

California Assembly Bill 89

Task Force Meeting Three Summary

January 17, 2023
8:30 a.m. to 12:30 p.m. PST

Target Points

The primary focus of Assembly Bill (AB) 89 Task Force Meeting Three was to create a common understanding of the principles of evidence-based policing (EBP) with considerations for the implementation of EBP into practice and training for a modern policing degree. Task Force members continued their discussion on current academy training to include discussing gaps in the current training. Task Force members participated in a deeper dive into the student graduate profile as they began to reflect and develop what this would look like for the California Modern Policing Degree Program.

Task Force Meeting Three Objectives

- Provide an overview and create understanding of EBP.
- Identify current academy training used to address contemporary challenges in U.S. policing.
- Identify gaps in current academy training used to address contemporary challenges in U.S. policing.

Task Force Meeting Two Reflection

Highlights

- Reviewed and provided initial recommendations regarding the student graduate profile.
- Reviewed and discussed the minimum police officer requirements.
- Reviewed and discussed the Transfer Model Curriculum (TMC) for the Administration of Justice (AJ) degree.
- Discussed opportunities and strengths of the current TMC/Associate Degrees for Transfer (ADT) model.
- Discussed limitations and challenges of the current TMC/ADT model.
- Reviewed and discussed the current police academy offerings and the California Police Academy basic training requirements.

Recommendations

- The Modern Policing Degree Program should include growth and change for students, faculty, and curricula—aligning with equitable practices.
- Financial assistance should be provided for self-sponsored students to attend the intensive academy format. One element of AB 89 expects the Task Force to develop recommendations to provide financial assistance for students from historically underserved and disadvantaged communities with barriers to higher education access; the goal of this Task Force meeting is to specifically address self-sponsored academy students.



- Professional development of instructors is not a specific ask of AB 89, but Task Force members would like to keep it as part of the conversation for the Modern Policing Degree Program recommendations. Resources exist, but having them more explicitly stated would be useful for instructors.
- Employers should be engaged sooner, and K–12 students should be worked with to make it clear that certain choices may prevent them from choosing a certain career. There needs to be a more global discussion of pathways and employment entry points.
- Mental health awareness for law enforcement officer training is up and coming. Officers are three times more likely to kill themselves than to kill someone else. There is hope to see an equal emphasis on the dangers of policing through self-harm or substance use.
- Local degrees could include a field studies internship; Task Force members would also like the academies to do something similar. However, these internships privilege those who have connections. Internships are often unpaid, which does not favor those who have children. They might also disadvantage certain students who cannot juggle an internship at the same time as training. Another option could be to provide more workplace learning by inviting community members to the college.

Questions and Answers: Task Force Meeting Two Reflection

- Are the apprenticeships and/or internships paid?
 - Apprenticeships are paid for by the employer, which is required by law. Calling something an “internship” or anything other than an apprenticeship would not require the intern to be paid.
- How were the academies developed with the community college programs? Why was the Administration of Justice (AJ) curriculum chosen in the first place?
 - The AJ degree was selected because it aligns closest with the Commission on Peace Officer Standards and Training (POST) and the academy programs. The degree was developed with statewide feedback from faculty and targeted the idea of transferring from a community college, then entering the workforce.
 - AJ degrees were started in the 1970s when law enforcement wanted to professionalize, and the community colleges were charged with making the degree programs. The curricula within the academies and the community college programs are now in sync.
- How do the academy programs and AJ programs currently run—are they run sequentially or consecutively?
 - There is currently no requirement that cadets must have a degree. Some academies provide college credits while students go through the academy, and in some instances, students come into the academy with a few college credits. The academies and the degree could be done at the same time. With the academies, it cannot be assumed that students have an AJ background, only a high school diploma. The Modern Policing Degree Program could provide some of that theoretical background.



Evidence-Based Policing

Definition

- “Evidence-based policing is the use of the best available research on the outcomes of police work to implement guidelines and evaluate agencies, units, and officers using the best research.”¹
- United Kingdom College of Policing: In an EBP approach, police officers and staff create, review, and use the best available evidence to inform and challenge policies, practices, and decisions. As a way of working, EBP can be supported by collaboration with academics and other partners.

Utilization

- The “best available”¹ evidence will use appropriate research methods and sources for the question being asked. Research should be carefully conducted, peer reviewed, and transparent about its methods, limitations, and ways conclusions were reached.
- EBP is important for three main reasons, harm reduction, efficiency, and effectiveness, and can be used in various research areas: domestic abuse programs, body cameras, victim contact programs, offender diversion programs, traffic safety initiatives, police workload issues, foot patrol, peer support programs for police officers, prioritization strategies for offenders, and hot-spot policing.
- CompStat was developed by the New York City Police Department as a quantifiable and computerized program that provides a public-facing dashboard to present crime rates: month to month, day to day, year to year, and so on. CompStat was built for accurate and timely data, effective strategies based on reliable data, rapid deployment of personnel and resources, and relentless follow-up and assessment.

Evidence-Based Policing Misnomers

- Using and reacting to data are not necessarily EBP practices. Only reviewing the fluctuations in data creates a culture of chasing data, resulting in negative consequences for communities. For example, there were 10 crimes in 2013 and 20 in 2014 but only 10 in 2015. Looking at percentage changes like this is just chasing fluctuations in data. Creating a culture of chasing data repeatedly may lead to over-policing. This type of data can be deceiving and unethical. To avoid chasing data, researchers and practitioners must use the proper framework in their practices. A comparison group is essential and required of every test to be included as an EBP research method. Building on this framework, evidence building requires making observations, formulating testable hypotheses, and gathering data to test those predictions.
- Good intentions do not always lead to good outcomes. For example, in medicine, there have been studies indicating that increasing oxygen levels of premature babies in the incubator can actually lead to blindness. In policing, it has been found that D.A.R.E. and Scared Straight do not lead to positive effects because of the various backgrounds of the involved participants. Studies have also found that youth generally grow out of juvenile crime habits, and Scared Straight

¹ Sherman, L. W., Gottfredson, D. C., MacKenzie, D. L., Eck, J., Reuter, P., & Bushway, S. D. (1998, July). Preventing crime: What works, what doesn't, what's promising. *Research in Brief*, 1–19. National Institute of Justice. <https://www.ojp.gov/pdffiles/171676.pdf>

groups were found to have committed more crimes than other juveniles who were not in those groups.

Questions and Answers: Evidence-Based Policing

- Does the delay in data and/or generational differences cause issues in implementing EBP techniques, tactics, and so on?
 - EBP can go a long way, and if leadership and officers are open to new ways of thinking, then it works. Researchers are unsure of what makes officers open or closed off to research. Something in the policing culture pushes toward being closed off. Traditional methods mean that departments will not get in trouble, but trying a new EBP practice that other departments are not doing could get them in trouble if it goes wrong.
- How do researchers choose what policies or programs are best? What is considered enough data to know what is working?
 - Policies are applied to the field based on the resources at hand. A lot in policing research is well supported. There is relatively limited support for responding in a traditional model. Conducting the research with the agency and research partner works best. Currently, most methods are funded through the National Institute of Justice (NIJ) and other federal agencies that also drive the research questions, rather than the local police departments.
- How can EBP practices be incorporated into the current academy training?
 - EBP is a philosophy and a foundation for going forward. It does not perpetuate the status quo but promotes movement in different directions to move the industry forward.
 - EBP practices have value for when programs take risks (in reference to the risks of taking on new practices). How are the mechanisms for these risks developed? POST is likely this mechanism. NIJ and other federal government entities can do the research, but POST can adopt and enforce practices.
 - This topic introduces a discussion of how future students can be flexible and open to nontraditional ideas to be more successful and ultimately further the profession.

Peace Officer Training Recap

- Individuals must complete POST basic academy training before appointment as Peace Officers.
- Regular basic course hours
 - Minimum training hours: 589
 - Minimum testing hours: 69
 - Learning domains (LDs): 43
 - Comprehensive tests: 4 (Regular Basic Course 1, 2, and 3, plus first aid/CPR/AED)
 - Scenario tests: 10
- Variance in courses across the United States
 - Arizona: Fires
 - Connecticut: Expansive history on policing
 - Minnesota: Cybercrime
 - Oregon: History of policing, emotional intelligence, resiliency



- Texas: 16 hours of Spanish
- Washington: Active bystandership
- Seattle Police Department (SPD): Before the Badge is a 5-week program designed to provide pre-academy recruits with foundational knowledge, skills, and relationships to succeed as partners in the community and leaders in this department. Grounded in principles of relational policing, officer wellness, and collaboration, Before the Badge brings recruits together in honest dialogue with Seattle's diverse communities, department colleagues, and City leaders and reflects SPD's commitment that its officers provide a safe and supportive culture in which to grow and serve.
- Highlights were discussed from the Police Executive Research Forum (PERF) report titled *Transforming Police Recruit Training: 40 Guiding Principles* (November 2022).

Questions and Answers: Peace Officer Training Recap

- What opportunities are there to talk about evolution of practices? What is currently being done to implement effective practices?
 - LD 1 addresses this topic. It considers what is good today and not good tomorrow. LD 42 was expanded to include topics surrounding those in minority groups.
- Is the Task Force charged with making changes to POST regulations?
 - The direction of the legislation is to develop a modern policing degree program and is not changing POST requirements, although POST is open to change.
- What gaps and limitations are identified in the current academy training?
 - The academy does not have the time or even the means to address foundational skills, and this is where the degree program could come in.
 - Recruiting is a huge issue, and creating additional barriers (i.e., asking for an associate degree before entering the police academy) presents more challenges to underserved populations. Other challenges include report writing.
- Are there strong practices that departments have deployed to strengthen recruiting?
 - Such practices include the basic background check and increasing hours for on-the-job training.

Student Graduate Profile

- Graduate profiles provide a snapshot of competencies students should have when they graduate. The profiles focus on soft skills, social-emotional competencies, character traits, and embodiment of the mission.
- Task Force participants were guided through the Making Meaning Protocol. Participants were given example student graduate profiles and walked through a series of guided questions for review, reflection, and response regarding the example profiles.

Questions and Answers: Student Graduate Profile

- What is significant about these documents that supports the future work of a modern policing degree student graduate profile?
 - There is a desire or interest in understanding the field, where the field is going, and what is needed to join it. How can one really know that someone is going to apply the

elements from their degree and really guarantee they will apply them? By giving them practice in a safe environment and using those skills later as productive members of society. These documents help to build evolving practices.

- There are a lot of first-generation students. They are learning what is acceptable from faculty and the programs. Assessment is important, and allowing individuals to grow in that space as they learn is important.
- What implications should be considered for the student graduate profile?
 - Community awareness and bias should be considered. Be intentional.
 - Accountability of changes and making actionable steps should be considered (e.g., demonstrate, balance, contribute, leverage).
 - Self-care and indicators of stress and how to seek assistance should be considered. This is an absolute must and should be an element of education.

Task Meeting Four Overview

- Competencies and Courses Associated with the Development of a Modern Policing Degree Program and Bachelor's Degree
 - Identify methods to train recruits in EBP and understand the limitations of its implementation.
 - Identify courses that contribute to officers' critical thinking skills and reduced instances of use-of-force incidents.
 - Identify minimum education requirements for employment as a Peace Officer.
 - Identify competencies for employment as a Peace Officer.
 - Create a common understanding of how current practices affect those from historically underserved and disadvantaged communities.

Appendix

Resources

- EBP resources
 - The Matrix: Operationalize ideas into practices, an active system to present information and its effectiveness: <https://www.americansebp.org/>
 - EMMIE (effect, mechanism, moderators, implementation, economic cost) crime reduction toolkit: <https://www.college.police.uk/research/crime-reduction-toolkit>
 - Oregon Knowledge Bank: Example for current practices that are working toward EBP but are not fully EBP yet: <https://okb.oregon.gov/pages/categories.aspx?g=policing>
 - Center for Problem-Oriented Policing: <https://popcenter.asu.edu/>
 - NIJ Crime Solutions: <https://crimesolutions.ojp.gov/>
- PERF *Transforming Police Recruit Training: 40 Guiding Principles* (November 2022): <https://www.policeforum.org/assets/TransformingRecruitTraining.pdf>
- Example graduate profiles
 - The Mico University College: <https://themico.edu.jm/about/graduate-profile>
 - Washington State: <https://www.sbe.wa.gov/sites/default/files/public/images/POG%20PDF.pdf>
 - North Carolina Department of Public Instruction: <https://www.dpi.nc.gov/media/15672/open>