



California Assembly Bill 89 Task Force Meeting 8 Summary

May 12, 2023

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

Meeting Highlights

The primary focus of Assembly Bill (AB) 89 Task Force Meeting Eight was to continue to review the draft AB 89 recommendations and develop final recommendations for a Modern Policing Degree program. Task Force members heard from the author of AB 89, Assembly Member Reginald Byron Jones-Sawyer Sr., who shared an overview of the history of the AB 89 legislation and equity imperative for a Modern Policing Degree. Task Force members utilized a modified World Café facilitation model to review recommendations in breakout groups; this was followed by a full group discussion to finalize recommendations. The recommendation areas covered the minimum educational requirements for employment as a peace officer, courses within a Modern Policing Degree program, credit for prior learning and experience, financial assistance for students from historically underserved and disadvantaged communities, faculty teaching within a Modern Policing Degree program, and recommendations outside of AB 89 requirements.

Task Force Meeting Eight Objectives

- Review the history of the AB 89 legislation and the equity imperative for a Modern Policing degree.
- Continue to refine and develop final draft AB 89 recommendations for a Modern Policing Degree program.

Task Force Meeting Seven Reflection

- Review draft AB 89 recommendations and continue to develop final recommendations for a Modern Policing Degree program for the following areas:
 - Minimum educational requirements for employment as a peace officer.
 - Courses within a Modern Policing Degree program.
 - Credit for prior learning and experience.
 - Financial assistance for students from historically underserved and disadvantaged communities.
 - Faculty teaching within a Modern Policing Degree program.
- Continue to finalize the Student Graduate Profile for a Modern Policing Degree Program.



Overview of AB 89 and the Modern Policing Degree Mission

- Assembly Member Jones-Sawyer met with the Task Force to provide an overview and history of AB 89.
- Assembly member Jones-Sawyer pointed out that AB 89 was enacted to continue discussions surrounding the lack of confidence in policing after the murder of George Floyd. He shared that changes are required for models where existing law enforcement officers teach newly graduated officers to forget everything they learned in the academy and who they are in general. In reviewing details about police officers and their current practices, age was found to be an indicator of those who do or do not commit atrocities. Experience dealing with other cultures was also an issue. To address these concerns, the age requirement was raised to allow for better training of individuals. The Modern Policing Degree will equip officers with necessary skills for de-escalation and understanding of different cultures.
- Officers should have a critical understanding of and represent the community in which they work. The hope is that AB 89 will advance accessibility in the profession's recruitment efforts and community reach. Earning a degree (associate's or bachelor's) will uplift the quality of officers, which will in turn uplift community confidence in them. It will help recruit the best and the brightest.

Recommendations

- This Task Force meeting was centered on finalizing draft recommendations for AB 89. Task Force members participated in a modified World Café facilitation model, where members were placed into breakout groups to review, discuss, and edit recommendations from previous meetings. Discussion probes asked whether Task Force members agreed with the listed recommendations, would like to make any changes, and what new recommendations they may want to add. Afterwards, the Task Force members reconvened to review all suggestions and provide additional feedback.

Minimum Educational Requirements for Employment as a Peace Officer

- Colleges currently operating a POST-certified police academy shall incorporate the components of the Modern Policing Degree into their existing program of study so that students can complete both an associate's degree in Policing and the police academy certification.
 - Task Force members suggested the recommendation be updated to the following:
"Colleges currently operating a POST-certified police academy shall adopt the components of the Modern Policing Degree so that curriculum students can complete both an Associate of Arts/Science in Policing and a POST certificate in Policing."
- Establish a Modern Policing Degree (AA or AS in Policing) that is foundational to and preparation for a career as a peace officer, ideally to be completed prior to a POST-certified police academy, but no later than the date of appointment as a sworn peace officer.



- There was a suggested edit to the recommendation: “Establish a Modern Policing Degree that is foundational to and preparation for a career as a peace officer, which will be completed subsequent to an appointment as a sworn police officer.”
- Task Force members recommended that the degree should be completed within a period that matches the availability of most recruits entering the academy. It was mentioned that most cadets come to the academy later in life, not directly from high school. These timing elements can be pulled from AB 458.
- Prerequisites should be established to include physical- and classroom-based courses. This will require some class sequencing to indicate which courses should be prerequisites and which should remain part of the core requirements.

Additional Recommendations: Minimum Education Requirements

- The AB 89 Task Force recommends that the California Community Colleges offer a Modern Policing baccalaureate degree structured to facilitate transferability of the Modern Policing Degree associate degree courses to a baccalaureate bachelor’s degree.
 - There was a suggested edit to the recommendation: “The AB 89 Task Force recommends that the California Community Colleges explore with the California State University system to develop Modern Policing bachelor’s and associate’s degrees structured to facilitate transferability of the Modern Policing Degree associate degree courses to the bachelor’s degree.”
 - Task Force members recommend that the degree remain prescriptive for transferability to a career in policing.

Courses Within a Modern Policing Degree Program

- Courses in a Modern Policing Degree (AA/AS in Policing) should include those listed below that are outlined in AB 89. In addition, the development of the qualities, competencies, values, and desirable characteristics identified in the AB 89 Task Force’s Student Graduate Profile should be incorporated where appropriate into either existing or new courses that are part of the degree.
 - Psychology
 - Communications
 - History
 - Ethnic Studies
 - Law
 - Those determined to develop necessary critical thinking skills and emotional intelligence
- Create a rubric with discipline experts to determine that all courses and student characteristics are captured upon completion of the Modern Policing Degree.
- Encourage colleges, whenever feasible, to allow courses in a Modern Policing Degree program to fulfill both general education and major degree requirements.
 - Task Force members want to clarify whether the above aspects will be captured in other existing courses.
- Require colleges offering a Modern Policing Degree to be prescriptive in determining which courses, within a general education category, are mandatory.



- Structure model curriculum templates in a way that facilitates designation of expected general education coursework through double counting of core degree requirements for general education coursework to establish consistency for coursework within programs throughout the California Community Colleges.
- Encourage colleges to offer courses asynchronously, where appropriate to the content, activities, and outcomes of a course, to maximize flexible learning opportunities for students.
 - Encourage short-term and hybrid courses to maximize flexible learning.
- Certificates and degree programs should be designed with an awareness of the unit and time limitations or caps on student financial aid.

Additional Recommendations: Courses

- Utilize the existing C-ID (Course Identification Number) process to facilitate development of model curriculum templates and, where courses for the Modern Policing Degree do not already exist, of course descriptors to ensure consistency in AA/AS degrees in Policing. The Task Force recommends that the following courses or topics be considered for incorporation into a Modern Policing Degree curriculum as contributing to an officer's critical thinking skills and lowered use of force:
 - Sociology or Social Psychology
 - History of Policing
 - Racial and Cultural Diversity
 - Social Justice
 - Interpersonal and Cultural Communications
 - Statistics or Introduction to Statistics for Sociology
 - Policing in the Community (currently included in the C-ID suite of courses)
 - Community and the Justice System
 - Ethical Reasoning/Ethics in Practice
 - Introduction to Logic
 - Introduction to Social Psychology
 - Introduction to Crime
 - Introduction to Transformational Policing
 - Introduction to Critical Thinking
 - Emotional Intelligence

Credit for Prior Learning (CPL) and Experience

- Once courses are identified for the Modern Policing Degree and course descriptors developed as needed, work with discipline faculty, POST, and academy directors to develop CPL crosswalks for basic academy learning (priority), and as well as for learning in other types of academies.
- Award CPL for prior work experience, in addition to prior educational experiences. Award CPL early for those who enter the academy with a completed Modern Policing Degree.
- CPL is to be awarded by the colleges; this is not a recommendation for POST.
- Develop a crosswalk from various career paths and learning experiences (e.g., other academies, military experience) to maximize credit for the police academy experience.



- CPL should be made available for those who are grandfathered in as existing police officers who wish to complete the Modern Policing Degree program.

Financial Assistance for Students from Historically Underserved and Disadvantaged Communities

- Colleges should support students' successful completion of the Modern Policing Degree program by providing students tutoring, counseling supports, information related to all available resources they can access while enrolled in the program.
- The responsibility for navigating financial assistance should shift from the student to the institution; develop programs that are eligible for state and federal financial aid and registered to be eligible, allowing the students to receive financial aid.
 - Provide additional support to students who are not eligible for other forms of financial aid.
- Colleges should ensure that total cost of attendance for their academy program is inclusive of all expenses borne by students to maximize student eligibility for financial aid.
- Faculty are encouraged to use Open Educational Resources/Zero Textbook Cost materials, when available, to reduce or eliminate textbooks costs for courses in the Modern Policing Degree program.
- Colleges should work with their foundations and law enforcement associations to explore non-traditional funding opportunities, develop scholarships for students participating in a college's police academy, and establish grant programs for low-income students to cover costs of equipment.
- Colleges should use the California Community Colleges Compendium of Allocations and Resources, which provides comprehensive information about all the funding allocations distributed to districts and colleges, to identify sources of funding that provide opportunities to reduce or eliminate direct costs for students.
- Counselors should be provided with communication strategies and training in assisting recruits who are looking to enter a police academy and the various avenues they can take to do so.

Faculty Teaching Within a Modern Policing Degree Program

- Maintain the current minimum qualifications for the discipline.
- Provide colleges with additional professional development resources and encourage them to leverage all existing funds to help ensure that full- and part-time faculty who teach in community college police academies stay current in their field and instructional approaches and do not have to bear the full cost of remaining POST-certified.
 - Ensure funding for professional development is consistent for all colleges.
- Where possible, prioritize the assignment of faculty who are current and familiar with modern policing approaches and attitudes, not just policing in general.
 - Assist faculty in maintaining eligibility to teach POST courses and stay current on policing practices. Revisit police department trainings as non-credit, short-term courses at no cost to the faculty/instructor taking the course.



- Assign faculty to teach classes in the Modern Policing Degree program based solely on their ability to exemplify the minimum qualification of “a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students” (Ed Code 87360) in addition to their discipline qualification/preparation.

Additional Recommendations Outside of AB 89

- Plan for an academic longitudinal study to evaluate whether the Modern Policing Degree courses minimize incidents involving the use of deadly force.
 - This will fall on the agencies to conduct with metrics to be formed around the community they will serve, the agency, and graduate.
- Colleges and community organizations should create outreach programs to attract students to enroll in and faculty to teach in the Modern Policing Degree program.
 - A communication and retention plan should be developed to have clear and consistent messaging to reach future recruits. Language should be inclusive of incidents that may inhibit someone from being hired as a police officer but invite them to speak with a counselor on this matter. Awareness should be made for recruits who may self-select out due to their background without an understanding of all qualifiers/disqualifiers.

Meeting Conclusion

- This meeting concluded with Task Force members being recognized for their work on the Task Force and a brief overview of next steps for the Task Force.

Appendix

Resources

- Bill AB 458: <https://legiscan.com/CA/text/AB458/2023>