

California Assembly Bill 89

Task Force Meeting Two Summary

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

Target Points

The primary focus of Assembly Bill (AB) 89 Task Force Meeting Two was to provide an overview of the current transfer model for associate degrees, brainstorm initial thoughts on a student graduate profile model, and establish the basics of what it takes to become a Peace Officer in the State of California.

Task Force Meeting Two Objectives

- Provide overview and create understanding about the graduate profile.
- Provide overview and create understanding of current Associate Degrees for Transfer (ADT)/Transfer Model.
- Provide overview and create understanding of current police academy offerings.
- Identify needs/gaps in the current police academy offerings and ADT/Transfer Model.
- Identify and provide recommendations for the impacts, implications, opportunities, and limitations of changes for the current model in relation to the modern policing degree.
- Encourage engagement in the next few sessions as we develop recommendations for a student graduate profile and the modern policing degree.

Review of Student Graduate Profile

- A student graduate profile does not refer to the types of courses students take, their grade point average (GPA), or what they physically look like. Instead, we are looking at character traits, soft skills, social-emotional competencies, personalities, and how those factors align with current Peace Officer Standards and Training (POST) regulations.
- Elements of the future student graduate profile may include the ability to critically analyze situations under stressful circumstances, apply sound logic and reasoning skills, and properly assess mental health situations in the field using positive communication skills and cultural competence. These situations would also require self-awareness, flexibility, adaptability, and maturity. This list is not exhaustive; the conversation about the student graduate profile will continue in future task force meetings.
- Students should be equity minded.

Minimum Peace Officer Requirements

- Individuals must complete the POST basic academy training prior to appointment as a Peace Officer. There are also government codes (GC) that each candidate must pass, including:
 - GC 1029—identifies disqualifiers, such as an individual being charged with a crime or dishonorably discharged from the Army
 - GC 1030—fingerprint requirement
 - GC 1031—lists minimum standards required of future Peace Officers
- Minimum Standards for GC 1031:
 - Be legally authorized to work in the United States under federal law
 - Be 21 years of age or older
 - Be of good moral character, as determined by a thorough background investigation
 - Be a high school graduate or have passed the General Education Development (GED) test
 - Have been found to be free from any physical, emotional, or mental condition that might adversely affect the exercise of the powers of a Peace Officer
 - Pass a physical evaluation by a licensed physician
 - Complete an emotional and mental condition evaluation by a POST-certified psychologist

Transfer Model Curriculum for Administration of Justice Degree

- The Transfer Model Curriculum (TMC) template forms the basis for associate degrees for transfer (ADT). The ADTs at each college are built on TMC templates. California State University (CSU) accepts this transfer if students complete all of the requirements.
- The minimum ADT unit requirements include a minimum of 18 units of major prep, a minimum 34–39 units of general education, and elective units (CSU-transferable) as needed to reach 60 total units. Students must demonstrate their competency in written composition, reading, and mathematics and quantitative reasoning, and must complete a course in Ethnic Studies.
- Every ADT must require the same core classes: Introduction to Criminal Justice and Concepts of Criminal Law. Students must then choose two courses from List A and List B:
 - List A requires students to select two of the following courses: Criminal Court Processes, Legal Aspects of Evidence, Criminal Investigation, Introduction to Forensics, Introduction to Corrections, Juvenile Procedures. This list of options may not be available at every college, depending on staffing and curriculum capabilities.
 - List B requires students to select two of the following courses: any List A course not already used, Introduction to Sociology, Introduction to Statistics in Sociology OR Introduction to Statistics OR comparable course, Introductory Psychology, any CSU-transferable AJ course, any course outside of CSU AJ discipline articulated as lower division prep in the Criminal Justice or Criminology major at a CSU.
- Students seeking an ADT must complete the Intersegmental General Education Transfer Curriculum (IGETC) or CSU GE Breadth program. In the IGETC model, they must take classes in six areas, including English, math, and physical sciences. In the CSU GE Breadth program,

students are required to cover five areas with similar learning paths, including learning and self-development courses.

- As of fall 2025, AB 928 requires that a singular GE pathway be used for transfer to University of California (UC) and CSU. This new pathway, currently being developed under the name CalGETC, will replace CSU GE Breadth and IGETC. CalGETC will utilize a similar format as IGETC with some additional modifications.

Questions and Answers: Transfer Model Curriculum

- Is there an ability to include local infusions?
 - Normal ADTs are local and dependent on the college and the surrounding community's workforce needs. There is no clear statewide structure for the inclusion of local influences.
 - ADTs were developed to increase the number of degree completions and ease student transfer to CSU.
- Are there any statistics on individuals who have gone through these programs and now work at a police department?
 - Most cadets have degrees when they graduate the academy, but there are more degrees awarded than there are jobs. There is a need for a modern policing degree to be the specific degree for candidates to use to join, succeed, and graduate from police academies. Students are also transferring between colleges and universities at large numbers, and some are returning to community colleges for more training certificates.
 - POST does not track the educational background of newly certified Peace Officers. It does track the certificates officers apply for, which are based on their previous education background and overall training/experience. Currently, two-thirds of officers who applied for certificates had at least a bachelor's degree. Education incentives are a large influence in officers going back to colleges to get those certificates.
 - As an aside, many students also have military experience, which opens the door for credits for prior learning. It would be useful to make an "equivalence guide" to help with awarding of credit for prior learning for students with military service.

Opportunities or Strengths of the Current TMC/ADT Model

- **Opportunities:** Could think about adding some general education classes to build up soft skills. If the legislature is requiring classes or skill sets, these general education classes should be placed in the required core courses or List A. Another possibility could be to expand into a bachelor's degree that would be specialized for future law enforcement personnel.
- **Strengths:** Any formal changes to the current model would necessitate a review by engaged and highly qualified faculty across the state at California community colleges (CCCs) and CSUs. TMCs/ADTs are broadly developed by faculty from CCCs and CSUs and then broadly vetted with adjustments as needed before final approval. The TMCs then undergo 5-year reviews, which often result in revisions. This group will likely develop some recommendations for TMC/ADT faculty to consider for revision.

Limitations or Challenges of the Current TMC/ADT Model

- **Challenges:** The ADT model is limited by the number of units that a student must complete. ADTs cannot exceed 60 units, so expanding the opportunities in this degree means removing other items to keep the number of units at the cap. Local associate degrees do not have this limitation. POST academies utilizing associate degrees developed with local colleges have some more flexibility as they are not constrained to 60 credits. Some academies have a prerequisite course that might allow for additional expansion into building up social justice/empathy/communication styles.
- **Limitations:** Concerns with not being prepared for a modern policing degree if the colleges are not fully deep-diving into historical racism. There needs to be a focus on curriculum that does not align with the outcomes/current world; not all institutions are ready for this. There are also concerns for the self-sponsored students, as the sponsored are paid to go to the academy. It can be very expensive to have to do both (get an education and go through the academy).

Current Police Academy Offerings: California Police Academy Basic Training Requirements

- Recruits must complete the “basic course” police academy. County probation officers, Department of Corrections individuals (they have their own course), and anyone serving in a position that has limited Peace Officer powers do not need to complete this basic course.
- A POST academy must present the entire Regular Basic Course, either in intensive, extended, or modular format. There are three modules, all of which must be offered for the program to be considered a POST academy. Across the state of California, there are 23 law enforcement departments and 19 community colleges with POST certification. POST has established minimum training and testing hours, along with 43 required courses, aka learning domains (LD), four comprehensive tests, and 10 scenario tests. Upon completion of training and after an appointment is confirmed, the individual, now serving as a probationary Peace Officer, begins field training. POST requires a minimum of 10 weeks of standardized field training with a POST-certified field training officer. These standards are set by the POST commission, which can increase or decrease the standard number of LDs and/or hours. Academies are allowed to add hours to their academy program but cannot take away hours. This is especially common with police department-based academies.

Questions and Answers: Current Police Academy Offerings

- If, on average, the academies are exceeding POST’s baseline number of hours (664) for an academy, what are they teaching differently or expanding their curriculum to include?
 - Examples include various technologies/specialized skill sets: POST does not provide mandated training on tasers or radar. POST has kept the 664 hours consistent by adding and removing courses at the same time, although the total number of required hours could be increased.
- Are there any existing courses that overlap with field training?

- Yes, there are areas that overlap. The Field Training program is a minimum of 10 weeks and is based on the structure learning content outlined in Commission Procedure D-13. Field Training Program Minimum Content Requirements (D-13-3):
 - *Agency Orientation (including Standards and Conduct)*
 - *Ethics*
 - *Leadership*
 - *Patrol Vehicle Operations*
 - *Officer Safety*
 - *Report Writing*
 - *California Codes and Law*
 - *Department Policies (General Orders, Local Policies, and Philosophies)*
 - *Patrol Procedures (including Domestic Violence and Pedestrian and Vehicle Stops)*
 - *Control of Persons and Prisoners (Adults and Juveniles)*
 - *Control of Mentally Ill (Adults and Juveniles).*
 - *Traffic (including DUI)*
 - *Use of Force*
 - *Search and Seizure*
 - *Radio Communications*
 - *Self-initiated Activity*
 - *Investigations/Evidence*
 - *Community Relations/Professional Demeanor (including Cultural Diversity, Community Policing, and Problem Solving)*
 - *Tactical Communications/Conflict Resolution*
 - *Additional Agency-Specific Topics (may include Community Specific Problems, Special Needs Groups, etc.)”*
- Does POST allow for distance learning? Is there any flexibility in that space?
 - Currently, law enforcement in-service training is in person; prohibited from online/not-in-person training. It would be interesting to see programs that are remote versus the in-person paramilitary styles.
- Are there challenges with students moving to different programs?
 - It is prohibited to a certain extent; cadets cannot transfer academies. They can complete the modular format of courses in separate colleges but that is it. It takes longer to complete in the modular format, but if they do leave for family or other needs, they can return and continue where they left off.
- Are there any “agency” academies that are not associated with a community college through an instructional services agreement?
 - POST does not maintain or track affiliations between law enforcement operated academies and community colleges. Most law enforcement-operated academies do in fact have formal affiliations. However, this needs to be confirmed which entities are in this type of agreement. POST is currently cataloging this information. The primary reason for those affiliations is for “Full-Time Equivalent Student (FTES)” credits and funding. For instance, the Orange County Sheriff’s Department runs their own academy

and has an affiliation with Santa Ana College for FTES credits, which in turn provides funding from the State to Santa Ana College. Some of that FTES funding is shared between the college and the law enforcement agency operated academy. The FTES funding does not come from POST and has no material effect or relevance to POST, so we do not track it and it is outside of our scope. Regardless, we are asking each law enforcement academy if they have such an affiliation, and we will provide that information soon.

- What are the different failure/success rates of those who are employed (job outside of attending the academy) versus sponsored cadets?
 - AB No. 332 included this—will share this later with the group. More intense programs have higher success and hiring rates. The instruction is not different, there are just different types of students attending.
- Based on the LD list sent out by POST, is there anything that is not being seen in the police academy that should be there (i.e., courses or trainings).
 - The curriculum is designed to teach individuals entering the academies how to conduct investigations and how to work in a controlled capacity. Speaking with those in the field or who work on this now, the hope is that a modern policing degree will help with some foundational issues; critical thinking, communication skills, and other items that are not currently addressed in academy because of time constraints. There is a hope that they can add additional hours for use-of-force training and emphasizing a de-escalation approach.
- We need to improve our investigations and low clearance rates, especially for violent crimes. Where are we looking to improve the primer of those investigations?
 - Until cadets complete field training, they are not to conduct investigations. Some items get pushed in the academy, but they would not be using those skills for another 3 to 5 years—it is easier and cheaper to address these items at the degree level. It is important to keep in mind that there are smaller agencies that do not have depth within their investigations unit and use patrol as detective backups.
- How are instructors recruited and hired?
 - A lot of this work is based on getting people interested in the profession; most academies use instructors who work within the police departments. They must also meet POST and college standards to teach. The pay often does not compare with overtime or extra-duty compensation, which results in not having enough instructors. Statewide community college minimum qualifications for the discipline of administration of justice are an associate degree and 6+ years of experience or a bachelor's degree and 2+ years of experience. Colleges can add additional qualifiers to these requirements.
 - Academies provide their own personnel but sometimes they have guest/adjunct members instruct. POST does reimburse Peace Officers who decide to take the instructor course so they can teach. Reimbursement is no longer available for the refresher courses.
- What needs and/or gaps are you seeing in your academy?



- Good students are hard to come by. They lack life experience. After graduation, they are failing to think about the big picture: how to think critically and step up and lead. Communication and command presence is nil. On another note, police academies are stressful places and there are no self-care/wellbeing courses available. Individuals have to seek this out and learn it on their own.
 - NOTE: POST is starting a pilot study on the instruction of wellbeing for officers.
- How long will it take for graduates, who are not as well prepared, to build up the confidence and maturity necessary for field experience? How long will it take them to get to the point of satisfaction of field experience and maturity?
 - Field training is 13 to 14 weeks per recruit, and if they are not progressing in those areas, they'll be released from their probationary period. Some academies work with the students to place them in non-patrol roles so they can gain confidence and communication skills necessary for patrol.
- Do we track why individuals drop out during the probation period?
 - This is a challenge, as the final roster (of any given academy) does not list dropouts. We did collect data under AB 332, looking at the academies and why individuals were failing and how many attempts they had. These stats are available on the POST website. Outside of that study, POST does not know if they failed out for reasons relating to personal problems or soft skills.
- How extensive is the background check?
 - The law requires recruits to have a background check prior to employment (within a year of appointment). Recruits who are sponsored by a law enforcement agency have had background checks and emotional, physical, and psychological reviews. Most non-sponsored recruits have not completed this yet and you can see this reflected in lower hiring rates. The state is dealing with staffing shortages, and if someone is not picked halfway through an academy, then they are never going to be hired. There has to be a significant flag in someone's background if they are not hired at the point of graduation.
 - Some community colleges have a pre-academy course that students are required to pass, but people with red flags in their background check cannot be from prohibited from joining the academy. There is a strong emphasis on not wanting individuals to go through the academy and take on the associated costs if they have something that will not allow them to be hired in this field.
- What discipline or instruction would you want to include in the academy curriculum?
 - There needs to be more community interaction. The academy teaches the basics, but we are lacking in lessons on how to interact with the public. Can they recognize issues in the community, can they bring up solutions to the sheriff? Potential areas of focus include interpersonal communication skills, crisis communication skills, listening and comprehension, problem-solving, working in teams. Recruits need the ability to understand various mental health disorders and their symptoms, bias, and learning disabilities. Currently, many graduates do not have these skills.
- Is there a focus on gender or LGBTQ+ issues?

- It is in LD42, it is also in legislation from 2 years ago.
- When we talk about instructors, what are the experiences of those who are not white males? Do the students see themselves in their instructors, coworkers, fellow students? Do we need to do more in this area?
 - This will vary agency to agency. Cultural competence and representation are important to think through as we are considering recommendations.

Recommendations for the Modern Policing Degree

- The degree should include growth and change of students, faculty, and curriculum; aligning with equitable practices.
- Would like to recommend some form of financial assistance for self-sponsored students to attend the intensive academy format. One element of AB89 expects that the Task Force develop recommendations to provide financial assistance for students from historically underserved and disadvantaged communities with barriers to higher education access; the goal of this is to specifically address self-sponsored academy students.
- Professional development of instructors is not a specific ask of AB89 but Task Force members would like to keep this as part of the conversation for the modern policing degree recommendations. There are existing resources, would just like to see them more explicitly stated; it's hard to know what is or is not available to instructors.
- If we do not engage with employers sooner, then we are going to miss out on experiences. It is also important to work with K–12 students 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—we need to keep up on this. Officers are three times more likely to kill themselves than to kill someone. We hope to see an equal emphasis on the dangers of policing through self-harm or substance use.
- The local degrees have the ability to include a field studies internship. Could the academies do something similar?
 - There can be administration of justice internships, also called cooperative work experience, but it privileges those who have connections. Internships are often unpaid, which does not favor those who have children. They might also put certain students at a disadvantage 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.

Task Force Meeting Three Preview

- Framing for Evidence-Based Policing and Contemporary Challenges in U.S. Policing:
 - Provide an overview of evidence-based policing.
 - Identify current practices and training to address contemporary challenges in U.S. policing, as well as any gaps therein.



- Create a common understanding of how current practices affect individuals from historically underserved and disadvantaged communities.
- The next meeting is January 17, 2023, 8:30 a.m. to 12:30 p.m. PST.

Appendix

Resources

- Government codes
 - https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=1029&lawCode=GOV
 - https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=1030.&lawCode=GOV
 - https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=1031.&nodeTreePath=2.6.1.2&lawCode=GOV
- Local academy degree example
 - <https://gavilan.curriqunet.com/catalog/iq/1826/1828/1843>
- POST Learning Domains
 - <https://post.ca.gov/regular-basic-course-training-specifications>