



California Assembly Bill 89 Task Force Meeting One Summary

November 18, 2022

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

Target Points

The primary focus of Assembly Bill 89 Task Force Meeting One was to provide an introduction of the Assembly Bill 89 (AB 89) legislation, welcome and introduce all Task Force members, discuss group goals and outcomes, and review all documents necessary to guide future meetings.

Discussion: The California Community Colleges Chancellor's Office Participatory Governance Guiding Principles

- As part of the California Community Colleges Chancellor's Office participatory governance guiding principles and open government policy, state agencies are to engage with the public and be transparent in their work moving forward.
- These guidelines create a vehicle for open communication, maximizing public engagement to move this Task Force forward and gather as much information as possible. There is also an emphasis on openness and diversity.
- The guiding principles were established about 5 years ago, with a student-centered vision to successfully move them forward within the community college system. The primary focus of redesigning and realigning the values and principles is to do so with the student at the center.
- The guiding principles are key to all Task Force meetings. They should emphasize the wellbeing of the Task Force members, students, and community stakeholders. The principles include representation, inclusivity, constructive discourse, and transparency. Honesty, fairness, and respect are all valued to support these principles.
- In general, there are several types of working groups, including committees, task forces, and implementation groups.
 - Committees work through various curriculum management and evolution.
 - Task forces set the vision and make recommendations for meeting legislation and student outcomes. A task force should create information for the implementation group to have at the ready for informed decision-making.
 - The implementation work group will move forward with the operational details.
 - The working groups are structured this way to recognize more complex implementation because there are many more involved individuals that can understand the planning that are required for these in-depth conversations.

Introduction to Assembly Bill 89 and Task Force

- AB 89 requires the Office of the Chancellor of the California Community Colleges to develop a modern policing degree program, with the Commission on Peace Officers Standards and Training (POST) commission and other stakeholders to serve as advisors, as specified. The chancellor's office



must also submit a report to the state legislature outlining a plan to implement the program on or before June 1, 2023. The bill also requires the report to include recommendations to adopt financial assistance for students from historically underserved and disadvantaged communities with barriers to higher education access.

- Legislation AB 88 and 89 focused on and addressed the education and age requirements for peace officers in the state. Discussions focused on moving the minimum age to 25, but the legislature settled on the age of 21.

Questions and Answers about Assembly Bill 89

- AB 89 mentions "general police service duties"—what does this mean?
 - The duties involve a “little bit of everything,” not just responding to crimes. There are general duties for peace officers, such as going into the community, handling calls for service, and working with criminals and victims. However, there is a high volume of calls that are not related to law violations, which take up much of the officers’ time. There are broader activities to examine, such as what police do after a call, investigations, work within the county jails, and work within the general community.
 - “General law enforcement duties” are duties that include the investigation of crime, patrol of a geographic area, responding to the full range of requests for police services, and performing any enforcement action on the full range of law violations.
- What are we defining as a degree program versus a certificate of training? Are we impacting the criminal justice system/administration of justice training or the kinds of training that happens at a basic training academy?
 - These are questions to which Task Force members should be responding. More specifically: How does education within criminal justice programs impact basic training programs? How does that relationship change hiring requirements? Should there be a prerequisite course before training, similar to other types of first responders (e.g., there is a prerequisite course that people must take before they can proceed in a basic fire training certification process)?
 - We need to consider what is possible and which operational change recommendations will be impacted. This Task Force is encouraged to think about recommendations for change.
- What problem(s) is AB 89 trying to address? Can we unpack the legislation’s rationale?
 - Better education for officers. More education helps officers perform as better peace officers. A large part of this bill is aimed at understanding the level of education that would qualify as “better.” Once that level is ascertained, the education requirements would need to be standardized and applied prior to a person being appointed as a peace officer. This includes areas such as psychology, ethics, and emotional intelligence.
- Is there going to be more of an emphasis on social sciences rather than on hard sciences?
 - The bill’s intent is to increase knowledge in the social sciences specifically but also to increase education requirements in general areas.
- Will the modern policing degree be an associate’s or bachelor’s degree?
 - Both—the Task Force will be looking at community college requirements and then possibly extending the education path into a 4-year program with California State University (CSU).
- Is there a broader goal of making educational or cultural changes?



- Changing the education factors are the primary focus; then, the Task Force can get to the cultural pieces. The Task Force can also determine within the group what type of culture the program should foster. It is also important to act where the group can influence partnerships with collective police departments.
- There will be implementation pieces for local-level partners to work on with employer partners. Therefore, another element would be to review how to influence conversations that need to happen at local levels and what is feasible within those communities.

Review: Task Force Purpose and Responsibilities

- Provide recommendations on the relationship between a modern policing degree and the current police academy offerings on the modern policing degree and the current ADT/Transfer Model Curriculum.
- Recommend values to guide the development of a modern policing degree program and identify courses that contribute to critical thinking skills and lower use-of-force incident rates. There should be emphasis on maximizing credits for prior law enforcement learning opportunities, appropriate work experience, postsecondary education, or military experience to satisfy a portion of the employment eligibility requirements.
- Make recommendations for ways to increase financial aid to support increased diversity of students enrolled in the modern policing degree program.
- Create a student graduate profile for a modern policing curriculum. This should cover what the pathway will like look for a student pursuing a policing degree. The Task Force will need to consider minimum faculty qualifications and their adherence to meet the new Diversity, Equity, Inclusion and Accessibility (DEIA) Evaluation requirements, including making recommendations for current faculty professional development.

Related Assembly Bill 89 Tasks and Deliverables

- Learning arc: created to set the goals for each Task Force meeting, this will evolve as the meetings progress and recommendations are made.
- Additional meetings: may be needed to allow for additional discussion.
 - It would be helpful to review student academic backgrounds.
 - For the sociology side of this degree: is the intent to change the way individuals respond or to change the protocol, which in turn changes the culture of the organization?

Next Steps

- Please note the addition of a May 2023 meeting.
- The next meeting is December 9, 2022, and will focus on the ADT/Transfer Model.
- Will an opportunity be provided for working groups to meet outside of the main meetings regarding the various tasks/topics?
 - This is something that will need to be discussed.