Investigate crimes of rape and sexual assault	<b>BAE</b>
59.	Investigate crimes against property (e.g., burglary, fraud, theft etc.)	<b>BAE</b>
60.	Investigate public order crimes (e.g., disorderly conduct)	<b>BAE</b>
61.	Investigate domestic disturbances (non-physical) or other disputes between two parties	<b>BAE</b>
62.	Investigate drug- or alcohol-related offenses (e.g., DWI/DUI, controlled substances)	<b>BAE</b>
63.	Investigate bias-related (hate) crimes	<b>BAE</b>
64.	Investigate cyberbullying	<b>OTJ</b>
65.	Investigate human trafficking	<b>BAE</b>
66.	Investigate identity theft	<b>BAE</b>
67.	Investigate stolen or abandoned vehicles	<b>BAE</b>

68.	Interview suspects	<b>BAE</b>
69.	Interview victims and/or witnesses of a crime	<b>BAE</b>
70.	Participate in joint investigations with other law enforcement agencies and/or specialized units	<b>OTJ</b>
71.	Advise crime victims of the procedures to pursue prosecution or other legal options (e.g., obtaining restraining order)	<b>OTJ</b>
72.	Describe persons (e.g., suspects, missing persons) to other officers	<b>BAE</b>
73.	Track persons from scene (e.g., footprints in snow or mud)	<b>OTJ</b>
74.	Conduct stationary surveillance of individuals, locations, vehicles, etc.	<b>OTJ</b>
75.	Look at insignias, tattoos, clothing, and colors to identify possible gang affiliation, criminal suspects, etc.	<b>BAE</b>
76.	Recognize signs of domestic violence (e.g., strangulation marks)	<b>BAE</b>
77.	Review records to gain knowledge about the history of a particular case (e.g., prior domestic disturbance incidents)	<b>OTJ</b>
78.	Use official records (e.g., motor vehicle, law enforcement, etc.) to locate missing or wanted persons	<b>OTJ</b>
79.	Use open sources or public records to conduct investigations	<b>OTJ</b>
80.	Use/monitor social media to identify/anticipate potential public safety problems	<b>OTJ</b>
81.	Use social media to facilitate a law enforcement investigation	<b>OTJ</b>
82.	Study crime scene to identify modus operandi (M.O.) of perpetrator	<b>OTJ</b>
83.	Review crime lab reports to guide investigation	<b>OTJ</b>
84.	Conduct neighborhood canvass to collect crime-related information, identify witnesses, etc.	<b>OTJ</b>
85.	Conduct a photographic/live line-up	<b>OTJ</b>
86.	Recognize and properly handle illegal materials (e.g., drugs, chemicals, etc.) confiscated from subject	<b>BAE</b>

87.	Recognize common, over the counter products that are used in the production of methamphetamines (meth) and other illegal drugs	<b>BAE</b>
88.	Explain nature of charges to arrested person(s)	<b>BAE</b>
89.	Review law enforcement records to determine whether recovered property is linked with a previous crime	<b>OTJ</b>
90.	Estimate property values of stolen or recovered goods	<b>OTJ</b>
91.	Attempt to locate owner(s) of recovered stolen property	<b>OTJ</b>
92.	Talk with supervisor to determine if follow-up investigation is necessary	<b>OTJ</b>
93.	Verify the identity of deceased person(s)	<b>OTJ</b>
94.	Examine dead body visually to identify wounds and injuries, if any	<b>OTJ</b>
95.	Have a basic knowledge of rigor mortis	<b>BAE</b>
96.	Recognize need for and initiate an involuntary commitment (e.g., commitment to psychiatric facility)	<b>BAE</b>
97.	Use audio/video/body-worn camera to record statement or confession	<b>OTJ</b>
98.	Conduct inventory of seized property (e.g., firearms from a home)	<b>OTJ</b>
99.	Explain procedures for reclaiming seized property	<b>OTJ</b>
100.	Control the scene during an investigation or call for service (e.g., separate feuding parties)	<b>BAE</b>
101.	Observe crime scene to determine need for processing by specialist (e.g., evidence technician)	<b>OTJ</b>
102.	Protect and secure crime scene (e.g., limit access)	<b>BAE</b>
103.	Dust, photograph, and lift latent fingerprints	<b>BAE</b>
104.	Maintain crime scene log	<b>BAE</b>
105.	Fill out forms or tags to document chain of custody of evidence	<b>BAE</b>
<b>C. Legal Issues/Arrest Procedures/Search and Seizures/Warrants</b>		<b>WL</b>
106.	Hold person under investigative detention (e.g., Terry Stop)	<b>BAE</b>

107.	Detain a person based on reasonable suspicion (e.g., individual matches suspect description)	<b>BAE</b>
108.	Advise persons of constitutional (Miranda) rights	<b>BAE</b>
109.	Review Texas Penal Code to determine if a crime has been committed	<b>BAE</b>
110.	Recognize whether an incident is a criminal or civil matter	<b>BAE</b>
111.	Determine if an offense is a criminal or a status offense (e.g., violating curfew, truancy)	<b>BAE</b>
112.	Verify arrest warrants before service	<b>OTJ</b>
113.	Plan strategies for making arrests (e.g., removing individual from home prior to arrest)	<b>OTJ</b>
114.	Complete the return and tabulation of search warrants following service	<b>OTJ</b>
115.	Stop a moving vehicle based on reasonable suspicion	<b>BAE</b>
116.	Solicit consent for searches of persons and/or property	<b>BAE</b>
117.	Search automobile based on probable cause	<b>BAE</b>
118.	Conduct inventory search of impounded/seized vehicles	<b>OTJ</b>
119.	Conduct pat-down search (frisk) of person for weapons and other contraband during a legitimate stop	<b>BAE</b>
120.	Read court and legal documents to determine meaning and proper law enforcement response (e.g., restraining and protection orders, etc.)	<b>BAE</b>
121.	Recognize laws and limits on law enforcement powers when crossing jurisdictional lines	<b>BAE</b>
122.	Present evidence and testimony in legal and/or administrative proceedings (e.g., arraignment, preliminary hearing, trial, grand jury, etc.)	<b>BAE</b>
123.	Testify in parole or probation hearings	<b>OTJ</b>
<b>D. Traffic/Motor Vehicle Enforcement/Collisions/Emergency Vehicle Operation</b>		<b>WL</b>
124.	Conduct high-risk vehicle stop	<b>BAE</b>

125.	Engage in vehicle pursuits	<b>BAE</b>
126.	Determine the best location for a traffic stop	<b>BAE</b>
127.	Determine and communicate routes for responding units to scenes	<b>OTJ</b>
128.	Verify driver's license to determine if valid (e.g., not suspended)	<b>BAE</b>
129.	Verify vehicle information (e.g., verifying registration information, running plate numbers)	<b>BAE</b>
130.	Verify possession of an authentic auto insurance certificate	<b>OTJ</b>
131.	Explain traffic enforcement actions and/or procedures to involved parties	<b>BAE</b>
132.	Issue citations (e.g., parking, traffic, to pedestrians, to bicycle riders)	<b>OTJ</b>
133.	Observe vehicle operator's eyes, body movements, actions, etc. to evaluate impairment	<b>BAE</b>
134.	Administer field sobriety tests (e.g., Standardized Field Sobriety Test, Walk and Turn, One-leg Stand, etc.)	<b>BAE</b>
135.	Conduct sobriety checkpoint	<b>OTJ</b>
136.	Place devices (e.g., cones, barriers) to protect or secure crash scene	<b>OTJ</b>
137.	Use illuminated baton or hand signals to direct traffic	<b>BAE</b>
138.	Plan traffic detours	<b>OTJ</b>
139.	Establish and conduct a stationary roadblock	<b>OTJ</b>
140.	Locate and interview witnesses to traffic crash	<b>OTJ</b>
141.	Facilitate the exchange of information between persons involved in a traffic crash	<b>OTJ</b>
142.	Interview first responders (e.g., fire department) and/or traffic units for vehicle crash information	<b>OTJ</b>
143.	Engage in selective enforcement to reduce collisions (e.g., monitoring vehicle speeds at specific locations)	<b>OTJ</b>
144.	Estimate speed of vehicles visually	<b>OTJ</b>

145.	Determine speed of vehicles using speed measurement devices (e.g., Laser, Lidar, Radar, etc.)	<b>OTJ</b>
146.	Use speed measurement devices or measure skid marks for calculation of approximate vehicle speed after a crash	<b>ST</b>
147.	Take coordinate measures of traffic crash scenes (e.g., using triangulation to recreate crash scenes)	<b>ST</b>
148.	Collect facts of motor vehicle crash to determine charges	<b>BAE</b>
149.	Use deflation devices or other technology (e.g., stop sticks, GPS dart, Grappler Police Bumper) to slow a vehicle	<b>OTJ</b>
150.	Notify citizens of damage to their property	<b>OTJ</b>
151.	Investigate and report hazardous roadway conditions (e.g., damaged roadway, wires down, malfunctioning traffic lights)	<b>OTJ</b>
152.	Review crashes with traffic crash investigators	<b>OTJ</b>
153.	Check trucks to make sure cargo is secure	<b>OTJ</b>
154.	Inspect commercial vehicles for code compliance	<b>ST</b>
155.	Check commercial vehicle for dangerous or illegal cargo	<b>ST</b>
156.	Advise vehicle owners to remove abandoned vehicles	<b>OTJ</b>
157.	Arrest or cite persons for unlawful use of recreational vehicles or watercraft	<b>OTJ</b>
158.	Stop off-road vehicles (e.g., snowmobiles, ATV/UTV)	<b>OTJ</b>
159.	Investigate off-road/ATV vehicle accidents/collisions	<b>OTJ</b>
160.	Issue bicycle licenses/registrations	<b>OTJ</b>
161.	Complete and submit racial profiling data on routine traffic stops	<b>OTJ</b>
<b>E. Public Relations</b>		<b>WL</b>
162.	Interact with a person with a mental disorder or developmental disability	<b>BAE</b>

163.	Interact with a subject who has a communication impairment because of a physical or neurological handicap (e.g., is deaf, has a speech impediment, autistic)	<b>BAE</b>
164.	Communicate with a subject who does not speak English or is difficult to communicate with (e.g., has a dialect or an accent)	<b>BAE</b>
165.	Observe person's body language to assess attitude, intentions, etc.	<b>BAE</b>
166.	Use verbal de-escalation techniques (e.g., verbal persuasion) to communicate with person or persons or gain compliance	<b>BAE</b>
167.	Deliver emergency messages to relatives and loved ones (e.g., injuries, death)	<b>OTJ</b>
168.	Comfort emotionally upset persons	<b>OTJ</b>
169.	Assist elderly or disabled individuals with personal mobility problems or mobility impairment (e.g., blind, wheelchair bound)	<b>OTJ</b>
170.	Participate in crime prevention programs (e.g., Neighborhood Watch, social media pages, community meetings, etc.)	<b>OTJ</b>
171.	Give a talk in front of a group of citizens regarding crime prevention	<b>OTJ</b>
172.	Provide recommendations to property/business owners regarding security	<b>OTJ</b>
173.	Meet with school administrators to identify concerns	<b>OTJ</b>
174.	Give directions to citizens (e.g., street locations)	<b>OTJ</b>
175.	Mediate civil disputes (e.g. landlord-tenant, repossession dispute)	<b>OTJ</b>
176.	Mediate domestic disputes to resolve, maintain peace, protect persons, etc.	<b>BAE</b>
177.	Conduct welfare checks of citizens to ensure safety of person (e.g., suicidal person, elderly)	<b>OTJ</b>
178.	Listen to citizen complaints regarding tickets or other minor offenses	<b>OTJ</b>
179.	Educate community on what an officer can and cannot do	<b>OTJ</b>
180.	Refer citizen encounters to a mental health provider	<b>OTJ</b>

181.	Refer persons to agencies that provide social services (e.g., housing assistance, drug/alcohol rehabilitation)	<b>OTJ</b>
182.	Warn or counsel individuals suspected of committing a crime instead of arresting them	<b>OTJ</b>
183.	Counsel/advise juveniles about personal problems, issues, etc.	<b>OTJ</b>
<b>F. Firearms</b>		<b>WL</b>
184.	Clean and inspect weapon	<b>BAE</b>
185.	Clear firearm malfunctions	<b>BAE</b>
186.	Recognize signs of concealed weapons on a person	<b>BAE</b>
187.	Secure weapon other than own	<b>BAE</b>
188.	Respond to an incident involving an armed suicidal subject	<b>BAE</b>
189.	Respond to an ongoing act of violence (e.g., officer-involved shooting, robbery in progress)	<b>BAE</b>
190.	Detain person at gun point	<b>BAE</b>
191.	Draw weapon (e.g., firearm) to protect self or third party	<b>BAE</b>
192.	Discharge firearm in reduced light levels	<b>BAE</b>
193.	Reload firearm under combat conditions	<b>BAE</b>
194.	Fire handgun while employing “move and shoot” techniques (not including training)	<b>BAE</b>
195.	Use handgun disarm techniques against a frontal attack	<b>BAE</b>
196.	Participate in debriefing after duty-related firearm discharge	<b>OTJ</b>
197.	Remove weapon (e.g., firearm) from home/residence of suicidal person, scene of domestic violence, etc.	<b>OTJ</b>
198.	Carry “secondary/back-up” firearm on duty	<b>OTJ</b>
<b>G. Tactical Operations</b>		<b>WL</b>
199.	Participate or assist in the execution of a search warrant	<b>OTJ</b>

200.	Recognize incidents where K-9 or other specialized services (e.g., Air, SWAT, etc.) may be a useful/necessary resource	<b>OTJ</b>
201.	Use special protective equipment and weapons to participate in high-risk entries	<b>ST</b>
202.	Perform special/undercover assignment (e.g., vice, prostitution, narcotics)	<b>ST</b>
203.	Search the perimeter of an emergency incident or tactical operation	<b>OTJ</b>
204.	Respond to and control scene involving barricaded subject	<b>OTJ</b>
205.	Participate in search for escaped person(s)	<b>OTJ</b>
<b>H. Booking and Handling Procedures</b>		<b>WL</b>
206.	Secure arrestees for vehicle transport (e.g., restraints, seat belts, lock door)	<b>BAE</b>
207.	Transport arrested persons to appropriate facility (e.g., jail, hospital, juvenile detention)	<b>OTJ</b>
208.	Verify identity of person in custody for booking purposes	<b>OTJ</b>
209.	Book arrestee by completing standard processing forms	<b>OTJ</b>
210.	Strip search arrestees, when appropriate	<b>OTJ</b>
211.	Collect and inventory arrestees' personal property	<b>OTJ</b>
212.	Fingerprint and photograph persons pursuant to an arrest per agency procedures	<b>OTJ</b>
213.	Guard arrestees detained at facility other than jail (e.g., hospital)	<b>OTJ</b>
214.	Assess medical condition of person in custody (e.g., presence of injuries)	<b>OTJ</b>
215.	Recognize signs of suicide risk in detainee or arrestee	<b>OTJ</b>
<b>I. Report Writing</b>		<b>WL</b>
216.	Take detailed field notes so reports can be completed	<b>BAE</b>
217.	Write detailed incident reports	<b>BAE</b>
218.	Use artificial intelligence (AI) to write incident reports	<b>OTJ</b>

219.	Use computer to prepare reports	<b>BAE</b>
220.	Attach witness statements to reports	<b>OTJ</b>
221.	Attach photos and videos to reports	<b>OTJ</b>
222.	Prepare search warrants (e.g., obtain blood evidence, seize mobile devices)	<b>OTJ</b>
223.	Document “criminal offenses,” if any, on incident/offense reports	<b>BAE</b>
224.	Classify offense data from incident reports into the National-Incidence Based Reporting System (NIBRS) system	<b>OTJ</b>
<b>J. First Aid and Emergency Assistance</b>		<b>WL</b>
225.	Apply basic first aid to unresponsive/unconscious person	<b>BAE</b>
226.	Apply basic first aid to treat for gunshot wounds	<b>BAE</b>
227.	Apply basic first aid to control bleeding (e.g., lacerations, stab wounds)	<b>BAE</b>
228.	Conduct an initial patient survey (e.g., check for airway, breathing, and circulation (ABCs))	<b>BAE</b>
229.	Apply basic first aid for choking (e.g., Heimlich Maneuver)	<b>BAE</b>
230.	Apply basic first aid to treat for heart attack	<b>BAE</b>
231.	Administer/deploy Automatic External Defibrillator (AED)	<b>BAE</b>
232.	Administer cardio-pulmonary resuscitation (CPR)	<b>BAE</b>
233.	Administer mouth-to-mouth resuscitation/rescue breathing (i.e., no chest compressions)	<b>BAE</b>
234.	Apply basic first aid to treat for drug overdose, e.g., administer NarCan (Naloxone)	<b>BAE</b>
235.	Use personal protective equipment (e.g., gloves, masks, glasses, etc.) to prevent contact with communicable diseases or blood-borne pathogens	<b>BAE</b>
236.	Extricate/free trapped persons from vehicle	<b>OTJ</b>
237.	Evacuate buildings and/or areas to remove persons from danger (e.g., house fire)	<b>OTJ</b>

<b>K. Physical Skills and Mental Health</b>		<b>WL</b>
238.	Stand continuously for more than 50% of the work shift (e.g., guard duty or point control)	<b>OTJ</b>
239.	Walk continuously for more than 50% of the work shift (e.g., foot patrol)	<b>OTJ</b>
240.	Lift, carry, and drag person	<b>BAE</b>
241.	Wade through marshes, swamp land, or waterways	<b>OTJ</b>
242.	Engage in foot pursuits	<b>BAE</b>
243.	Tackle a fleeing suspect	<b>BAE</b>
244.	Use body force to gain entrance through barriers (e.g., locked doors)	<b>BAE</b>
245.	Defend self from an attack	<b>BAE</b>
246.	Retain firearm from suspect attempting to disarm officer	<b>BAE</b>
247.	Subdue persons resisting arrest without the use of weapons/devices (e.g., physical force, control techniques, etc.)	<b>BAE</b>
248.	Subdue persons resisting arrest using less than lethal devices (e.g., baton, pepper spray, PR-24, Asp, Taser, bean-bag round, etc.)	<b>BAE</b>
249.	Arrest using lethal force other than the discharge of a firearm (i.e., using other means (e.g., chokehold)) if separated from your weapon	<b>BAE</b>
250.	Recognize indicators of vicarious trauma (e.g., emotionally stressful events/scenes) in oneself or other officers	<b>BAE</b>
251.	Recognize changes in peer officer behavior (e.g., increased anger, substance abuse) to identify potential suicide risk	<b>BAE</b>
252.	Engage in self-care (e.g., exercise, proper nutrition) to maintain physical health and reduce burnout	<b>BAE</b>
253.	Seek professional help (e.g., therapy, counseling) to manage stress or vicarious trauma	<b>BAE</b>
<b>L. Emergency Preparedness/Disaster Control</b>		<b>WL</b>
254.	Identify contents of railroad car or semi-truck for hazardous cargo	<b>OTJ</b>

255.	Recognize and properly handle hazardous materials (e.g., biohazard)	<b>ST</b>
256.	Investigate hazardous materials incidents	<b>ST</b>
257.	Investigate environmental crimes (e.g., illegal dumping)	<b>OTJ</b>
258.	Secure scene of a bomb threat	<b>OTJ</b>
259.	Investigate weapons of mass destruction (WMD) threats or incidents	<b>ST</b>
260.	Participate in search and rescue operations in extreme/dangerous weather locations or disaster-stricken areas (e.g., high water rescue)	<b>ST</b>
261.	Implement incident command system with other law enforcement agencies	<b>ST</b>
262.	Cooperate with and/or assist other emergency agencies at disaster/hazmat scenes (e.g., Fire, Red Cross, Homeland Security)	<b>OTJ</b>

## **APPENDIX D: ALIGNING JOB FUNCTIONS AND JOB COMPETENCIES**

### **Identifying and Aligning Job Functions to Job Competencies:**

We compared the initial evidence gathered as part of focus groups to the survey results to identify a set of competencies required by the NCOs to meet their performance metrics. In total, nine competencies were identified by the SMEs as outlined below:

1. Task Management and Organizational Skills
2. Effective Communication
3. Critical Thinking and Investigative Skills
4. Emotional Intelligence
5. Stress Management
6. Judgment and Decision-making
7. Positive Work Attitude and Empathy
8. Emergency Medical Health and Mental Health Support
9. Physical Fitness and Tactical Skills

These competencies were then linked to the identified job functions by the SMEs. Potential disagreements were resolved through consensus. This step allowed the alignment of rich descriptives captured from the law enforcements personnel with the experts' insights. The SMEs ensured that each job function is linked to at least one identified competency and that each identified competency is associated with at least one job function.

### **Mapping Job Functions to Relevant Job Competencies**

- 1. Task Management and Organizational Skills** – Effectively prioritizes and manages multiple and competing tasks, deadlines, and resources effectively and efficiently. Exhibits advance organizational skills to manage streamlined workflows. Demonstrates completeness and thoroughness in performing tasks in an accurate and timely manner while complying with the required legal standards and procedures.

<b>Job Functions</b>
Patrol/Basic Law Enforcement Functions
Criminal Investigations
Legal Issues/Arrest Procedures/Search and Seizures/Warrants
Traffic/Motor Vehicle Enforcement/Collisions/Emergency Vehicle Operation
Public Relations
Tactical Operations
Booking and Handling Procedures
Report Writing

- 2. Effective Communication:** Can maintain transparent and effective communication with internal and external stakeholders, as well as members of the public. Demonstrates respect, cultural sensitivity, and attention-to-detail in both verbal and non-verbal communication.
- a. Written Communication:** Demonstrates the ability to prepare clear and accurate documentation and reports that meets agency’s standards.
  - b. Public Speaking:** Ability to communicate with general public representing different age groups and backgrounds confidently and professionally in a range of situations.

<b>Job Functions</b>
Patrol/Basic Law Enforcement Functions
Criminal Investigations
Public Relations
Booking and Handling Procedures
Report Writing
Physical Skills and Mental Health

- 3. Critical thinking and investigative skills:** Demonstrates the ability to recognize and address the disturbances and their contributing factors in an effective and timely manner. Exhibits the ability to gather, organize, examine, and interpret the information and related evidence as they pertain to investigation in resolving crimes and enforcing laws. Ability to analyze situations logically and with situational awareness while upholding the law.

<b>Job Functions</b>
Patrol/Basic Law Enforcement Functions
Criminal Investigations
Legal Issues/Arrest Procedures/Search and Seizures/Warrants
Traffic/Motor Vehicle Enforcement/Collisions/Emergency Vehicle Operation
Public Relations
Tactical Operations

Booking and Handling Procedures
Report Writing
First Aid and Emergency Assistance
Physical Skills and Mental Health
Emergency Preparedness/Disaster Control

- 4. Emotional Intelligence:** Ability to identify, channel, and manage one’s emotions in dynamic and potentially adverse situations.

<b>Job Functions</b>
Patrol/Basic Law Enforcement Functions
Criminal Investigations
Legal Issues/Arrest Procedures/Search and Seizures/Warrants
Traffic/Motor Vehicle Enforcement/Collisions/Emergency Vehicle Operation
Public Relations
Tactical Operations
Booking and Handling Procedures
First Aid and Emergency Assistance
Physical Skills and Mental Health
Emergency Preparedness/Disaster Control

- 5. Stress-management:** Ability to maintain composure in volatile and stressful situations. Remains calm and functions effectively in stressful and distressing situations.

<b>Job Functions</b>
Patrol/Basic Law Enforcement Functions
Criminal Investigations
Legal Issues/Arrest Procedures/Search and Seizures/Warrants
Traffic/Motor Vehicle Enforcement/Collisions/Emergency Vehicle Operation
Public Relations
Tactical Operations
Booking and Handling Procedures
First Aid and Emergency Assistance

- 6. Judgment and Decision Making:** Demonstrates the ability to make effective, timely, and impartial decisions based on the available information, situational cues, and legal guidelines.

<b>Job Functions</b>
Patrol/Basic Law Enforcement Functions
Criminal Investigations
Legal Issues/Arrest Procedures/Search and Seizures/Warrants
Traffic/Motor Vehicle Enforcement/Collisions/Emergency Vehicle Operation
Public Relations
Firearms
Tactical Operations
Booking and Handling Procedures
Report Writing
First Aid and Emergency Assistance
Physical Skills and Mental Health
Emergency Preparedness/Disaster Control

- 7. Positive Work Attitude and Empathy:** Ability to demonstrate positive attitude and solution-focused approach with the “can-do” attitude. Demonstrates optimistic outlook and authentic demeanor while expressing respect and genuine understanding of others’ needs and perspectives.

<b>Job Functions</b>
Patrol/Basic Law Enforcement Functions
Criminal Investigations
Legal Issues/Arrest Procedures/Search and Seizures/Warrants
Traffic/Motor Vehicle Enforcement/Collisions/Emergency Vehicle Operation
Public Relations
Firearms
Tactical Operations
Booking and Handling Procedures
Report Writing
First Aid and Emergency Assistance
Physical Skills and Mental Health
Emergency Preparedness/Disaster Control

- 8. Emergency Medical Health and Mental Health Support:** Demonstrates the ability to offer immediate and adequate medical assistance (e.g., first-aid, CPR, bleeding control, shock management) to sustain lives and prevent further damage until paramedics arrive. Ability to identify signs of mental health crisis within individuals, offer support, and referral to the appropriate resources.

<b>Job Functions</b>
Tactical Operations
First Aid and Emergency Assistance
Physical Skills and Mental Health
Emergency Preparedness/Disaster Control

- 9. Physical Fitness and Tactical Skills:** Demonstrates physical fitness and tactical proficiency to perform basic law enforcement duties in a safe and effective manner.

<b>Job Functions</b>
Patrol/Basic Law Enforcement Functions
Legal Issues/Arrest Procedures/Search and Seizures/Warrants
Tactical Operations
Booking and Handling Procedures
Physical Skills and Mental Health
Emergency Preparedness/Disaster Control

## APPENDIX E: INTERVIEW GUIDE – PATROL OFFICERS

1. What are some of the most important tasks of a newly licensed patrol officer? [When we say important, we mean the tasks you perform most frequently and the tasks that have a serious consequence if they are not performed well.]
  - a. Prompt: contrast with some of the least important ones. [By least important, we mean the tasks you rarely perform and the tasks that have low consequences if not performed well.]
2. In your opinion, what competencies are the most important for newly licensed patrol officers? [We mean the competencies that are required most frequently and that are critical for effective job performance]
  - a. Probe on must-have, nice-to-have, and good-to-know.
3. What are some of the strengths of the existing basic peace officer training program?
  - a. Prompt: success rate, flexibility, content covered, mode of delivery
4. In its current form, what are some of the gaps between the licensing training and on-the-job requirements for new patrol officers?
  - a. Probe: What are some of the tasks you are performing on a regular basis that you feel unprepared for?
5. In your opinion, what are some of the best ways to address these blind spots or narrow these gaps?
6. What changes would you like to see in the basic peace officer training course?
  - a. Prompt: content vs. length of the training
  - b. Prompt: who should train?
7. Concluding thoughts.

## APPENDIX F: INTERVIEW GUIDE – FIELD TRAINING OFFICERS/FIRST-LINE SUPERVISORS

1. In your opinion, what are some of the most important tasks of a newly licensed patrol officer? [When we say important, we mean the tasks you perform most frequently and the tasks that have serious consequences if they are not performed well.]
  - a. Prompt: contrast with some of the least important ones. [By least important, we mean the tasks you rarely perform and the tasks that have low consequences if not performed well.]
2. What competencies are most crucial for newly licensed patrol officers? [We mean the competencies that are required most frequently and that are critical for effective job performance]
  - a. Probe on must-have, nice-to-have, and good-to-know.
3. In your opinion, what are the core competencies that a new officer must master during their *academy* training?
4. When introducing new officers to the various demands of the job, what competencies do you most need to help them develop and improve during field training or during their first year on the job? (e.g., arrest procedures, community policing, report writing)?
5. What are some of the most critical tasks new patrol officers are *not* prepared to effectively complete during their first year or two on the job?
  - a. When do you think it would be best for officers to learn these tasks? The academy or field training or some combination? Please elaborate.
6. In your experiences, what tasks are newly licensed officers best equipped to complete during their first year or two on the job?
7. In your opinion, what are some of the best ways to address these blind spots or narrow these gaps?
8. Concluding thoughts.

**Sample consent script:**

Before we begin this interview, I would like to obtain your consent to record our session. Your responses will remain confidential, and any quotes used for report-writing will be made anonymous so people will not know what individuals said in the focus groups. We are going to summarize the themes that come out of many focus groups we are holding. Nonetheless, you are not required to identify yourself during the interview. In fact, we don't want you to reveal your names during our discussions. The recordings we make during our meetings will be securely stored at SHSU and will be used solely for analysis.

Do I have your permission to proceed with the recording?

## APPENDIX G: JTA PEACE OFFICER SURVEY

### Texas JTA - Peace Officer Survey

**PEACE OFFICER JOB TASK ANALYSIS (JTA) SURVEY** You have been selected to complete the Peace Officer Job Task Analysis (JTA) survey. The JTA survey will be used by TCOLE to identify the core job tasks performed by peace officers across Texas. Your responses will help ensure that TCOLE's entry standards remain relevant to the skills, standards, and demands of contemporary policing. We greatly appreciate you taking the time to complete the survey. Your responses will remain confidential and private. The survey will begin by asking a list of background questions to obtain an accurate profile of basic peace officers in Texas. The survey should take approximately 30 minutes to complete. All responses will remain **confidential** and will not be shared with anyone outside the research team. Thank you very much for your time and effort on this project.

#### Background Information

1. Please indicate which type of agency you work for.

- Police Department (e.g., City, Village, Township)
- Sheriff's Office
- Constable's Office
- State (e.g., Texas Department of Public Safety (DPS))

2. Please select your agency from the dropdown list.

▼ ADDISON POLICE DEPARTMENT ... ZAVALA COUNTY SHERIFF'S OFFICE

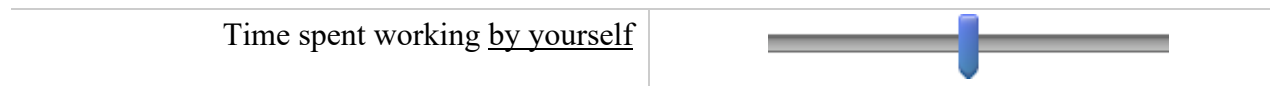
3. How many months/years have you worked as a licensed peace officer in the STATE OF TEXAS?

- 0 to 6 months
- More than 6 months to less than 1 year
- More than 1 year to less than 2 years
- More than 2 years to less than 3 years
- More than 3 years to less than 4 years
- More than 4 years to less than 5 years
- More than 5 years

4. How many months/years have you worked as a licensed peace officer in your CURRENT AGENCY?

- 0 to 6 months
- More than 6 months to less than 1 year
- More than 1 year to less than 2 years
- More than 2 years to less than 3 years
- More than 3 years to less than 4 years
- More than 4 years to less than 5 years
- More than 5 years

5. What percent of the time do you spend working by yourself on patrol? Please select a percentage.



6. What has been your primary responsibility for the past 12 months (or, since you started as a peace officer, if less than 12 months)?

- Patrol
- Traffic Enforcement
- Community Relations
- Investigations
- Other (please specify) \_\_\_\_\_

7. What is your current rank?

- Patrol Officer
- Trooper
- Deputy
- Public Safety Officer
- Corporal
- Sergeant
- Other (please specify) \_\_\_\_\_

8. What is your current age in years?

▼ 18 ... 95

9. What is your sex/gender?

Male

Female

Prefer not to say

10. Which race/ethnicity best describes you?

- American Indian or Alaskan Native
- Asian/Pacific Islander
- Black or African American
- Hispanic/Latino
- White/Caucasian
- More than one race/ethnicity

11. What is the highest level of education you have completed at the present time?

- High school degree/GED
- Associate degree
- Undergraduate degree
- Master's degree
- Ph.D., J.D., or equivalent

## TASKS

### Task Rating Information

This section focuses on tasks that are performed by peace officers. We know that peace officers perform a wide range of tasks, and you are being asked to rate how **FREQUENTLY** you perform the listed tasks using a scale of 1-5. The tasks have been organized into major categories to help you along.

### Task Rating Instructions

The following sections contain tasks that are performed by peace officers. The tasks are organized according to major job duties. The major job duty is listed in bold, at the top, left-hand side of each page. Please rate how **FREQUENTLY** you have performed each of the tasks in the past 12 months, or since your employment as a peace officer, if less than 12 months. Use the 5-point scale below to rate the frequency of task performance.

**How often have you performed this task during the past 12 months (or less, if not employed for 12 months as a peace officer)?**

1 = Have not done this in the past 12 months

2 = A few times per year (or less)

3 = A few times per month

4 = A few times per week

5 = Daily

<b>Patrol/Basic Law Enforcement Functions</b>	1 = Have NOT done this in the past 12 months	2 = A few times per year (or less)	3=A few times per month	4=A few times per week	5=Daily
Patrol freeways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Patrol on bicycle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Patrol on foot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Patrol on motorcycle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Patrol on horse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Patrol on watercraft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use radio codes to communicate verbally on law enforcement radio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use cell phone or mobile applications to communicate with other officers or dispatch

Monitor department radio communications to stay aware of law enforcement activity

Monitor mobile data computer (MDC) to stay aware of law enforcement activity

Monitor cell phone or mobile applications to stay aware of law enforcement activity

Operate body worn technology according to agency policy (e.g., uniform cameras, sensors, audio recorder)

Observe and identify colors of automobiles, suspects' clothing, etc.

Provide back-up assistance

Respond to mutual aid request from other emergency responders (e.g., other police agency)

Execute stop of motor vehicle, approach, and talk to operator and passengers

Watch occupants of stopped vehicle to identify unusual or suspicious actions

Check persons for wants/warrants through dispatch or mobile data computer (MDC)



Check stolen status on property through dispatch or mobile data computer (MDC)



Maintain a state of hyper vigilance (acute sensory awareness) for self and other officers on scene



Restrain unruly or violent individuals, remove from public areas and arrest if necessary

Exchange information with other law enforcement officials (e.g., department's history with a suspect)

Speak basic Spanish to communicate

Use language translation applications (e.g., Google Translate) to communicate with non-English speakers



Recognize and report indicators of individuals' legal residency or citizenship status (e.g., undocumented status)



Drive patrol vehicle while multitasking (e.g., using computer/communications equipment)



Use geographical knowledge (i.e., familiarity) of an area, rather than global positioning systems (GPS) to patrol

Exchange information with parole/probation officers

Act as department court officer or bailiff

Develop field contacts and intelligence sources in the community

Operate fire extinguisher (e.g., to fight vehicle fires, other minor fires)

Check homes of persons on vacation

Check businesses for compliance with laws, permits, or licensing requirements (excluding alcohol regulations)

Assist the Texas Alcoholic Beverage Commission (TABC) in investigating and enforcing alcohol-related laws (e.g., a business selling alcohol to minors).



Observe persons for hunting violations



Patrol schools and school property to provide security



Recognize  
circumstances  
where Youth  
Diversion is  
an  
appropriate  
action

Conduct  
follow-up  
procedures  
with juvenile  
offenders  
(e.g., release  
to parents,  
petition court,  
etc.)

Conduct  
parent-  
juvenile  
conferences  
(e.g., to  
advise, notify,  
inform,  
counsel)

Counsel juveniles (on issues other than criminal matters)

Enforce court orders according to agency policy (e.g., evictions, remove children from home, etc.)

Provide information to Child Protective Services (CPS)

Provide security at special events (e.g., festivals, community gatherings, sporting contests, concerts, etc.)

Escort money, valuables, or people to provide security

Escort processions (e.g., parades, oversized trucks, funerals)

Assist motorists with disabled vehicles (e.g., remove vehicles from roadway, facilitate with tow service)

Notify public agencies or utilities of damage to their equipment

Explain department's recruiting policies to potential applicants (i.e., job requirements)

Instruct on-the-job training

Participate in required firearms, defensive driving, physical conditioning, or other trainings

Keep up with changes in departmental policies (e.g., use of force guidelines, body camera policies)

Keep up with changes in the Texas Penal Code

Perform directed patrol duties (e.g., preplanned/pr edetermined for specific enforcement)

Test and evaluate police and patrol vehicle equipment (e.g., lights, siren, firearm) prior to shift

Attend informal in-service training (e.g., roll call, called in from patrol)

Summarize total shift activities in department system (e.g., logbook, online automated system)



Criminal Investigations	1 = Have NOT done this in the past 12 months	2 = A few times per year (or less)	3=A few times per month	4=A few times per week	5=Daily
Investigate crimes against persons, <b><u>excluding rape/sexual assault</u></b> (e.g., aggravated assault, robbery, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Investigate crimes of rape and sexual assault	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Investigate crimes against property (e.g., burglary, fraud, theft etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Investigate public order crimes (e.g., disorderly conduct)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Investigate domestic disturbances (non-physical) or other disputes between two parties

Investigate drug- or alcohol-related offenses (e.g., DWI/DUI, controlled substances)

Investigate bias-related (hate) crimes

Investigate cyberbullying

Investigate human trafficking

Investigate identity theft

Investigate stolen or abandoned vehicles

Interview suspects

Interview victims and/or witnesses of a crime

Participate in joint investigations with other law enforcement agencies and/or specialized units

Advise crime victims of the procedures to pursue prosecution or other legal options (e.g., obtaining restraining order)

Describe persons (e.g., suspects, missing persons) to other officers

Track persons from scene (e.g., footprints in snow or mud)



Conduct stationary surveillance of individuals, locations, vehicles, etc.



Look at insignias, tattoos, clothing, and colors to identify possible gang affiliation, criminal suspects, etc.



Recognize signs of domestic violence (e.g., strangulation marks)



Review records to gain knowledge about the history of a particular case (e.g., prior domestic disturbance incidents)

Use official records (e.g., motor vehicle, law enforcement, etc.) to locate missing or wanted persons

Use open sources or public records to conduct investigations

Use/monitor social media to identify/anticipate potential public safety problems

Use social media to facilitate a law enforcement investigation

Study crime scene to identify modus operandi (M.O.) of perpetrator

Review crime lab reports to guide investigation

Conduct neighborhood canvass to collect crime-related information, identify witnesses, etc.

Conduct a photographic/live line-up

Recognize and properly handle illegal materials (e.g., drugs, chemicals, etc.) confiscated from subject

Recognize common, over the counter products that are used in the production of methamphetamines (meth) and other illegal drugs

Explain nature of charges to arrested person(s)

Review law enforcement records to determine whether recovered property is linked with a previous crime

Estimate property values of stolen or recovered goods

Attempt to locate owner(s) of recovered stolen property

Talk with supervisor to determine if follow-up investigation is necessary

Verify the identity of deceased person(s)

Examine dead body visually to identify wounds and injuries, if any

Have a basic knowledge of rigor mortis

Recognize need for and initiate an involuntary commitment (e.g., commitment to psychiatric facility)

Use audio/video/body-worn camera to record statement or confession

Conduct inventory of seized property (e.g., firearms from a home)

Explain procedures for reclaiming seized property

Control the scene during an investigation or call for service (e.g., separate feuding parties)

Observe crime scene to determine need for processing by specialist (e.g., evidence technician).

Protect and secure  
crime scene (e.g.,  
limit access)

Dust, photograph,  
and lift latent  
fingerprints

Maintain crime  
scene log

Fill out forms or  
tags to document  
chain of custody of  
evidence

<b>Legal Issues/Arrest Procedures/Search and Seizures/Warrants</b>	1 = Have NOT done this in the past 12 months	2 = A few times per year (or less)	3=A few times per month	4=A few times per week	5=Daily
Hold person under investigative detention (e.g., Terry Stop)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Detain a person based on reasonable suspicion (e.g., individual matches suspect description)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advise persons of constitutional (Miranda) rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Review Texas Penal Code to determine if a crime has been committed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize whether an incident is a criminal or civil matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Determine if an offense is a criminal or a status offense (e.g., violating curfew, truancy)

Verify arrest warrants before service

Plan strategies for making arrests (e.g., removing individual from home prior to arrest)

Complete the return and tabulation of search warrants following service

Stop a moving vehicle based on reasonable suspicion

Solicit consent for searches of persons and/or property

Search automobile based on probable cause

Conduct inventory search of impounded/seized vehicles

Conduct pat-down search (frisk) of person for weapons and other contraband during a legitimate stop

Read court and legal documents to determine meaning and proper law enforcement response (e.g., restraining and protection orders, etc.)

Recognize laws and limits on law enforcement powers when crossing jurisdictional lines

Present evidence and testimony in legal and/or administrative proceedings (e.g., arraignment, preliminary hearing, trial, grand jury, etc.)

Testify in parole or probation hearings

<b>Traffic/Motor Vehicle Enforcement/C ollisions/Emerg ency Vehicle Operation</b>	1 = Have NOT done this in the past 12 months	2 = A few times per year (or less)	3=A few times per month	4=A few times per week	5=Daily
Conduct high- risk vehicle stop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in vehicle pursuits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determine the best location for a traffic stop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determine and communicate routes for responding units to scenes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verify driver's license to determine if valid (e.g., not suspended)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Verify vehicle information (e.g., verifying registration information, running plate numbers)



Verify possession of an authentic auto insurance certificate



Explain traffic enforcement actions and/or procedures to involved parties



Issue citations (e.g., parking, traffic, to pedestrians, to bicycle riders)



Observe vehicle operator's eyes, body movements, actions, etc. to evaluate impairment

Administer field sobriety tests (e.g., Standardized Field Sobriety Test, Walk and Turn, One-leg Stand, etc.)

Conduct sobriety checkpoint

Place devices (e.g., cones, barriers) to protect or secure crash scene

Use illuminated baton or hand signals to direct traffic

Plan traffic  
detours



Establish and  
conduct a  
stationary  
roadblock



Locate and  
interview  
witnesses to  
traffic crash



Facilitate the  
exchange of  
information  
between persons  
involved in a  
traffic crash



Interview first  
responders (e.g.,  
fire department)  
and/or traffic  
units for vehicle  
crash  
information.



Engage in selective enforcement to reduce collisions (e.g., monitoring vehicle speeds at specific locations)



Estimate speed of vehicles visually



Determine speed of vehicles using speed measurement devices (e.g., Laser, Lidar, Radar, etc.)



Use speed measurement devices or measure skid marks for calculation of approximate vehicle speed after a crash



Take coordinate measures of traffic crash scenes (e.g., using triangulation to recreate crash scenes)



Collect facts of motor vehicle crash to determine charges



Use deflation devices or other technology (e.g., stop stick, GPS dart, Grappler Police Bumper) to slow a vehicle



Notify citizens of damage to their property



Investigate and report hazardous roadway conditions (e.g., damaged roadway, wires down, malfunctioning traffic lights)

Review crashes with traffic crash investigators

Check trucks to make sure cargo is secure

Inspect commercial vehicles for code compliance

Check commercial vehicle for dangerous or illegal cargo

Advise vehicle owners to remove abandoned vehicles

Arrest or cite persons for unlawful use of recreational vehicles or watercraft

Stop off-road vehicles (e.g., snowmobiles, ATV/UTV)

Investigate off-road/ATV vehicle accidents/collisions

Issue bicycle licenses/registrations

Complete and submit racial profiling data on routine traffic stops



<b>Public Relations</b>	1 = Have NOT done this in the past 12 months	2 = A few times per year (or less)	3=A few times per month	4=A few times per week	5=Daily
Interact with a person with a mental disorder or developmental disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interact with a subject who has a communication impairment because of a physical or neurological handicap (e.g., is deaf, has a speech impediment, autistic)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communicate with a subject who does not speak English or is difficult to communicate with (e.g., has a dialect or an accent)



Observe person's body language to assess attitude, intentions, etc.



Use verbal de-escalation techniques (e.g., verbal persuasion) to communicate with person or persons or gain compliance



Deliver emergency messages to relatives and loved ones (e.g., injuries, death)

Comfort emotionally upset persons

Assist elderly or disabled individuals with personal mobility problems or mobility impairment (e.g., blind, wheelchair bound)

Participate in crime prevention programs (e.g., Neighborhood Watch, social media pages, community meetings, etc.)

Give a talk in front of a group of citizens regarding crime prevention

Provide recommendations to property/business owners regarding security

Meet with school administrators to identify concerns

Give directions to citizens (e.g., street locations)

Mediate civil disputes (e.g. landlord-tenant, repossession dispute)



Mediate domestic disputes to resolve, maintain peace, protect persons, etc.



Conduct welfare checks of citizens to ensure safety of person (e.g., suicidal person, elderly)



Listen to citizen complaints regarding tickets or other minor offenses



Educate community on what an officer can and cannot do

Refer citizen encounters to a mental health provider

Refer persons to agencies that provide social services (e.g., housing assistance, drug/alcohol rehabilitation)

Warn or counsel individuals suspected of committing a crime instead of arresting them

Counsel/advise juveniles about personal problems, issues, etc.



<b>Firearms</b>	1 = Have NOT done this in the past 12 months	2 = A few times per year (or less)	3=A few times per month	4=A few times per week	5=Daily
Clean and inspect weapon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear firearm malfunctions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize signs of concealed weapons on a person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secure weapon other than own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respond to an incident involving an armed suicidal subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Respond to an ongoing act of violence (e.g., officer-involved shooting, robbery in progress)

Detain person at gun point

Draw weapon (e.g., firearm) to protect self or third party

Discharge firearm in reduced light levels

Reload firearm under combat conditions

Fire handgun while employing “move and shoot” techniques (not including training)

Use handgun disarm techniques against a frontal attack

Participate in debriefing after duty-related firearm discharge

Remove weapon (e.g., firearm) from home/residence of suicidal person, scene of domestic violence, etc.

Carry  
“secondary/back-  
up” firearm on  
duty



<b>Tactical Operations</b>	1 = Have NOT done this in the past 12 months	2 = A few times per year (or less)	3=A few times per month	4=A few times per week	5=Daily
Participate or assist in the execution of a search warrant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize incidents where K-9 or other specialized services (e.g., Air, SWAT, etc.) may be a useful/necessary resource	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use special protective equipment and weapons to participate in high-risk entries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Perform special/undercover assignment (e.g., vice, prostitution, narcotics)

Search the perimeter of an emergency incident or tactical operation

Respond to and control scene involving barricaded subject

Participate in search for escaped person(s)

<b>Booking and Handling Procedures</b>	1 = Have NOT done this in the past 12 months	2 = A few times per year (or less)	3=A few times per month	4=A few times per week	5=Daily
Secure arrestees for vehicle transport (e.g., restraints, seat belts, lock door)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transport arrested persons to appropriate facility (e.g., jail, hospital, juvenile detention)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verify identity of person in custody for booking purposes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Book arrestee by completing standard processing forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Strip search  
arrestees, when  
appropriate

Collect and  
inventory  
arrestees' personal  
property

Fingerprint and  
photograph  
persons pursuant  
to an arrest per  
agency procedures

Guard arrestees  
detained at facility  
other than jail  
(e.g., hospital)

Assess medical  
condition of  
person in custody  
(e.g., presence of  
injuries)

Recognize signs of  
suicide risk in  
detainee or  
arrestee

<b>Report Writing</b>	1 = Have NOT done this in the past 12 months	2 = A few times per year (or less)	3=A few times per month	4=A few times per week	5=Daily
Take detailed field notes so reports can be completed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write detailed incident reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use artificial intelligence (AI) to write incident reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use computer to prepare reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attach witness statements to reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attach photos and videos to reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Prepare search warrants (e.g., obtain blood evidence, seize mobile devices)

Document “criminal offenses,” if any, on incident/offense reports

Classify offense data from incident reports into the National-Incidence Based Reporting System (NIBRS) system

<b>First Aid and Emergency Assistance</b>	1 = Have NOT done this in the past 12 months	2 = A few times per year (or less)	3=A few times per month	4=A few times per week	5=Daily
Apply basic first aid to unresponsive/unco nscious person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply basic first aid to treat for gunshot wounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply basic first aid to control bleeding (e.g., lacerations, stab wounds)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Conduct an initial patient survey (e.g., check for airway, breathing, and circulation (ABCs))

Apply basic first aid for choking (e.g., Heimlich Maneuver)

Apply basic first aid to treat for heart attack

Administer/deploy Automatic External Defibrillator (AED)

Administer cardio-  
pulmonary  
resuscitation  
(CPR)



Administer mouth-  
to mouth  
resuscitation/rescu  
e breathing (i.e.,  
no chest  
compressions)



Apply basic first  
aid to treat for  
drug overdose,  
e.g., administer  
NarCan  
(Naloxone)



Use personal protective equipment (e.g., gloves, masks, glasses, etc.) to prevent contact with communicable diseases or blood-borne pathogens



Extricate/free trapped persons from vehicle



Evacuate buildings and/or areas to remove persons from danger (e.g., house fire)



Physical Skills and Mental Health	1 = Have NOT done this in the past 12 months	2 = A few times per year (or less)	3=A few times per month	4=A few times per week	5=Daily
Stand continuously for more than 50% of the work shift (e.g., guard duty or point control)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walk continuously for more than 50% of the work shift (e.g., foot patrol)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lift, carry, and drag person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wade through marshes, swamp land, or waterways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in foot pursuits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tackle a fleeing suspect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use body force to gain entrance through barriers (e.g., locked doors)

Defend self from an attack

Retain firearm from suspect attempting to disarm officer

Subdue persons resisting arrest without the use of weapons/devices (e.g., physical force, control techniques, etc.)

Subdue persons resisting arrest using less than lethal devices (e.g., baton, pepper spray, PR-24, Asp, Taser, bean-bag round, etc.)



Arrest using lethal force other than the discharge of a firearm (i.e., using other means (e.g., chokehold)) if separated from your weapon



Recognize indicators of vicarious trauma (e.g., emotionally stressful events/scenes) in oneself or other officers



Recognize changes in peer officer behavior (e.g., increased anger, substance abuse) to identify potential suicide risk

Engage in self-care (e.g., exercise, proper nutrition) to maintain physical health and reduce burnout

Seek professional help (e.g., therapy, counseling) to manage stress or vicarious trauma

<b>Emergency Preparedness/Disaster Control</b>	1 = Have NOT done this in the past 12 months	2 = A few times per year (or less)	3=A few times per month	4=A few times per week	5=Daily
Identify contents of railroad car or semi-truck for hazardous cargo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize and properly handle hazardous materials (e.g., biohazard)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Investigate hazardous materials incidents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Investigate environmental crimes (e.g., illegal dumping)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secure scene of a bomb threat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Investigate weapons of mass destruction (WMD) threats or incidents

Participate in search and rescue operations in extreme/dangerous weather locations or disaster-stricken areas (e.g., high water rescue)

Implement incident command system with other law enforcement agencies

Cooperate with and/or assist other emergency agencies at disaster/hazmat scenes (e.g., Fire, Red Cross, Homeland Security)

**Final Question (Optional):** Please list any essential job tasks that were **NOT** covered in this survey but that you believe should be covered in the Texas Commission on Law Enforcement's (TCOLE) Basic Peace Officer Course (BPOC).

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## APPENDIX H: JTA SUPERVISOR SURVEY

### Texas JTA - Supervisor Survey

#### SUPERVISOR JOB TASK ANALYSIS (JTA) SURVEY

You have been selected to complete the Supervisor Job Task Analysis (JTA) survey. The JTA survey will be used by TCOLE to identify the core job tasks performed by peace officers in Texas. Your responses will help ensure that TCOLE's entry-level standards remain relevant to the skills, standards, and demands of contemporary policing. We greatly appreciate you taking the time to complete the survey. Your responses will remain confidential and private. The survey will begin by asking a list of background questions to obtain an accurate profile of field training officers (FTOs), front-line supervisors, and officers in other management roles within Texas law enforcement agencies. The survey should take approximately 30-45 minutes to complete. All responses will remain **confidential** and will NOT be shared with anyone outside the research team. Thank you very much for your time and effort on this project.

#### Background Information

1. Please indicate which type of agency you work for.

- Police Department (e.g., City, Village, Township)
- Sheriff's Office
- Constable's Office
- State (e.g., Texas Department of Public Safety (DPS))

2. Please select your agency from the dropdown list.

▼ ADDISON POLICE DEPARTMENT ... ZAVALA COUNTY SHERIFF'S OFFICE

3. How many years have you worked as a licensed peace officer in the STATE OF TEXAS?

- 0 to 6 months
- More than 6 months to less than 1 year
- More than 1 year to less than 2 years
- More than 2 years to less than 3 years
- More than 3 years to less than 5 years
- More than 5 years to less than 10 years
- More than 10 years

4. How many years have you worked as a licensed peace officer in your CURRENT AGENCY?

- 0 to 6 months
- More than 6 months to less than 1 year
- More than 1 year to less than 2 years
- More than 2 years to less than 3 years
- More than 3 years to less than 5 years
- More than 5 years to less than 10 years
- More than 10 years

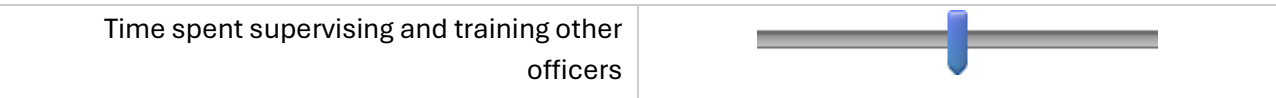
5. Do you officially supervise patrol officers as part of your job duties?

- Yes
- No

6. How many months/years have you served as a supervisor for peace officers in your CURRENT AGENCY?

- 0 to 6 months
- More than 6 months to less than 1 year
- More than 1 year to less than 2 years
- More than 2 years to less than 3 years
- More than 3 years to less than 5 years
- More than 5 years to less than 10 years
- More than 10 years

7. What percent of your work shift do you typically spend supervising and training other officers? Please select a percentage.



8. What has been your primary responsibility for the past 12 months?

- Patrol
- Traffic Enforcement
- Community Relations
- Investigations
- Other (please specify) \_\_\_\_\_

9. What is your current rank?

- Chief
- Corporal
- Lieutenant
- Sergeant
- Other (please specify) \_\_\_\_\_

10. What is your current age in years?

▼ 18 ... 75

11. What is your sex/gender?

Male

Female

Prefer not to say

12. Which race/ethnicity best describes you?

- American Indian or Alaskan Native
- Asian/Pacific Islander
- Black or African American
- Hispanic/Latino
- White/Caucasian
- More than one race/ethnicity

13. What is the highest level of education you have completed at the present time?

- High school degree/GED
- Associate degree
- Undergraduate degree
- Master's degree
- Ph.D., J.D., or equivalent

## **CRITICALITY OF INADEQUATE PERFORMANCE (CIP)**

### **Criticality Information**

This section focuses on rating the relative importance/criticality of common job tasks performed by Texas peace officers. We know that peace officers perform a wide range of tasks, and you are being asked to rate the **CRITICALITY** of each task in terms of **consequences of inadequate performance (CIP) or not performing a task correctly**. The tasks have been organized into major categories to help you along.

### **Criticality Rating Instructions**

The following section contain tasks that are performed by peace officers. The tasks are organized according to major job duties. The major job duty is listed in bold, at the top, left-hand side of each page. Please rate the criticality of each task based on your experience with the requirements of successful job performance for basic peace officers. In other words, how serious are the consequences, if any, for peace officers who fail to perform a task correctly? Use the 5-point scale below to rate the criticality of inadequate performance for each task.

### **Consequences of Inadequate Performance (CIP) Scale**

- 1 = No consequences
- 2 = Minimal consequences
- 3 = Moderate consequences
- 4 = Serious consequences
- 5 = Disastrous consequences (e.g., loss of life)

<b>Patrol/Basic Law Enforcement Functions</b>	1 = No consequences	2 = Minimal consequences	3 = Moderate consequences	4 = Serious consequences	5 = Disastrous consequences (e.g., loss of life)
Patrol freeways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Patrol on bicycle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Patrol on foot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Patrol on motorcycle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Patrol on horse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Patrol on watercraft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use radio codes to communicate verbally on law enforcement radio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use cell phone or mobile applications to communicate with other officers or dispatch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Monitor department radio communications to stay aware of law enforcement activity

Monitor mobile data computer (MDC) to stay aware of law enforcement activity

Monitor cell phone or mobile applications to stay aware of law enforcement activity

Operate body worn technology according to agency policy (e.g., uniform cameras, sensors, audio recorder)

Observe and identify colors of automobiles, suspects' clothing, etc.

Provide back-up assistance

Respond to mutual aid request from other emergency responders (e.g., other police agency)

Execute stop of motor vehicle, approach, and talk to operator and passengers

Watch occupants of stopped vehicle to identify unusual or suspicious actions

Check persons for wants/warrants through dispatch or mobile data computer (MDC)

Check stolen status on property through dispatch or mobile data computer (MDC)

Maintain a state of hyper vigilance (acute sensory awareness) for self and other officers on scene

Restrain unruly or violent individuals, remove from public areas, and arrest if necessary

Exchange information with other law enforcement officials (e.g., department's history with a suspect)

Speak basic Spanish to communicate

Use language translation applications (e.g., Google Translate) to communicate with non-English speakers

Recognize and report indicators of individuals' legal residency or citizenship status (e.g., undocumented status)

Drive patrol vehicle while multitasking (e.g., using computer/communications equipment)

Use geographical knowledge (i.e., familiarity) of an area, rather than global positioning systems (GPS) to patrol

Exchange information with parole/probation officers

Act as department court officer or bailiff

Develop field contacts and intelligence sources in the community

Operate fire extinguisher (e.g., to fight vehicle fires, other minor fires)

Check homes of persons on vacation

Check businesses for compliance with laws, permits, or licensing requirements (excluding alcohol regulations)

Assist the Texas Alcoholic Beverage Commission (TABC) in investigating and enforcing alcohol-related laws (e.g., a business selling alcohol to minors).

Observe persons for hunting violations

Patrol schools and school property to provide security

Recognize circumstances where Youth Diversion is an appropriate action

Conduct follow-up procedures with juvenile offenders (e.g., release to parents, petition court, etc.)

Conduct parent-juvenile conferences (e.g., to advise, notify, inform, counsel)

Counsel juveniles (on issues other than criminal matters)

Enforce court orders according to agency policy (e.g., evictions, remove children from home, etc.)

Provide information to Child Protective Services (CPS)

Provide security at special events (e.g., festivals, community gatherings, sporting contests, concerts, etc.)

Escort money, valuables, or people to provide security

Escort processions (e.g., parades, oversized trucks, funerals)

Assist motorists with disabled vehicles (e.g., remove vehicles from roadway, facilitate with tow service)

Notify public agencies or utilities of damage to their equipment

Explain department's recruiting policies to potential applicants (i.e., job requirements)

Instruct on-the-job training

Participate in required firearms, defensive driving, physical conditioning, or other trainings

Keep up with changes in departmental policies (e.g., use of force guidelines, body camera policies)

Keep up with changes in the Texas Penal Code

Perform directed patrol duties (e.g., preplanned/predetermined for specific enforcement)

Test and evaluate police and patrol vehicle equipment (e.g., lights, siren, firearm) prior to shift

Attend informal in-service training (e.g., roll call, called in from patrol)

Summarize total shift activities in department system (e.g., logbook, online automated system)

Criminal Investigations	1 = No consequences	2 = Minimal consequences	3 = Moderate consequences	4 = Serious consequences	5 = Disastrous consequences (e.g., loss of life)
Investigate crimes against persons, <b><u>excluding rape/sexual assault</u></b> (e.g., aggravated assault, robbery, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Investigate crimes of rape and sexual assault	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Investigate crimes against property (e.g., burglary, fraud, theft etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Investigate public order crimes (e.g., disorderly conduct)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Investigate domestic disturbances (non-physical) or other disputes between two parties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Investigate drug- or alcohol-related offenses (e.g., DWI/DUI, controlled substances)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Investigate bias-related (hate) crimes

Investigate cyberbullying

Investigate human trafficking

Investigate identity theft

Investigate stolen or abandoned vehicles

Interview suspects

Interview victims and/or witnesses of a crime

Participate in joint investigations with other law enforcement agencies and/or specialized units

Advise crime victims of the procedures to pursue prosecution or other legal options (e.g., obtaining restraining order)

Describe persons (e.g., suspects, missing persons) to other officers

Track persons from scene (e.g., footprints in snow or mud)

Conduct stationary surveillance of individuals, locations, vehicles, etc.

Look at insignias, tattoos, clothing, and colors to identify possible gang affiliation, criminal suspects, etc.

Recognize signs of domestic violence (e.g., strangulation marks)

Review records to gain knowledge about the history of a particular case (e.g., prior domestic disturbance incidents)

Use official records (e.g., motor vehicle, law enforcement, etc.) to locate missing or wanted persons

Use open sources or public records to conduct investigations

Use/monitor social media to identify/anticipate potential public safety problems

Use social media to facilitate a law enforcement investigation

Study crime scene to identify modus operandi (M.O.) of perpetrator

Review crime lab reports to guide investigation

Conduct neighborhood canvass to collect crime-related information, identify witnesses, etc.

Conduct a photographic/live line-up

Recognize and properly handle illegal materials (e.g., drugs, chemicals, etc.) confiscated from subject

Recognize common, over the counter products that are used in the production of methamphetamines (meth) and other illegal drugs

Explain nature of charges to arrested person(s)

Review law enforcement records to determine whether recovered property is linked with a previous crime

Estimate property values of stolen or recovered goods

Attempt to locate owner(s) of recovered stolen property

Talk with supervisor to determine if follow-up investigation is necessary

Verify the identity of deceased person(s)

Examine dead body visually to identify wounds and injuries, if any

Have a basic knowledge of rigor mortis

Recognize need for and initiate an involuntary commitment (e.g., commitment to psychiatric facility)

Use audio/video/body-worn camera to record statement or confession

Conduct inventory of seized property (e.g., firearms from a home)

Explain procedures for reclaiming seized property

Control the scene during an investigation or call for service (e.g., separate feuding parties)

Observe crime scene to determine need for processing by specialist (e.g., evidence technician).

Protect and secure crime scene (e.g., limit access)

Dust, photograph, and lift latent fingerprints

Maintain crime scene log

Fill out forms or tags to document chain of custody of evidence

<b>Legal Issues/Arrest Procedures/Search and Seizures/Warrants</b>	1 = No consequences	2 = Minimal consequences	3 = Moderate consequences	4 = Serious consequences	5 = Disastrous consequences (e.g., loss of life)
Hold person under investigative detention (e.g., Terry Stop)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Detain a person based on reasonable suspicion (e.g., individual matches suspect description)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advise persons of constitutional (Miranda) rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Review Texas Penal Code to determine if a crime has been committed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize whether an incident is a criminal or civil matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determine if an offense is a criminal or a status offense (e.g., violating curfew, truancy)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Verify arrest warrants before service

Plan strategies for making arrests (e.g., removing individual from home prior to arrest)

Complete the return and tabulation of search warrants following service

Stop a moving vehicle based on reasonable suspicion

Solicit consent for searches of persons and/or property

Search automobile based on probable cause

Conduct inventory search of impounded/seized vehicles

Conduct pat-down search (frisk) of person for weapons and other contraband during a legitimate stop

Read court and legal documents to determine meaning and proper law enforcement response (e.g., restraining and protection orders, etc.)

Recognize laws and limits on law enforcement powers when crossing jurisdictional lines

Present evidence and testimony in legal and/or administrative proceedings (e.g., arraignment, preliminary hearing, trial, grand jury, etc.)

Testify in parole or probation hearings

<b>Traffic/Motor Vehicle Enforcement/Collisions/Emergency Vehicle Operation</b>	1 = No consequences	2 = Minimal consequences	3 = Moderate consequences	4 = Serious consequences	5 = Disastrous consequences (e.g., loss of life)
Conduct high-risk vehicle stop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in vehicle pursuits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determine the best location for a traffic stop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determine and communicate routes for responding units to scenes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verify driver's license to determine if valid (e.g., not suspended)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verify vehicle information (e.g., verifying registration information, running plate numbers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verify possession of an authentic auto insurance certificate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Explain traffic enforcement actions and/or procedures to involved parties

Issue citations (e.g., parking, traffic, to pedestrians, to bicycle riders)

Observe vehicle operator's eyes, body movements, actions, etc. to evaluate impairment

Administer field sobriety tests (e.g., Standardized Field Sobriety Test, Walk and Turn, One-leg Stand, etc.)

Conduct sobriety checkpoint

Place devices (e.g., cones, barriers) to protect or secure crash scene

Use illuminated baton or hand signals to direct traffic

Plan traffic detours

Establish and conduct a stationary roadblock

Locate and interview witnesses to traffic crash

Facilitate the exchange of information between persons involved in a traffic crash

Interview first responders (e.g., fire department) and/or traffic units for vehicle crash information.

Engage in selective enforcement to reduce collisions (e.g., monitoring vehicle speeds at specific locations)

Estimate speed of vehicles visually

Determine speed of vehicles using speed measurement devices (e.g., Laser, Lidar, Radar, etc.)

Use speed measurement devices or measure skid marks for calculation of approximate vehicle speed after a crash

Take coordinate measures of traffic crash scenes (e.g., using triangulation to recreate crash scenes)

Collect facts of motor vehicle crash to determine charges

Use deflation devices or other technology (e.g., stop stick, GPS dart, Grappler Police Bumper) to slow a vehicle

Notify citizens of damage to their property

Investigate and report hazardous roadway conditions (e.g., damaged roadway, wires down, malfunctioning traffic lights)

Review crashes with traffic crash investigators

Check trucks to make sure cargo is secure

Inspect commercial vehicles for code compliance

Check commercial vehicle for dangerous or illegal cargo

Advise vehicle owners to remove abandoned vehicles

Arrest or cite persons for unlawful use of recreational vehicles or watercraft

Stop off-road vehicles (e.g., snowmobiles, ATV/UTV)

Investigate off-road/ATV vehicle accidents/collisions

Issue bicycle licenses/registrations

Complete and submit racial profiling data on routine traffic stops

Public Relations	1 = No consequences	2 = Minimal consequences	3 = Moderate consequences	4 = Serious consequences	5 = Disastrous consequences (e.g., loss of life)
Interact with a person with a mental disorder or developmental disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interact with a subject who has a communication impairment because of a physical or neurological handicap (e.g., is deaf, has a speech impediment, autistic)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate with a subject who does not speak English or is difficult to communicate with (e.g., has a dialect or an accent)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observe person's body language to assess attitude, intentions, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use verbal de-escalation techniques (e.g., verbal persuasion) to communicate with person or persons or gain compliance

Deliver emergency messages to relatives and loved ones (e.g., injuries, death)

Comfort emotionally upset persons

Assist elderly or disabled individuals with personal mobility problems or mobility impairment (e.g., blind, wheelchair bound)

Participate in crime prevention programs (e.g., Neighborhood Watch, social media pages, community meetings, etc.)

Give a talk in front of a group of citizens regarding crime prevention

Provide recommendations to property/business owners regarding security

Meet with school administrators to identify concerns

Give directions to citizens (e.g., street locations)

Mediate civil disputes (e.g. landlord-tenant, repossession dispute)

Mediate domestic disputes to resolve, maintain peace, protect persons, etc.

Conduct welfare checks of citizens to ensure safety of person (e.g., suicidal person, elderly)

Listen to citizen complaints regarding tickets or other minor offenses

Educate community on what an officer can and cannot do

Refer citizen encounters to a mental health provider

Refer persons to agencies that provide social services (e.g., housing assistance, drug/alcohol rehabilitation)

Warn or counsel individuals suspected of committing a crime instead of arresting them

Counsel/advise juveniles about personal problems, issues, etc.

<b>Firearms</b>	1 = No consequences	2 = Minimal consequences	3 = Moderate consequences	4 = Serious consequences	5 = Disastrous consequences (e.g., loss of life)
Clean and inspect weapon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear firearm malfunctions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize signs of concealed weapons on a person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secure weapon other than own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respond to an incident involving an armed suicidal subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respond to an ongoing act of violence (e.g., officer-involved shooting, robbery in progress)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Detain person at gun point	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Draw weapon (e.g., firearm) to protect self or third party	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Discharge firearm in reduced light levels

Reload firearm under combat conditions

Fire handgun while employing “move and shoot” techniques (not including training)

Use handgun disarm techniques against a frontal attack

Participate in debriefing after duty-related firearm discharge

Remove weapon (e.g., firearm) from home/residence of suicidal person, scene of domestic violence, etc.

Carry “secondary/back-up” firearm on duty

Tactical Operations	1 = No consequences	2 = Minimal consequences	3 = Moderate consequences	4 = Serious consequences	5 = Disastrous consequences (e.g., loss of life)
Participate or assist in the execution of a search warrant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize incidents where K-9 or other specialized services (e.g., Air, SWAT, etc.) may be a useful/necessary resource	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use special protective equipment and weapons to participate in high-risk entries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perform special/undercover assignment (e.g., vice, prostitution, narcotics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Search the perimeter of an emergency incident or tactical operation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respond to and control scene involving barricaded subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Participate in search for  
escaped person(s)



<b>Booking and Handling Procedures</b>	1 = No consequences	2 = Minimal consequences	3 = Moderate consequences	4 = Serious consequences	5 = Disastrous consequences (e.g., loss of life)
Secure arrestees for vehicle transport (e.g., restraints, seat belts, lock door)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transport arrested persons to appropriate facility (e.g., jail, hospital, juvenile detention)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verify identity of person in custody for booking purposes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Book arrestee by completing standard processing forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strip search arrestees, when appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collect and inventory arrestees' personal property	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Fingerprint and photograph  
persons pursuant to an  
arrest per agency  
procedures

Guard arrestees detained at  
facility other than jail (e.g.,  
hospital)

Assess medical condition  
of person in custody (e.g.,  
presence of injuries)

Recognize signs of suicide  
risk in detainee or arrestee

Report Writing	1 = No consequences	2 = Minimal consequences	3 = Moderate consequences	4 = Serious consequences	5 = Disastrous consequences (e.g., loss of life)
Take detailed field notes so reports can be completed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write detailed incident reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use artificial intelligence (AI) to write incident reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use computer to prepare reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attach witness statements to reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attach photos and videos to reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare search warrants (e.g., obtain blood evidence, seize mobile devices)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Document “criminal offenses,” if any, on incident/offense reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Classify offense data from  
incident reports into the  
National-Incidence Based  
Reporting System  
(NIBRS) system



<b>First Aid and Emergency Assistance</b>	1 = No consequences	2 = Minimal consequences	3 = Moderate consequences	4 = Serious consequences	5 = Disastrous consequences (e.g., loss of life)
Apply basic first aid to unresponsive/unconscious person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply basic first aid to treat for gunshot wounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply basic first aid to control bleeding (e.g., lacerations, stab wounds)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct an initial patient survey (e.g., check for airway, breathing, and circulation (ABCs))	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply basic first aid for choking (e.g., Heimlich Maneuver)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply basic first aid to treat for heart attack	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administer/deploy Automatic External Defibrillator (AED)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Administer cardio-pulmonary resuscitation (CPR)

Administer mouth-to-mouth resuscitation/rescue breathing (i.e., no chest compressions)

Apply basic first aid to treat for drug overdose, e.g., administer NarCan (Naloxone)

Use personal protective equipment (e.g., gloves, masks, glasses, etc.) to prevent contact with communicable diseases or blood-borne pathogens

Extricate/free trapped persons from vehicle

Evacuate buildings and/or areas to remove persons from danger (e.g., house fire)

Physical Skills and Mental Health	1 = No consequences	2 = Minimal consequences	3 = Moderate consequences	4 = Serious consequences	5 = Disastrous consequences (e.g., loss of life)
Stand continuously for more than 50% of the work shift (e.g., guard duty or point control)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walk continuously for more than 50% of the work shift (e.g., foot patrol)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lift, carry, and drag person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wade through marshes, swamp land, or waterways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in foot pursuits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tackle a fleeing suspect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use body force to gain entrance through barriers (e.g., locked doors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Defend self from an attack

Retain firearm from suspect attempting to disarm officer

Subdue persons resisting arrest without the use of weapons/devices (e.g., physical force, control techniques, etc.)

Subdue persons resisting arrest using less than lethal devices (e.g., baton, pepper spray, PR-24, Asp, Taser, bean-bag round, etc.)

Arrest using lethal force other than the discharge of a firearm (i.e., using other means (e.g., chokehold)) if separated from your weapon

Recognize indicators of vicarious trauma (e.g., emotionally stressful events/scenes) in oneself or other officers

Recognize changes in peer officer behavior (e.g., increased anger, substance abuse) to identify potential suicide risk

Engage in self-care (e.g., exercise, proper nutrition) to maintain physical health and reduce burnout

Seek professional help (e.g., therapy, counseling) to manage stress or vicarious trauma

<b>Emergency Preparedness/Disaster Control</b>	1 = No consequences	2 = Minimal consequences	3 = Moderate consequences	4 = Serious consequences	5 = Disastrous consequences (e.g., loss of life)
Identify contents of railroad car or semi-truck for hazardous cargo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize and properly handle hazardous materials (e.g., biohazard)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Investigate hazardous materials incidents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Investigate environmental crimes (e.g., illegal dumping)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secure scene of a bomb threat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Investigate weapons of mass destruction (WMD) threats or incidents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Participate in search and rescue operations in extreme/dangerous weather locations or disaster-stricken areas (e.g., high water rescue)

Implement incident command system with other law enforcement agencies

Cooperate with and/or assist other emergency agencies at disaster/hazmat scenes (e.g., Fire, Red Cross, Homeland Security)

## **When Learned (WL)**

### **When Learned (WL) Information and Instructions**

This final section focuses on asking supervisors when they believe a peace officer should learn how to adequately perform a specific task. For this section, you will be given the same tasks as listed previously, but will instead rate them according to when competency and knowledge on a task should be achieved (e.g., on the job, basic academy). Use the 4-point scale below to rate when entry-level peace officers are expected to learn how to accurately perform each task.

### **When Learned (WL) Scale**

1 = On the job

2 = Some Basic Academy exposure necessary, but competence is achieved on the job

3 = Competence must be achieved prior to graduation from Basic Academy

4 = In specialized training beyond Basic Academy

Patrol/Basic Law Enforcement Functions	1 = On the job	2 = Some Basic Academy exposure necessary	3 = Competence must be achieved prior to graduation from Basic Academy	4 = In specialized training beyond Basic Academy
Patrol freeways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Patrol on bicycle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Patrol on foot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Patrol on motorcycle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Patrol on horse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Patrol on watercraft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use radio codes to communicate verbally on law enforcement radio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use cell phone or mobile applications to communicate with other officers or dispatch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Monitor department radio communications to stay aware of law enforcement activity

Monitor mobile data computer (MDC) to stay aware of law enforcement activity

Monitor cell phone or mobile applications to stay aware of law enforcement activity

Operate body worn technology according to agency policy (e.g., uniform cameras, sensors, audio recorder)

Observe and identify colors of automobiles, suspects' clothing, etc.

Provide back-up assistance

Respond to mutual aid request from other emergency responders (e.g., other police agency)

Execute stop of motor vehicle, approach, and talk to operator and passengers

Watch occupants of stopped vehicle to identify unusual or suspicious actions

Check persons for wants/warrants through dispatch or mobile data computer (MDC)

Check stolen status on property through dispatch or mobile data computer (MDC)

Maintain a state of hyper vigilance (acute sensory awareness) for self and other officers on scene

Restrain unruly or violent individuals, remove from public areas and arrest if necessary

Exchange information with other law enforcement officials (e.g., department's history with a suspect)

Speak basic Spanish to communicate

Use language translation applications (e.g., Google Translate) to communicate with non-English speakers

Recognize and report indicators of individuals' legal residency or citizenship status (e.g., undocumented status)

Drive patrol vehicle while multitasking (e.g., using computer/communications equipment)

Use geographical knowledge (i.e., familiarity) of an area, rather than global positioning systems (GPS) to patrol

Exchange information with parole/probation officers

Act as department court officer or bailiff

Develop field contacts and intelligence sources in the community

Operate fire extinguisher (e.g., to fight vehicle fires, minor fires)

Check homes of persons on vacation

Check businesses for compliance with laws, permits, or licensing requirements (excluding alcohol regulations)

Assist the Texas Alcoholic Beverage Commission (TABC) in investigating and enforcing alcohol-related laws (e.g., a business selling alcohol to minors).

Observe persons for hunting violations

Patrol schools and school property to provide security

Recognize circumstances where Youth Diversion is an appropriate action

Conduct follow-up procedures with juvenile offenders (e.g., release to parents, petition court, etc.)

Conduct parent-juvenile conferences (e.g., to advise, notify, inform, counsel)

Counsel juveniles (on issues other than criminal matters)

Enforce court orders according to agency policy (e.g., evictions, remove children from home, etc.)

Provide information to Child Protective Services (CPS)

Provide security at special events (e.g., festivals, community gatherings, sporting contests, concerts, etc.)

Escort money, valuables, or people to provide security

Escort processions (e.g., parades, oversized trucks, funerals)

Assist motorists with disabled vehicles (e.g., remove vehicles from roadway, facilitate with tow service)

Notify public agencies or utilities of damage to their equipment

Explain department's recruiting policies to potential applicants (i.e., job requirements)

Instruct on-the-job training

Participate in required firearms, defensive driving, physical conditioning, or other trainings

Keep up with changes in departmental policies (e.g., use of force guidelines, body camera policies)

Keep up with changes in the Texas Penal Code

Perform directed patrol duties (e.g., preplanned/predetermined for specific enforcement)

Test and evaluate police and patrol vehicle equipment (e.g., lights, siren, firearm) prior to shift



Attend informal in-service training (e.g., roll call, called in from patrol)



Summarize total shift activities in department system (e.g., logbook, online automated system)



Criminal Investigations	1 = On the job	2 = Some Basic Academy exposure necessary	3 = Competence must be achieved prior to graduation from Basic Academy	4 = In specialized training beyond Basic Academy
Investigate crimes against persons, <b><u>rape/excluding sexual assault</u></b> (e.g., aggravated assault, robbery, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Investigate crimes of rape and sexual assault	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Investigate crimes against property (e.g., burglary, fraud, theft etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Investigate public order crimes (e.g., disorderly conduct)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Investigate domestic disturbances (non-physical) or other disputes between two parties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Investigate drug- or alcohol-related offenses (e.g., DWI/DUI, controlled substances)

Investigate bias-related (hate) crimes

Investigate cyberbullying

Investigate human trafficking

Investigate identity theft

Investigate stolen or abandoned vehicles

Interview suspects

Interview victims and/or witnesses of a crime

Participate in joint investigations with other law enforcement agencies and/or specialized units

Advise crime victims of the procedures to pursue prosecution or other legal options (e.g., obtaining restraining order)

Describe persons (e.g., suspects, missing persons) to other officers

Track persons from scene (e.g., footprints in snow or mud)

Conduct stationary surveillance of individuals, locations, vehicles, etc.

Look at insignias, tattoos, clothing, and colors to identify possible gang affiliation, criminal suspects, etc.

Recognize signs of domestic violence (e.g., strangulation marks)

Review records to gain knowledge about the history of a particular case (e.g., domestic disturbance incidents)

Use official records (e.g., motor vehicle, law enforcement, etc.) to locate missing or wanted persons

Use open sources or public records to conduct investigations

Use/monitor social media to identify/anticipate potential public safety problems

Use social media to facilitate a law enforcement investigation

Study crime scene to identify modus operandi (M.O.) of perpetrator

Review crime lab reports to guide investigation

Conduct neighborhood canvass to collect crime-related information, identify witnesses, etc.

Conduct a photographic/live line-up

Recognize and properly handle illegal materials (e.g., drugs, chemicals, etc.) confiscated from subject

Recognize common, over the counter products that are used in the production of methamphetamines (meth) and other illegal drugs

Explain nature of charges to arrested person(s)

Review law enforcement records to determine whether recovered property is linked with a previous crime

Estimate property values of stolen or recovered goods

Attempt to locate owner(s) of recovered stolen property

Talk with supervisor to determine if follow-up investigation is necessary

Verify the identity of deceased person(s)

Examine dead body visually to identify wounds and injuries, if any

Have a basic knowledge of rigor mortis

Recognize need for and initiate an involuntary commitment (e.g., commitment to psychiatric facility)

Use audio/video/body-worn camera to record statement or confession

Conduct inventory of seized property (e.g., firearms from a home)

Explain procedures for reclaiming seized property

Control the scene during an investigation or call for service (e.g., separate feuding parties)

Observe crime scene to determine need for processing by specialist (e.g., evidence technician).

Protect and secure crime scene (e.g., limit access)

Dust, photograph, and lift latent fingerprints

Maintain crime scene log

Fill out forms or tags to document chain of custody of evidence

Legal Issues/Arrest Procedures/Search and Seizures/Warrants	1 = On the job	2 = Some Basic Academy exposure necessary	3 = Competence must be achieved prior to graduation from Basic Academy	4 = In specialized training beyond Basic Academy
Hold person under investigative detention (e.g., Terry Stop)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Detain a person based on reasonable suspicion (e.g., individual matches suspect description)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advise persons of constitutional (Miranda) rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Review Texas Penal Code to determine if a crime has been committed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize whether an incident is a criminal or civil matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determine if an offense is a criminal or a status offense (e.g., violating curfew, truancy)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Verify arrest warrants before service

Plan strategies for making arrests (e.g., removing individual from home prior to arrest)

Complete the return and tabulation of search warrants following service

Stop a moving vehicle based on reasonable suspicion

Solicit consent for searches of persons and/or property

Search automobile based on probable cause

Conduct inventory search of impounded/seized vehicles

Conduct pat-down search (frisk) of person for weapons and other contraband during a legitimate stop

Read court and legal documents to determine meaning and proper law enforcement response (e.g., restraining and protection orders, etc.)

Recognize laws and limits on law enforcement powers when crossing jurisdictional lines

Present evidence and testimony in legal and/or administrative proceedings (e.g., arraignment, preliminary hearing, trial, grand jury, etc.)

Testify in parole or probation hearings

<b>Traffic/Motor Vehicle Enforcement/Collisions/E mergency Vehicle Operation</b>	1 = On the job	2 = Some Basic Academy exposure necessary	3 = Competence must be achieved prior to graduation from Basic Academy	4 = In specialized training beyond Basic Academy
Conduct high-risk vehicle stop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in vehicle pursuits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determine the best location for a traffic stop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determine and communicate routes for responding units to scenes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verify driver's license to determine if valid (e.g., not suspended)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verify vehicle information (e.g., verifying registration information, running plate numbers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verify possession of an authentic auto insurance certificate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Explain traffic enforcement actions and/or procedures to involved parties

Issue citations (e.g., parking, traffic, to pedestrians, to bicycle riders)

Observe vehicle operator's eyes, body movements, actions, etc. to evaluate impairment

Administer field sobriety tests (e.g., Standardized Field Sobriety Test, Walk and Turn, One-leg Stand, etc.)

Conduct sobriety checkpoint

Place devices (e.g., cones, barriers) to protect or secure crash scene

Use illuminated baton or hand signals to direct traffic

Plan traffic detours

Establish and conduct a stationary roadblock

Locate and interview witnesses to traffic crash

Facilitate the exchange of information between persons involved in a traffic crash

Interview first responders (e.g., fire department) and/or traffic units for vehicle crash information.

Engage in selective enforcement to reduce collisions (e.g., monitoring vehicle speeds at specific locations)

Estimate speed of vehicles visually

Determine speed of vehicles using speed measurement devices (e.g., Laser, Lidar, Radar, etc.)

Use speed measurement devices or measure skid marks for calculation of approximate vehicle speed after a crash

Take coordinate measures of traffic crash scenes (e.g., using triangulation to recreate crash scenes)

Collect facts of motor vehicle crash to determine charges

Use deflation devices or other technology (e.g., stop stick, GPS dart, Grappler Police Bumper) to slow a vehicle

Notify citizens of damage to their property

Investigate and report hazardous roadway conditions (e.g., damaged roadway, wires down, malfunctioning traffic lights)

Review crashes with traffic crash investigators

Check trucks to make sure cargo is secure

Inspect commercial vehicles for code compliance

Check commercial vehicle for dangerous or illegal cargo

Advise vehicle owners to remove abandoned vehicles

Arrest or cite persons for unlawful use of recreational vehicles or watercraft

Stop off-road vehicles  
(e.g., snowmobiles,  
ATV/UTV)



Investigate off-road/ATV  
vehicle accidents/collisions



Issue bicycle  
licenses/registrations



Complete and submit racial  
profiling data on routine  
traffic stops



<b>Public Relations</b>	1 = On the job	2 = Some Basic Academy exposure necessary	3 = Competence must be achieved prior to graduation from Basic Academy	4 = In specialized training beyond Basic Academy
Interact with a person with a mental disorder or developmental disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interact with a subject who has a communication impairment because of a physical or neurological handicap (e.g., is deaf, has a speech impediment, autistic)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate with a subject who does not speak English or is difficult to communicate with (e.g., has a dialect or an accent)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observe person's body language to assess attitude, intentions, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use verbal de-escalation techniques (e.g., verbal persuasion) to communicate with person or persons or gain compliance

Deliver emergency messages to relatives and loved ones (e.g., injuries, death)

Comfort emotionally upset persons

Assist elderly or disabled individuals with personal mobility problems or mobility impairment (e.g., blind, wheelchair bound)

Participate in crime prevention programs (e.g., Neighborhood Watch, social media pages, community meetings, etc.)

Give a talk in front of a group of citizens regarding crime prevention

Provide recommendations to property/business owners regarding security

Meet with school administrators to identify concerns

Give directions to citizens (e.g., street locations)

Mediate civil disputes (e.g. landlord-tenant, repossession dispute)

Mediate domestic disputes to resolve, maintain peace, protect persons, etc.

Conduct welfare checks of citizens to ensure safety of person (e.g., suicidal person, elderly)

Listen to citizen complaints regarding tickets or other minor offenses

Educate community on what an officer can and cannot do

Refer citizen encounters to a mental health provider

Refer persons to agencies that provide social services (e.g., housing assistance, drug/alcohol rehabilitation)

Warn or counsel individuals suspected of committing a crime instead of arresting them

Counsel/advise juveniles about personal problems, issues, etc.

<b>Firearms</b>	1 = On the job	2 = Some Basic Academy exposure necessary	3 = Competence must be achieved prior to graduation from Basic Academy	4 = In specialized training beyond Basic Academy
Clean and inspect weapon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear firearm malfunctions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize signs of concealed weapons on a person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secure weapon other than own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respond to an incident involving an armed suicidal subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respond to an ongoing act of violence (e.g., officer-involved shooting, robbery in progress)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Detain person at gun point	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Draw weapon (e.g., firearm) to protect self or third party

Discharge firearm in reduced light levels

Reload firearm under combat conditions

Fire handgun while employing “move and shoot” techniques (not including training)

Use handgun disarm techniques against a frontal attack

Participate in debriefing after duty-related firearm discharge

Remove weapon (e.g., firearm) from home/residence of suicidal person, scene of domestic violence, etc.

Carry “secondary/back-up” firearm on duty

Tactical Operations	1 = On the job	2 = Some Basic Academy exposure necessary	3 = Competence must be achieved prior to graduation from Basic Academy	4 = In specialized training beyond Basic Academy
Participate or assist in the execution of a search warrant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize incidents where K-9 or other specialized services (e.g., Air, SWAT, etc.) may be a useful/necessary resource	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use special protective equipment and weapons to participate in high-risk entries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perform special/undercover assignment (e.g., vice, prostitution, narcotics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Search the perimeter of an emergency incident or tactical operation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Respond to and control  
scene involving barricaded  
subject

Participate in search for  
escaped person(s)

<b>Booking and Handling Procedures</b>	1 = On the job	2 = Some Basic Academy exposure necessary	3 = Competence must be achieved prior to graduation from Basic Academy	4 = In specialized training beyond Basic Academy
Secure arrestees for vehicle transport (e.g., restraints, seat belts, lock door)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transport arrested persons to appropriate facility (e.g., jail, hospital, juvenile detention)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verify identity of person in custody for booking purposes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Book arrestee by completing standard processing forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strip search arrestees, when appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collect and inventory arrestees' personal property	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Fingerprint and photograph  
persons pursuant to an  
arrest per agency  
procedures

Guard arrestees detained at  
facility other than jail (e.g.,  
hospital)

Assess medical condition  
of person in custody (e.g.,  
presence of injuries)

Recognize signs of suicide  
risk in detainee or arrestee

<b>Report Writing</b>	1 = On the job	2 = Some Basic Academy exposure necessary	3 = Competence must be achieved prior to graduation from Basic Academy	4 = In specialized training beyond Basic Academy
Take detailed field notes so reports can be completed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write detailed incident reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use artificial intelligence (AI) to write incident reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use computer to prepare reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attach witness statements to reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attach photos and videos to reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare search warrants (e.g., obtain blood evidence, seize mobile devices)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Document “criminal offenses,” if any, on incident/offense reports



Classify offense data from incident reports into the National-Incidence Based Reporting System (NIBRS) system



<b>First Aid and Emergency Assistance</b>	1 = On the job	2 = Some Basic Academy exposure necessary	3 = Competence must be achieved prior to graduation from Basic Academy	4 = In specialized training beyond Basic Academy
Apply basic first aid to unresponsive/unconscious person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply basic first aid to treat for gunshot wounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply basic first aid to control bleeding (e.g., lacerations, stab wounds)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct an initial patient survey (e.g., check for airway, breathing, and circulation (ABCs))	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply basic first aid for choking (e.g., Heimlich Maneuver)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply basic first aid to treat for heart attack	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administer/deploy Automatic External Defibrillator (AED)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Administer cardio-pulmonary resuscitation (CPR)

Administer mouth-to-mouth resuscitation/rescue breathing (i.e., no chest compressions)

Apply basic first aid to treat for drug overdose, e.g., administer NarCan (Naloxone)

Use personal protective equipment (e.g., gloves, masks, glasses, etc.) to prevent contact with communicable diseases or blood-borne pathogens

Extricate/free trapped persons from vehicle

Evacuate buildings and/or areas to remove persons from danger (e.g., house fire)

<b>Physical Skills and Mental Health</b>	1 = On the job	2 = Some Basic Academy exposure necessary	3 = Competence must be achieved prior to graduation from Basic Academy	4 = In specialized training beyond Basic Academy
Stand continuously for more than 50% of the work shift (e.g., guard duty or point control)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walk continuously for more than 50% of the work shift (e.g., foot patrol)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lift, carry, and drag person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wade through marshes, swamp land or waterways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in foot pursuits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tackle a fleeing suspect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use body force to gain entrance through barriers (e.g., locked doors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Defend self from an attack

Retain firearm from suspect attempting to disarm officer

Subdue persons resisting arrest without the use of weapons/devices (e.g., physical force, control techniques, etc.)

Subdue persons resisting arrest using less than lethal devices (e.g., baton, pepper spray, PR-24, Asp, Taser, bean-bag round, etc.)

Arrest using lethal force other than the discharge of a firearm (i.e., using other means (e.g., chokehold)) if separated from your weapon

Recognize indicators of vicarious trauma (e.g., emotionally stressful events/scenes) in oneself or other officers

Recognize changes in peer officer behavior (e.g., increased anger, substance abuse) to identify potential suicide risk

Engage in self-care (e.g., exercise, proper nutrition) to maintain physical health and reduce burnout

Seek professional help (e.g., therapy, counseling) to manage stress or vicarious trauma

Emergency Preparedness/Disaster Control	1 = On the job	2 = Some Basic Academy exposure necessary	3 = Competence must be achieved prior to graduation from Basic Academy	4 = In specialized training beyond Basic Academy
Identify contents of railroad car or semi-truck for hazardous cargo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize and properly handle hazardous materials (e.g., biohazard)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Investigate hazardous materials incidents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Investigate environmental crimes (e.g., illegal dumping)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secure scene of a bomb threat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Investigate weapons of mass destruction (WMD) threats or incidents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Participate in search and rescue operations in extreme/dangerous weather locations or disaster-stricken areas (e.g., high water rescue)

Implement incident command system with other law enforcement agencies

Cooperate with and/or assist other emergency agencies at disaster/hazmat scenes (e.g., Fire, Red Cross, Homeland Security)

**Final Question (Optional):** Please list any essential job tasks that were **NOT** covered in this survey but that you believe should be covered in the Texas Commission on Law Enforcement's (TCOLE) Basic Peace Officer Course (BPOC).

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## APPENDIX I: REFERENCES

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