



California Assembly Bill 89 Task Force Meeting Six Summary

April 10, 2023

8:30 a.m. to 12:30 p.m. PST

Meeting Highlights

The primary focus of Assembly Bill (AB) 89 Task Force Meeting Six was to discuss student services and support, as well as continue to refine the current list of recommendations for the development of the Modern Policing Degree program. This Task Force brought forth and discussed a public comment, asking whether the Task Force is considering the impact on smaller agencies' ability to pay the salaries of future recruits. Increasing educational requirements will push agencies to also raise salaries to meet the educational incentives. Task members discussed recommendations related to financial aid to help increase student diversity and revisited the Division of Apprenticeship Standards apprenticeship program in relation to the Modern Policing Degree program. In addition, Task Force members discussed parameters for maximizing credit for those who had prior education or experience and whether that work experience qualifies for employee eligibility.

Task Force Meeting Six Objectives

- Explore recommendations for increasing financial support for increased diversity of students enrolled in the Modern Policing Degree program.
- Revisit Division of Apprenticeship Standards apprenticeship program and its relationship to the Modern Policing Degree program.
 - Address ways to equalize the sponsored versus non-sponsored student experience.
- Identify parameters for maximizing credit for prior learning opportunities, including prior law enforcement, military, or other appropriate work experience or postsecondary education, to satisfy a portion of the employment eligibility requirements.
 - Address potential conflicts with prior experience that could misalign with the new curriculum.
- Review AB 89 discussion topics and associated recommendations and continue to develop final recommendations for a Modern Policing Degree program.

Task Force Meeting Five Reflection

- The primary focus of Assembly Bill (AB) 89 Task Force Meeting Five was to discuss the minimum qualifications for faculty and how diversity, equity, inclusion, and accessibility (DEIA) can be incorporated into the Modern Policing Degree program.
- Task Force Meeting Five was focused on recommendations that will be used to support the student graduate profile and other legislative requirements. Task Force members revisited the



AB 89 legislation and conversations around Task Force recommendations and were introduced to the Division of Apprenticeship Standards apprenticeship model, for further discussions to be held in Meeting Six.

- Delta College and Rio Hondo College provided an overview of how two California Community Colleges incorporated DEIA into their Administration of Justice (AOJ) programs. The overview was followed by a presentation on the current minimum qualifications for faculty teaching in California Community College police academies.
- Task Force members reviewed and discussed the desired competencies for students in the Modern Policing Degree program and continued developing a student graduate profile.

Understanding Financial Aid

- There are more than 100 California Community College financial aid offices, which are guided by federal regulations. The best resource for financial aid questions is the financial aid office on each campus. There are various avenues to receive financial aid, including federal and state loans and grants. To apply for federal or state financial aid, students can either use the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application (CADAA). FAFSA is the more commonly used financial aid support.
- Eligibility requirements include U.S. citizenship or a valid social security number, being enrolled as a student, maintaining a satisfactory academic progress, and having a high school diploma or equivalent. Students should also not be in default on a federal student loan or owe money on a federal student grant and agree to only use federal student aid for educational purposes.
- The application process starts with filling in an application, where an Expected Family Contribution (EFC) is calculated. When submitted, this application is sent to the college(s) listed by the student, where eligibility requirements are reviewed. Once the verification piece is complete, the student is awarded their financial aid.
- Common barriers to applying for aid include general filing errors or a student's misunderstanding of what information the application is requesting. Student financial services is a great place to go for such questions; staff can help students understand the financial aid forms and what documents should be completed. All Task Force members should fill out the financial aid forms to better understand the process from a student's perspective.

Questions and Answers: Understanding Financial Aid

- Are state and federal financial aid awarded differently based on the degree?
 - There is no preference based on degree type.
- What happens if a non-affiliated student is hired by an agency during the academy program and their fees are paid for by the hiring agency, but then their income goes up?
 - The fees are already paid for as an incentive and counted as income, there would be no impact on the financial aid award.
- If affiliated students are being paid wages, does the income impact financial aid?
 - Wages are counted and a student would note that income; however, it does not impact eligibility.



Continued Discussion on the Division of Apprenticeship Standards Apprenticeship Program

- The registered apprenticeship is a structured education and training program that takes place in the workplace and includes on-the-job training, related and supplemental instruction (RSI), and a progressive pay wage. Employers are responsible for employing and training apprentices. Educators are responsible for educating apprentices with relevant training and skills as the apprentices learn the job and earn their wages.
- An apprenticeship differs from an internship in most aspects, including length of experience in program, compensation, and resulting credentials upon completion. Employers who utilize apprentices find they produce highly motivated and skilled workers and increase the company's productivity.
- Employers provide funding to cover the wages of the apprentice and intermediary sources can provide overhead funding for program staff, reporting needs, recruitment efforts, and more. The community college and training partner covers the cost of classroom training.
- The Commission on Correctional Peace Officers Standards and Training (CPOST) is one example of a current apprenticeship program. Occupations open to apprentices through this program include correctional officers, correctional counselors, youth correctional officers, and parole agents. Education requirements vary by occupation and range from 450 to 520 hours of required classroom training. There are currently more than 3,000 apprentices in this program.

Questions and Answers: Continued Discussion on the Division of Apprenticeship Standards Apprenticeship Program

- Can a global apprenticeship program be built? Thinking about this in the context of smaller police agencies, would each individual police department have to create an apprenticeship program? Would every department need to create their own program?
 - Each department tailors the apprenticeship to fit its needs, so it may be harder to do and it is recommended to keep this "wholesale" approach. Considerations could be made for creating a global approach and providing recommendations to agencies so they could tailor the program to meet their department needs.
- Referring to the intermediaries as financial aid supporters, are they an independent group outside of the community colleges and police departments?
 - Intermediary is a general umbrella term referring to a committee. Usually, one entity in a community act as the driving force to procure funding, hire coordinator, etc. This could be the community college or the union. The work of running the program has historically been underfunded, which is why apprenticeship funding was created.

Credit for Prior Learning (CPL) Review

- CPL is college credit awarded for validated college-level skills and knowledge gained outside of a college classroom. This includes learning through experience, such as military training, law enforcement training, industry training/certification, state/federal government training,



apprenticeships, and internships. Various methods of assessment for CPL include portfolio review, exam testing for credit, industry certification, or a military transcript.

- Recent CPL policy reforms encourage districts and colleges to provide students consistent and equitable access to CPL, promote integrity and equity in the award of credit, and increase program accessibility for students without a certificate degree.

California Military Articulation Platform (MAP) Initiative

- More than 70 community colleges are involved in the MAP Initiative. CPL is maximized by expediting degree and certificate completion so military students can complete a 4-year or graduate-level program. One MAP Initiative is offered at Palomar College, which offers 30 units for free.
- Starting in spring or summer 2023, a working group will that includes faculty leads in the Administration of Justice and Criminal Justice programs will start. The working group will focus on the Peace Officer Standards and Training (POST) and Correctional Peace Officers Standards and Training (CPOST) completion requirements, review current programs, and provide recommendations on other avenues for credit for prior learning. Findings will be discussed at the 4th Annual CPL Summit on November 3, 2023.
- To implement CPL within the Modern Policing Degree, recommend maintaining relationships with other accrediting bodies (POST, CPOST, ACA, ACE), and allow students to earn credit towards degrees from certificates through other accreditation bodies prior to being hired into a law enforcement agency.

Recommendations

Task Force members reviewed the recommendations from previous Task Force meetings and refined them using new information from Task Force Meeting Six. Guided questions were provided to support continued discussion of recommendations for the Modern Policing Degree program.

Recommendations on the Competencies and Values that Guide the Development of a Modern Policing Degree Program and Bachelor's Degree as Minimum Education Requirements for Employment as a Peace Officer

- Culturally competent and equity-minded:
 - Understand biases.
 - Task Force members recommend reviewing this competency to understand how personal biases might impact the actions one takes.
 - Be aware of the various levels and symptoms of mental health disorders.
 - Be open-minded to nontraditional ideas.
 - Be aware of cultures within the community: languages, customs, beliefs, and gender identity.
 - Be adaptable and flexible.
 - Be self-aware.
- Critical thinker:
 - Be able to critically analyze situations and use good judgement under stressful circumstances.



- Use deductive reasoning skills.
 - Task Force members recommended providing examples of critical thinking and deductive reasoning skills.
- Use qualitative/quantitative reasoning and be information-competent—understand reliable data.
- Be able to analyze, evaluate, synthesize information, and draw logical conclusions.
- Communicator:
 - Use interpersonal communication skills.
 - Use crisis communication skills.
 - Be an active listener—use listening and comprehension skills.
 - Use problem-solving techniques while working in teams.
 - Understand how to deescalate situations.
 - Highlight that individuals need to use effective communication skills to deescalate situations.
- Resilient:
 - Include mental health self-awareness for law enforcement, including long-term health awareness.
 - Understand how to remain as calm as possible in any situation to create an optimal environment for decision-making.
 - Be trauma-informed; understand how trauma affects you as an individual and how it affects the community.
- Additionally desirable characteristics:
 - Logical
 - Flexible
 - Adaptable
 - Mature
 - Emotionally intelligent
 - Emotional intelligence could encompass self-awareness, self-discipline, self-motivation, empathy, and maturity.
 - Empathetic
 - Ethical
 - There is a law enforcement code of ethics, which expects the highest standard possible; this is a code of conduct for work and for personal life.
 - Consider adding U.S. Army values to the above list: Loyalty, Duty, Respect, Selfless, Service, Honor, Integrity, Personal Courage. Add bravery, as well, which is separate from courage.

Recommendations for Courses that Contribute to an Officer's Critical Thinking Skills and Lowered Use of Force Incidents

- Specific Courses:
 - History of policing



- Include a social justice perspective, understanding the ties with racial and cultural diversity.
- Psychology
 - General education psychology.
 - Applied psychology.
- Procedural justice
 - Use of Force training—both textbook- and scenario-based education.
- De-escalation training
 - This type of training also requires scenario training and should be taught within the POST curriculum.
- Racial and cultural diversity.
 - Understand how officers have not always been on the “right side of the law” and how this speaks to broader issues and overall lack of trust.
 - Legal cynicism: this would cover challenges people of color face when interacting with law enforcement.
 - Ethnic studies class and micro-insertions of DEIA-related content into the curriculum (outside of Area F).
- Resilience, self-care, and wellbeing [of officers]
 - Include topics on the dangers of policing through self-harm or substance use disorder (SUD).
 - Students should learn how to develop skills and empathy, understanding wellness components especially when there are traumatic events.
 - Empathy and wellness [of officers].
- Sociology
 - This will cover race and society—interacting with people in the community.
 - There was a suggestion to add a course on sociology of law enforcement.
- Criminal Justice or Administration of Justice
 - Students should know the difference in each degree area and the different approaches they take within the criminal justice field.
- Communications
 - This would include general listening skills, intercultural communication, interpersonal communication, and public speaking.
- Physical education
 - Focused on preparatory training for the academy and to reinforce the positivity of lifelong physical activity.
- Statistics
- Additional course recommendations:
 - Decide when to include evidence-based policing (EBP) practices/research into curriculum (as early as possible versus 3-4 years into an officer’s career).



- Wherever this is included in the program, the changes of evidence-based policing should be reviewed and made into actionable research to inform practice.
- Task Force members discussed adding EBP practices and development after degree completion. Task Force members discussed that these skills are not necessary for a new police officer to have or utilize. There was some discussion on including EBP elements into the classroom curriculum, so the officers had some knowledge of it for when they learn about it later in their careers.
- Administration of Justice degrees can fall under both arts and science. The Modern Policing Degree should be a more prescriptive degree (through mapping), less theoretical.
 - Task Force members asked for more clarity regarding mapping. Mapping was discussed as a roadmap of more prescriptive options for a student to follow into the Modern Policing Degree program.
- Add coursework on interacting with socioeconomically challenged groups, such as unhoused populations, as there is a disparity between those who are poor and underserved and those who have means.
- Consider whether a cooperative work experience should be a fundamental component of the Modern Policing Degree, similar to nursing and child development programs, which have required practicum components.
 - Many colleges have existing work-based learning experiences built into their courses—the program can build off of these existing models.
 - Make this optional for non-sponsored students.
- Use existing courses and specify which courses are mandatory, with general education being included within degree types.
- C-ID approved curriculum should be utilized so all students receive the same content. C-ID could facilitate model curriculum and descriptor development where courses are not already identified.
 - C-ID could also assist transfer of coursework credits toward a bachelor's degree.
- Courage should be added to the curriculum, students should learn when to speak up for the right thing. Students should learn how to improve relationships and share what they are seeing in the community.
- Future officers need to understand that this degree is about policing, but this is the new age of policing. Some work is aimed at enforcing laws, but the majority of the work is working with community members. There may also come a time when they must defend a law that goes against their own personal values.
- Utilize a crosswalk from the competencies and values to align with specific courses.

Recommendations for Increasing Financial Support for Increased Diversity of Students Enrolled in the Modern Policing Degree Program

- The information presented to self-sponsored students should be clearer on agency and collegiate websites. Costs of the program(s) need to be clear to include available financial aid



pieces. To understand this, a local audit could be useful to understand how academies and degree programs are presenting costs to applicants.

- There should be a limit on the number of pre-academy credits so that there is no impact on financial aid.
- Financial support for self-sponsored students via grants from the Foundation is an option should be explored. There should be intentional fundraising.
- Use the modular academy structure in the community college academies to fit better with financial aid requirements to lessen potential adverse financial aid impacts on students who are not successful in completing the academy.

Appendix

Presenters

- Adele Burns, Deputy Chief, Department of Industrial Relations, ***Division of Apprenticeship Standards Apprenticeship Program***
- Charles Richards, Senior Apprenticeship Consultant, Department of Industrial Relations, ***Division of Apprenticeship Standards Apprenticeship Program***
- Gina Browne, Interim Assistant Vice Chancellor, Operations & Strategy, ***California Community Colleges Approach for Increasing Financial Support for Increased Diversity of Students***
- Chantée Guiney, Community College Specialist, Office of Equitable Student Learning, Experience, and Impact, California Community Colleges, ***California Community Colleges Approach to Credit for Prior Learning***
- Dr. Samuel Lee, Vice President of Academic Affairs for Norco College and Chief Ambassador for the California MAP Initiative, California Community Colleges, ***California Community Colleges Approach to Credit for Prior Learning***
- Dr. Sigrid Williams, Administration of Justice Faculty and Credit for Prior Learning Coordinator, Norco College, California Community Colleges, ***California Community Colleges Approach to Credit for Prior Learning***
- Terence Nelson, Director of Academic and Institutional Partnerships for the California MAP Initiative, California Community Colleges, ***California Community Colleges Approach to Credit for Prior Learning***

Resources

- Amended bill:
 - https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB458
- California Code of Regulations (CCR) Title 5:
 - <https://dsps.cccco.edu/resources/section-one-chancellors-office-resources/title-5-regulations-guidelines-california-code-sections/>
- California Community College Vision Resource Center:
 - <https://cccpln.csod.com/client/cccpln/default.aspx>
- California Education Code (EDC) Donahoe Higher Education Act. § 66025.7 – CPL Policy Framework:
 - [Law section \(ca.gov\)](https://leginfo.ca.gov/pub/0001_6600_6699/ed_66025_7.html)



- California Education Code (EDC) Donahoe Higher Education Act. § 66025.71 – CPL Military and Veteran Students:
 - [Law section \(ca.gov\)](#)
- California State University Credit for Prior Learning Policy:
 - <https://calstate.policystat.com/policy/13085511/latest/>
- Credit for Prior Learning: Leveraging Past Learning to Close Present-Day Equity Gaps:
 - <https://californiacompetes.org/publications/credit-for-prior-learning>
- General Education Critical Thinking Rubric for Northeastern Illinois University:
 - [General Education Critical Thinking Rubric \(vanderbilt.edu\)](#)
- Military Articulation Platform (MAP):
 - <https://theinfotechpartners.us/itpi/map/>
- Palomar College CPL Implementation Toolkit:
 - <https://www.palomar.edu/cpl/wp-content/uploads/sites/205/2020/08/CPL-Toolkit.pdf>
- POST Code of Ethics:
 - [https://post.ca.gov/Portals/0/post_docs/regulationnotices/2019/2019-41 Approval Notice.pdf](https://post.ca.gov/Portals/0/post_docs/regulationnotices/2019/2019-41_Approval_Notice.pdf)
- Registered Apprenticeship Funding Sources:
 - https://www.dir.ca.gov/DAS/Funding_Source.htm