Attachment A: Statement of Work

Solicitation #RFP-27-LESB-001

Statewide Law Enforcement Job Task Analysis and Training Recommendations

The Hawaii Law Enforcement Standards Board (LESB) requires a statewide Law Enforcement Job Task Analysis (JTA), together with performance objectives, proposed performance standards and passing levels, assessment recommendations, curriculum recommendations, and certification type recommendations derived from the JTA findings.

The JTA shall examine the official (agency job description) and actual (observed and reported) field duties of each law enforcement job assignment within the agencies identified in Section 1.6 of the RFP, identify the tasks essential to each assignment, and document where official duties, actual field duties, and existing training content diverge.

A.1 Contractor Obligations

The Contractor shall perform the obligations set forth in A.1.1 through A.1.19.

A.1.1 Conduct the Project Kickoff and Planning Sessions

- Conduct a virtual project kickoff meeting with the LESB and key stakeholders to introduce the project, clarify objectives and expectations, and review the project scope, timeline, and responsibilities.
- Conduct virtual planning sessions with the LESB, law enforcement agencies, and other stakeholders to refine project goals, timelines, and data collection methodologies.

A.1.2 Prepare the Project Plan

- Prepare a project plan setting out the methodologies, timelines, stakeholder engagement strategies, and expected outcomes for the project.

A.1.3 Propose Stakeholder Engagement Protocols

- Propose, within the project plan prepared under A.1.2, protocols for engaging stakeholders that provide for representation from diverse groups including law enforcement officers, community representatives, training providers, and public safety leadership.

A.1.4 Prepare the Data Collection Instruments

- Prepare the survey instruments, interview guides, focus group protocols, and field observation protocols to be used for data collection.
- Submit the data collection instruments to the LESB before data collection begins.

A.1.5 Collect Task and Duty Data from Participating Agencies

- Distribute and conduct surveys reaching law enforcement personnel across ranks, job assignments, agencies, and islands.
- Conduct direct field observation of law enforcement personnel performing their job assignments in every participating agency and on every island where a participating agency assigns personnel.
- Collect qualitative data through interviews, focus groups, and other interactive sessions.
- Compile data from existing agency job descriptions.
- Collect data on the duties arising from Hawaii-specific operating conditions, including multicultural engagement and prevalent social issues such as mental health crises, substance abuse, and homelessness.
- Produce a data collection summary report documenting the surveys, field observations, interviews, focus groups, and other sessions conducted, by agency, island, and job assignment, including response rates and any gaps in coverage.

A.1.6 Inventory and Analyze Existing Agency Training and Assessment Content

- Inventory the existing training content used by the participating agencies, including curriculum, learning objectives, and lesson materials.
- Inventory the existing assessment methods and items used by the participating agencies, including written test items, scenario evaluations, and skills observations.

- Analyze the inventoried content and assessment items to document their subject coverage, stated objectives, and delivery and evaluation methods, and to identify differences in coverage among agencies.

A.1.7 Propose Criteria for Evaluating Task Criticality and Frequency

- Propose the criteria to be used for evaluating task criticality and frequency, before the task and competency analysis under A.1.8 begins.

A.1.8 Analyze Tasks and Competencies

- Analyze the collected data to identify the tasks and competencies required of law enforcement officers.
- Assess task frequency, criticality, and context, applying the criteria accepted under A.1.7, to ensure the analysis reflects real-world operational demands.
- Produce a prioritized list of tasks and competencies.

A.1.9 Determine the Tasks Essential to Each Job Assignment

- Determine, for each law enforcement job assignment, which of the identified tasks are essential to that assignment.
- Document where the official duties stated in agency job descriptions, the actual field duties reported and observed, and the training content inventoried under A.1.6 diverge.

A.1.10 Produce the Preliminary Analysis Report

- Produce a preliminary analysis report summarizing the initial findings, including the identified tasks, the identified competencies, their criticality rankings, the tasks determined essential to each job assignment, and where official duties, actual field duties, and existing training content diverge.

A.1.11 Verify Preliminary Findings with Stakeholders

- Verify the preliminary findings for accuracy, relevance, and inclusivity through a second round of virtual stakeholder consultation.
- Incorporate the feedback received into the essential task determinations and findings before authoring the performance objectives under A.1.12.

A.1.12 Author the Performance Objectives

- Author performance objectives derived from the essential tasks determined under A.1.9, as verified under A.1.11.
- Organize the performance objectives by domain, competency, and topic, grouping the competencies identified under A.1.8 into training domains, stating the basis for each grouping, and noting any competency grouped in more than one domain.
- Specify, for each performance objective, what the officer must demonstrate: foundational knowledge, operational knowledge, skill proficiency, applied judgment, or a combination.
- State, for each performance objective, the conditions under which the officer must perform, including the setting, equipment, and any constraints that apply.
- Recommend, for each performance objective, the assessment method and assessment criteria appropriate to what the objective requires the officer to demonstrate.

A.1.13 Propose Performance Standards and Passing Levels

- Propose, for each competency identified under A.1.8, the performance standard an officer must meet to be recorded as having attained that competency, and, for each topic within that competency, the passing level an officer must reach, expressed in terms appropriate to the assessment method used.
- Where a topic is assessed by more than one method, propose a separate passing level for each method used.
- State the basis for each proposed performance standard and passing level.

A.1.14 Recommend Assessment Items and Scenarios

- Evaluate the existing agency assessment items and scenarios inventoried under A.1.6 against the performance objectives authored under A.1.12.
- Recommend which existing items and scenarios to retain, which to revise, and where new items and scenarios are needed, including written test items, scenario evaluations, and skills observations. The Contractor does not draft revised or new items or scenarios.
- Identify, for each recommendation, the performance objective or objectives the item or scenario addresses.

A.1.15 Recommend Curriculum

- Identify which existing agency training content inventoried under A.1.6 delivers the performance objectives, with recommended refinements as needed.
- Identify the performance objectives not delivered by any existing agency training content as gaps, with recommended solutions for filling them. The Contractor does not draft refinements, new curriculum, or lesson materials.
- Identify conflicts in related instruction among the participating agencies for resolution by the LESB.

A.1.16 Recommend Certification Types

- Recommend certification types for adoption by the LESB, each stating the job assignments grouped within it and the competencies required for it.

A.1.17 Produce the Final JTA Report

- The final JTA report shall include:
  - The prioritized list of essential tasks and competencies by job assignment.
  - The analysis of task frequency, criticality, and context.
  - A summary of the data collected under A.1.5 by source, agency, island, and job assignment, and of where official duties, actual field duties, and existing training content diverge.
  - The traceability record maintained under A.1.19.
  - The recommended certification types and, for each, the required competencies by domain, with their performance objectives, proposed performance standards and passing levels, assessment recommendations, and curriculum recommendations.
  - Appendices containing the raw data, with no individual participant identifiable, and the analysis methodology documentation.

A.1.18 Deliver the Stakeholder Presentation and Facilitated Review

- Deliver, in person in Honolulu, Oahu, a formal presentation of the JTA findings and recommendations to the LESB and other stakeholders, incorporating visual aids and data summaries, broadcast over Zoom as needed for participants not in attendance.
- Facilitate a summative discussion that gathers stakeholder feedback and addresses questions.
- Explain how the deliverables address the statutory requirements in RFP Section 1.3 and the project objectives in RFP Section 1.4.

- Provide actionable overall recommendations, orally in the presentation and in writing, based on the obligations performed under A.1.1 through A.1.17 and A.1.19, for the LESB's development of Hawaii's law enforcement training and certification programs.

A.1.19 Maintain Data Integrity, Confidentiality, and Traceability Throughout the Project

- Apply documented procedures to verify the accuracy and completeness of the data collected under A.1.5 and the content inventoried under A.1.6.
- Maintain the confidentiality of individual respondents, and report survey, interview, focus group, and field observation data in aggregate form so that no individual respondent is identifiable.
- Maintain the security of all data collected, stored, and transmitted during the project.
- Document the analysis methodology, including the sampling approach, the analytic methods applied, and any limitations affecting the findings.
- Retain the underlying data and supporting documentation in a form that permits the LESB to review how the content of each deliverable was derived.
- Maintain, through the completion of the project, a traceability record linking each essential task to its performance objective, proposed performance standard and passing level, assessment recommendation, and curriculum recommendation.

A.2 Deliverables

The Contractor shall provide the deliverables listed below. Each deliverable shall be submitted to the LESB for review and acceptance upon completion of the obligations in its referenced section. The LESB will accept a deliverable that is:

A. **Complete.** Every element required by the referenced section is present for every agency, job assignment, task, competency, or item within scope.

B. **Consistent.** The deliverable agrees with the accepted Project Plan and all previously accepted deliverables.

C. **Supported.** The content of the deliverable can be traced to the data and documentation retained under A.1.19.

D. **Free of material error.** The deliverable contains no factual or analytical error or internal inconsistency that would prevent the LESB from relying on it.

No.	Deliverable	Section
1	Project Plan	A.1.2, A.1.3
2	Data Collection Instruments	A.1.4
3	Data Collection Summary Report	A.1.5
4	Existing Agency Training and Assessment Content Inventory	A.1.6
5	Task Criticality and Frequency Criteria	A.1.7
6	Preliminary Analysis Report	A.1.8, A.1.9, A.1.10
7	Performance Objectives	A.1.12
8	Proposed Performance Standards and Passing Levels	A.1.13
9	Assessment Recommendations	A.1.14
10	Curriculum Recommendations	A.1.15
11	Certification Type Recommendations	A.1.16
12	Final JTA Report	A.1.17
13	Stakeholder Presentation	A.1.18

A.3 Project Phases

The table below presents the anticipated phases for the project, the obligations performed in each, and the deliverables produced by each. The obligations in A.1.19 are performed throughout the project and are not assigned to a single phase. This phase model serves as a framework for organizing the work. Offerors may propose alternative phase models that consolidate, reorder, or redefine the phases presented, provided all obligations set forth in A.1 are fully performed and all deliverables set forth in A.2 are fully provided. An Offeror proposing an alternative phase model shall present it in the Narrative Response of the Technical Proposal, with a justification demonstrating how it will meet or exceed the requirements of this RFP.

PROJECT PHASE	FOCUS	OBLIGATIONS	DELIVERABLES
Phase 1: Project Kickoff and Planning	• Present a clear project plan • Engage stakeholders • Prepare for project execution	**A.1.1** **A.1.2** **A.1.3** **A.1.4**	• Project Plan • Data Collection Instruments
Phase 2: Data Collection	• Gather comprehensive information • Document reported and observed job duties • Inventory existing agency training and assessment content	**A.1.5** **A.1.6**	• Data Collection Summary Report • Existing Agency Training and Assessment Content Inventory
Phase 3: Data Analysis and Verification	• Conduct a thorough systematic data evaluation • Identify essential tasks and competencies • Verify findings with stakeholders	**A.1.7** **A.1.8** **A.1.9** **A.1.10** **A.1.11**	• Task Criticality and Frequency Criteria • Preliminary Analysis Report
Phase 4: Performance Standards, Assessment Recommendations, and Curriculum Recommendations	• Translate verified essential tasks into performance objectives, proposed performance standards and passing levels, assessment recommendations, curriculum recommendations, and certification type recommendations	**A.1.12** **A.1.13** **A.1.14** **A.1.15** **A.1.16**	• Performance Objectives • Proposed Performance Standards and Passing Levels • Assessment Recommendations • Curriculum Recommendations • Certification Type Recommendations
Phase 5: Reporting	• Transform the analysis into a comprehensive report with actionable recommendations	**A.1.17**	• Final JTA Report
Phase 6: Presentation	• Share project outcomes, findings, and recommendations	**A.1.18**	• Stakeholder Presentation

A.4 Structure of Training Domains and Competencies

The domains, competencies, topics, performance objectives, and recommended assessments shown in this section are only examples. Those for Hawaii are outputs of this JTA and are not prescribed here. The structure illustrated here describes how the elements produced under A.1.8 through A.1.16 relate to one another, so that an Offeror can visualize the type of deliverable content the LESB will need to establish its foundational structure for training curriculum and certification standards.

The definitions in the table below are binding on the meaning of those terms as used in this Statement of Work.

The structure runs from domain to competency to topic to performance objective, with a recommended assessment attached to each performance objective.

DOMAIN	A thematic grouping of related competencies.
COMPETENCY	A measurable or demonstrable capability, consisting of knowledge, skill, ability, or any combination of them, that an officer applies in performing law enforcement duties.
TOPIC	A distinct element of a competency, identified by its subject matter name.
PERFORMANCE OBJECTIVE	A statement of what an officer must be able to do and the conditions under which the officer must do it.
RECOMMENDED ASSESSMENT	The proposed means by which an officer's attainment of the performance objective is assessed.

Two illustrative chains follow.

DOMAIN	**LAW**
COMPETENCY	CONSTITUTIONAL LAW - KNOWLEDGE
TOPIC	FOURTH AMENDMENT
PERFORMANCE OBJECTIVE	Without reference to notes or source materials, accurately recognize the protections the Fourth Amendment affords and the requirements it imposes on a search or seizure to be lawful.
RECOMMENDED ASSESSMENT	Written test items measuring recall of the protections afforded and the requirements imposed.

DOMAIN	LAW
COMPETENCY	CONSTITUTIONAL LAW - COMPLIANCE
TOPIC	FOURTH AMENDMENT
PERFORMANCE OBJECTIVE	Given a context of realistic circumstances encountered in the field, identify the Fourth Amendment requirements the circumstances raise, judge whether a search or seizure would be lawful, and act on that judgment within the limits the Fourth Amendment imposes.
RECOMMENDED ASSESSMENT	Performance scenarios, written response assessments, or both, evaluating the officer's identification of the applicable requirements, the officer's judgment as to lawfulness, and the officer's conduct of the resulting search or seizure.

The two chains share a domain and a topic and diverge at the competency. The first requires the officer to know the content; the second requires the officer to apply it. Because the competencies differ in what they require of the officer within the same topic, the recommended means of assessment differ as well, and the performance standards and passing levels proposed under A.1.13 differ accordingly.

Certification types recommended under A.1.16 group job assignments and are distinguished by the competencies required for them within each domain.