

# California Assembly Bill 89

## Task Force Meeting Five Summary

March 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 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. This meeting 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 California Community Colleges apprenticeship model, for further discussions to be held in the next meeting. Task Force members were then presented with 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. Finally, the Task Force reviewed and discussed the desired competencies for students in the Modern Policing Degree program and began to develop a student graduate profile.

### Task Force Meeting Five Objectives

- Reintroduce AB 89 legislation, AB Task Force Charter and the Task Force member purpose and responsibilities, and their relation to the Modern Policing Degree recommendations.
- Review AB 89 discussion topics and associated recommendations and begin to develop final recommendations for a Modern Policing Degree program.
- Provide an introduction to California Community Colleges apprenticeship program and develop questions about the program and its relationship to the Modern Policing Degree program.
- Explore recommendations for how faculty teaching in a Modern Policing Degree program will incorporate DEIA in their courses.
- Explore minimum qualifications for faculty teaching in a Modern Policing Degree program.

### Opening Discussion

- Task Force members revisited the AB 89 legislation and the purpose and responsibilities of the Task Force, including the charter and goals as they relate to Task Force recommendations.
- A concern was raised about the AB 89 legislation, that the Task Force must “include both the Modern Policing Degree program and bachelor’s degree in the discipline of their choosing as minimum education requirements for employment as a peace officer referenced in subdivision (a) of Section 1031.4 of the Government Code.” A suggestion was made that the Task Force should reflect on both elements as the discussion moves into creating recommendations.



## Task Force Meeting Reflections

### Task Force Meeting Four

- Focused on evidence-based policing strategies and how to apply those skills to the future candidates in the California Modern Policing Degree Program.
- Task Force members were presented with the current California Community Colleges Administration of Justice courses and reviewed the current contributions to critical thinking skill development.
- Task Force members were asked to reflect on the courses, desired critical thinking skills, and general competencies that were presented to inform recommendations for a Modern Policing Degree student graduate profile.
- Task Force members also reviewed academy training styles and the challenges associated with each model. In this review, Task Force members identified areas where the Modern Policing Degree could fill gaps in the training programs.

### Recommendations

- Use existing courses and structures within the California Community Colleges system, while being prescriptive about required courses; allow for courses to be counted as both general education and degree credits.
- Use existing processes for making credit for prior learning determinations, taking into consideration the more applied aspects of a Modern Policing Degree. This consideration would be building upon the theoretical aspects of a criminal justice degree.
- Consider the Modern Policing Degree as a separate degree from the traditional Administration of Justice. However, both programs should be options for those seeking to enter a police academy, as the Administration of Justice degree already does.
- Consider how to honor incoming students' backgrounds in order to minimize recruitment and admission barriers, particularly for those for whom law enforcement is a second career. Task Force members maintain their interest in a pathway guideline that can assist individuals from various backgrounds who are interested in the Modern Policing Degree program. Career pathways after graduation would also be important to include in the recommendations.
- Task Force members expressed interest in considering a pre-academy course or certificate approach that would include some foundational educational requirements leading to a degree.

## Introduction to the Community Colleges Apprenticeship Program

- The registered apprenticeship program is a full-time commitment that is paid for by the sponsoring organization. Both the educational and the training elements fall under the sponsor's responsibilities.
- The two variations of the program are On-the-Job Training (OJT) and Related and Supplemental Instruction (RSI). The RSI model is tailored by the employer, leading to either a degree or a certificate. It combines classroom education with hands-on training. OJT is an apprenticeship that is a full-time job with progressive wage scales.



- Within these variations are further differences in the types of apprenticeships: time-based, competency-based, and hybrid. Time-based apprenticeships, the most popular option, are full-time options; competency-based apprenticeships are focused on the performance skills of the apprentice; and the hybrid model is a combination of the time- and competency-based requirements.
- Strong employer interest is a key component of a successful apprenticeship program. Students looking to self-sponsor through the police academy could be at a disadvantage if they are unable to find a sponsor for an apprenticeship.
- Pre-apprenticeship models can attract larger, more diverse groups of students and do not require employment. Also, the pre-apprenticeship model allows for the opportunity to focus on areas where students often struggle or fall out of apprenticeships.

### Questions and Answers

- If there is an employee/employer contract required for the apprenticeship, would this model exclude current self-sponsored students?
  - Self-sponsored students would not be eligible for this program unless the employer was willing to “take a chance” on the student.

### Recommendations

- Create a pre-trainee position (cadets, police explorers, volunteers) to help avoid the self-sponsored issue with the apprenticeship program.
- Use existing models, such as the field training officer program, to align with the apprenticeship model. Continued consideration would need to be made for the self-sponsored students.
- Aim the apprenticeship at individuals who are not yet 21 years of age, not ready to enter the academy, or both. These trainees can work in the non-sworn positions and partner with sworn officers for a review of on-the-job experience.
- In focusing on the self-sponsored students, Task Force members should maintain their awareness of smaller departments and agencies that cannot support pre-academy apprenticeships.
- Consider work experience as a supplement for an apprenticeship. Work experience could capture self-sponsored students whom we might be able to place as unpaid interns with agencies.

## California Community Colleges’ Approach to Incorporating DEIA in the Administration of Justice Programs

- Rio Hondo offers a community panel to improve relationships between police and marginalized communities and sends each academy class to the Museum of Tolerance in Los Angeles. High school students are welcome to tour the academy and interact with instructors and current cadets. Rio Hondo has focused its recruiting efforts on women and persons of color.
- Delta College added an additional 41 hours dedicated to DEIA efforts, coming to a total of 69 hours; POST requires 28 hours. The college also hosts a Black faculty task force and supports discussion of the history of police interactions with persons of color.



- At the leadership level, agencies are aware of and support the addition of DEIA into curricula; however, there are concerns about adding more time to basic training. Delta College's academy, which offers an expanded DEIA program, is a total of 976 hours, whereas the local competitor offers the academy in only 727 hours.
- To teach at a community college academy, faculty must meet both the POST teaching requirements and the college's minimum qualifications for the discipline.
- Students who are self-sponsored tend to be from marginalized communities; adding more requirements could hinder these individuals from joining the academy. However, self-sponsored students are still highly sought after by police departments. Standards are not being lowered but departments are hiring individuals who might have been passed over only a few years ago.

### Challenges Associated with the Modern Policing Degree

- Adding requirements to existing practices and models should not aggravate recruitment problems. Recommendations for community college-based police academies will be different from those for police-agency-funded police academies. Last, the program should have transferrable aspects between programs and states.

### Questions and Answers

- Will additional requirements, outside of ethnic studies coursework, need to be added to existing DEIA requirements in the Modern Policing Degree?
  - At Delta College, some history requirements were substituted for ethnic studies, as the requirements closely aligned with those studies and reflected aspects of AB 89.

### Recommendations

- The Modern Policing Degree should be foundational for anyone pursuing a career in public safety or public service. Recruitment can start with seniors in high school.
- The Modern Policing Degree should also include DEIA-related content throughout the curriculum. This way positive practices are captured throughout the program and not just in a few courses.

## Minimum Qualifications for Faculty in a Modern Policing Degree Program

- Faculty must meet the teaching standards of both POST and the California Community College minimum qualifications when teaching in California Community College academies. Local districts can add to these qualifications, making for more rigorous programs. There are a variety of degree paths for faculty, ranging from a master's degree to any degree level combined with professional experience. Additionally, all faculty must be sensitive to and understand the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. Instructors in the Administration of Justice degree programs must have professional experience; those with an associate's degree must have at least 6 years of experience, and those with a bachelor's degree must have at least 2 years of experience.



## Recommendations

- A high degree of flexibility is needed because of the more technical types of skills that are required. Consider bifurcating the more career and technical education–like technical instruction from the more theoretical transfer-level instruction.
- There needs to be a cultural shift in the preparation of faculty doing the teaching and a shift in how we support that preparation. If the Modern Policing Degree program will require more education, to a bachelor’s degree rather than an associate degree, then the minimum qualifications for faculty should also be adjusted to meet a bachelor’s degree rather than an associate degree.
- Task Force members are interested in addressing the loss of income associated with faculty taking time to renew and maintain their qualifications. This extends to law enforcement members and community college staff. A community college–specific recommendation is necessary to financially support ongoing professional development for faculty to remain current in POST certification and cultural relevancy.
- Pathways should be mapped out for peace officers depending on their education levels.

## Student Graduate Profile

- On the basis of previous Task Force meetings, members have identified four competency areas. Students graduating from the Modern Policing Degree program should be leaders, communicators, critical thinkers, and culturally competent.

## Recommendations

- Communicators
  - Graduates/officers should have a way to communicate with one another and to the community after a critical situation.
  - Graduates should be checked for comprehension of the information presented to them both in the classroom and in the community.
- Leaders
  - The leadership definition should be expanded to include individuals being empowered within a group of a larger industry.
  - Leader qualities should include the courage to uphold laws, think independently, behave ethically, and take appropriate action. These qualities should help avoid groupthink.
  - Leaders should be servant-leaders and consider what that means (developing empathy, listening skills, self-awareness, and the wellness component that comes with self-awareness).
- Critical thinking
  - Graduates should know when the use of force is necessary and what level of force to use in each applicable interaction.
  - Critical thinking involves understanding how to remain calm in any situation to create an optimal environment for decision-making.
- Cultural competence
  - Graduates should be able to recognize visual cues and behaviors that indicate various cultures within their communities. They should recognize and acknowledge the social forces that shape particular communities (economy, history, legislation).



## Appendix

### Presenters

- Sandra Sanchez, Interim Vice Chancellor, Workforce and Economic Development, ***Introduction to California Community Colleges Apprenticeship Program***
- Tammie Murrell, President, California Academy Director's Association, ***California Community Colleges Approach to Incorporating DEIA in Administration of Justice Programs***
- Walter Allen III, Director, Rio Hondo College Police Academy, ***California Community Colleges Approach to Incorporating Diversity, Equity, Inclusion and Accessibility (DEIA) in Administration of Justice (AOJ) Programs***

### Resources

- California Community Colleges' apprenticeships  
<https://www.youtube.com/watch?v=Y1m0xlj1Ahw>
- California Community Colleges Chancellor's Office DEIA Task Force competency model  
[https://go.boarddocs.com/ca/ccchan/Board.nsf/files/CCD3QR0802D4/\\$file/deia-competencies-and-criteria-\(updated\)-a11y.pdf](https://go.boarddocs.com/ca/ccchan/Board.nsf/files/CCD3QR0802D4/$file/deia-competencies-and-criteria-(updated)-a11y.pdf)
- Division of Apprenticeship Standards (Department of Industrial Relations):  
<https://www.dir.ca.gov/das/>
- Minimum Qualifications for Faculty and Administrators in the California Community Colleges  
<https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs>