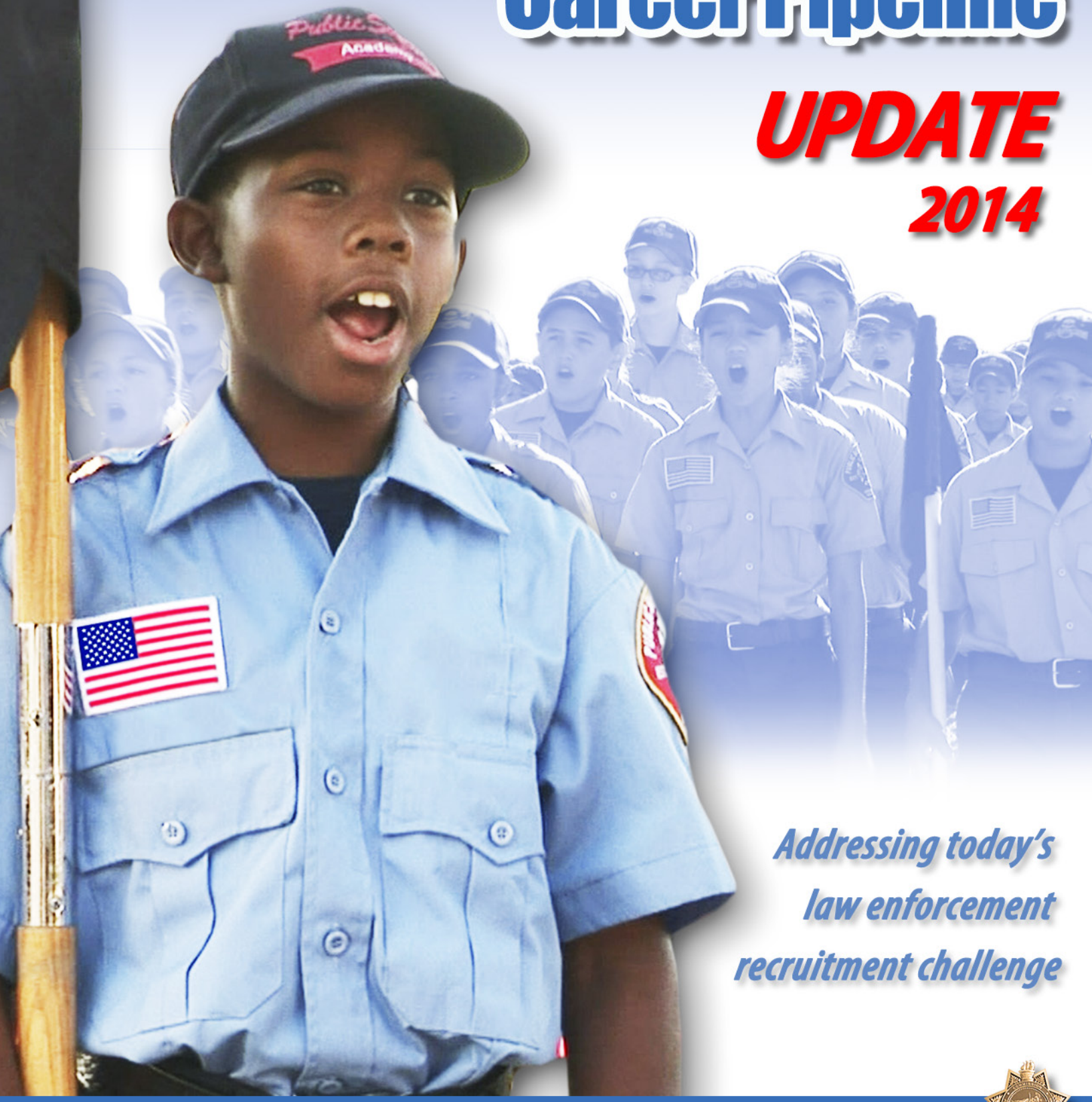
Program Guide

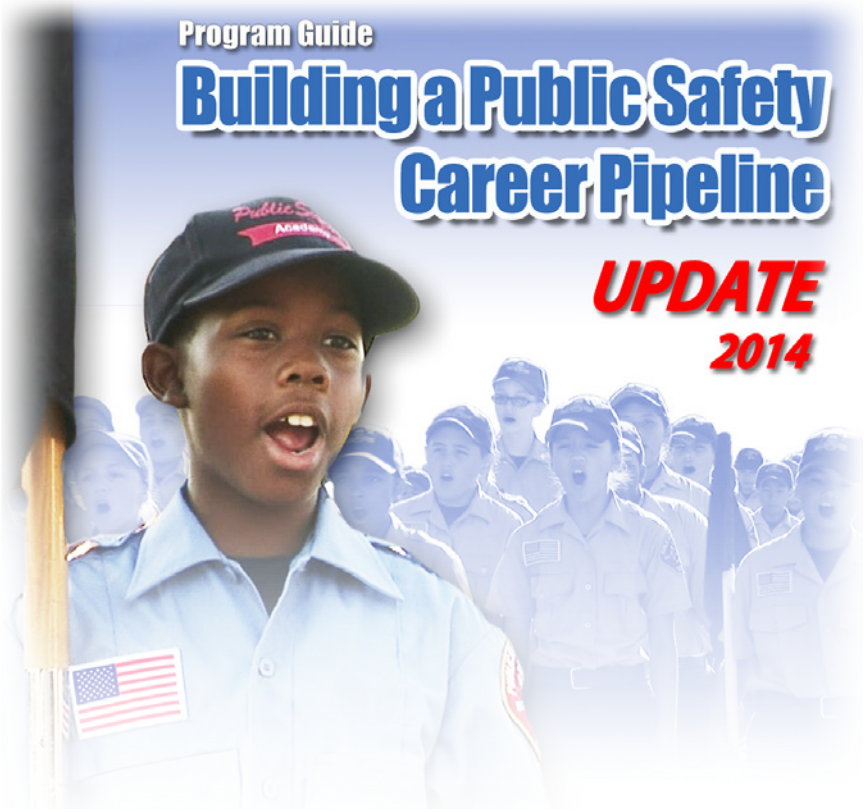
Building a Public Safety Career Pipeline

UPDATE 2014



Addressing today's law enforcement recruitment challenge

CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING



Produced by California Commission on Peace Officer Standards and Training (POST)
Management Counseling and Leadership Development Bureau

Foreword by

Robert A. Stresak
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Program Guide - Building a Public Safety Career Pipeline - UPDATE 2014

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Foreward

Recruiting qualified applicants who can successfully complete the California Peace Officer Selection Process continues to be a major challenge to California law enforcement agencies. A recent POST survey revealed a significant number of law enforcement agencies are still experiencing high applicant failure rates, often as high as 90% to 95%. These candidate failures involve tens of thousands of applicants. The primary issues causing high applicant failure are weak academic performance, primarily in reading and writing, weak fitness levels, and deficits in character and behavior.

In 2009, a POST task group of statewide stake holders reviewed the recruitment deficiencies and then considered options how to address these challenges. The task group developed the POST Public Safety Career Pipeline concept, which is a template that local law enforcement agencies can use, in partnership with their local school and college districts, to develop public safety school-based programs to assist in "growing their own" qualified candidates. POST staff also developed a DVD and an accompanying program guide on this concept which was circulated to all California POST agencies in 2012.

POST staff continues work on this project and has successfully enlisted additional law enforcement entities to create new school-based programs using the POST template. This document and new DVD entitled *Building a Public Safety Career Pipeline – UPDATE 2014* builds on the previous 2012 program guide and reveals additional insight and suggestions for further development of these school-based programs.

POST staff realizes that all students involved in these school-based programs will not enter careers in law enforcement or public safety, but that all or most of these students will have a solid foundation in academics, fitness, and character that can make them successful in any career path they choose. Ultimately, these programs make students good citizens and contributing members of their local communities.

Questions, comments, or suggestions concerning this project may be directed to Senior Consultant Greg Kyritsis at 916 227-2822 or greg.kyritsis@post.ca.gov

Robert A. Stresak
POST Executive Director

Introduction

This Program Guide UPDATE is intended to supplement the POST DVD *Building a Public Safety Career Pipeline – UPDATE 2014*. Both the DVD and UPDATE document are companion tools to the initial POST Program Guide and DVD on this subject (*Building a Career Pipeline, 2012*).

This document stresses the continuing challenges facing law enforcement recruitment and reinforces the need for the development of school-based Public Safety Career Pipeline programs. This review revisits a number of the school-based models previously discussed, along with a list of suggested program enhancements.

This UPDATE features a new school-based program developed in Fairfield, California — the Fairfield-Suisun Public Safety Academy. The program was originally initiated by the Solano County Chiefs Association, based on a presentation by POST on the concept of "growing our own" qualified candidates through the development of Career Pipelines. Spearheaded by the Fairfield Police Chief Walt Tibbet and Suisun Police Chief Ed Dadisho, in collaboration with their local school superintendent Jacki Cottingim-Dias, the new school program was launched in August of 2012 for approximately 400 students, grades 5-8, and will expand to grade 12.

Under the direction of school principal Kathy Frazer, in its first year of operation, the Fairfield-Suisun school achieved a superior Annual Performance Index (API) score of 940, out of a possible 1,000. Principal Frazer's organizational talents were a major contributing factor to the school's success. She has over 12 years of service in the field of education. Prior to entering the educational career path, Principal Frazer served as a police dispatcher and community service officer. This new school model, designated as an alternative school of choice (not a charter school), defined under the California Education Code Section 58500, has developed into an exemplary program that should be considered by all law enforcement agencies.

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Recruitment Challenges Continue 1

The original work on the Career Pipeline Concept began in mid-2009 as a POST strategic plan objective to address the recruitment challenges facing California law enforcement. A POST task group, the School Programs Committee (SPC) was formed to review a number of options to address these recruitment challenges. The main causes of high applicant failure rates identified by the SPC were traceable to deficiencies in academics, in particular weak reading and writing skills, subpar fitness levels, and character deficits.

In order to meet the recruitment challenge, the SPC determined that one of the most effective ways to prepare future applicants was to collaborate with local school districts and develop Career Pipeline programs. This program format would assist in "growing our own" qualified applicant pools, that would not only meet the academic and fitness requirements of the law enforcement selection process but also prepare our youth to meet the character demands required in the POST Background Investigation and the Psychological Examination.

The SPC felt that school-based Career Pipeline programs dedicated to law enforcement and public safety themes, would better prepare interested students to meet the demands of the POST law enforcement selection process. The SPC determined that pipeline programs would be more efficient if they could begin in the early educational cycle, preferably in the elementary grades, and continue through college graduation. Upon completion of the student's participation in a Career Pipeline model, the student would be better prepared to meet the requirements of the POST law enforcement selection process and many other career paths, ultimately making these students productive citizens in their communities. The Career Pipeline concept is defined in further detail in Chapter 5: The Public Safety Career Pipeline Model.

During the major recession experienced by our country, and in particular California, between 2008 – 2012, many law enforcement agencies experienced major declines in their budgets. Due to these declines, many specialized law enforcement programs were cut-back or eliminated. Many agencies had to downsize their law enforcement staffing levels, and many positions opened by retirements were left unfilled.

An economic recovery is now occurring and law enforcement agencies are actively recruiting personnel to fill many of these vacancies. In this recruiting effort, agencies are once again experiencing a high failure rate among law enforcement applicants. Many agencies are still witnessing a 90% to 95% failure rate among several thousand applicants statewide. The primary issues causing the failures continue to be weak reading and writing skills, unacceptable fitness levels, and character deficits. These character deficits are responsible for many of the failures in the POST Background Investigation and the Psychological Examination, since both these items test specific character dimensions. Background investigators have found that many applicants are completely unaware and surprised by the scrutiny their behavioral traits will be given in the law enforcement selection process. The SPC believes that law enforcement applicants need to understand early in their lives that positive behavioral traits are formed over many years and cannot be developed just prior to entering the law enforcement selection process.

For this UPDATE, it is essential that the character traits measured in the POST Background Investigation and Psychological Examination be revisited as agencies prepare to develop their own Career Pipeline programs. These character traits define a road map for the development of future candidates for a variety of careers in law enforcement and public safety (refer to *Behavioral Traits Evaluated in the Selection Process*). It should also be noted that these desired character traits are not just specific to law enforcement but are also applicable to many other career paths.

Additional Challenges Impacting Recruitment 2

In addition to the recruitment challenges faced by law enforcement, one needs to look into the current statistics affecting the well-being of our youth, ultimately the applicant pool that law enforcement and other entities will draw from.

POST staff reviewed a number of reports by the Annie E. Casey Foundation that paints an ominous picture on our future applicant pools. The Annie E. Casey Foundation was established in 1948 by Jim Casey, the co-founder of UPS (United Postal Service). It is now one of the largest private philanthropic organizations in the United States and spends over $150 million annually. This foundation is dedicated to helping build better futures for disadvantaged children and conducts annual research and prepares annual reports on the status of children.

The Annie E. Casey Foundation report *Early Warning Confirmed* documented the importance of students developing reading skills that are commensurate with their grade level by the conclusion of third grade. The report states that third-grade reading proficiency is an essential step toward increasing the number of children who succeed academically and do well in life.

Children who reach fourth grade without being able to read proficiently are more likely to drop out of high school, reducing their earning potential and chances for success. As reported in the 2013 Kids Count Data Book by the Annie E. Casey Foundation (http://datacenter.kidscount.org/files/2013KIDSCOUNTDataBook.pdf), the U.S. Department of Education's National Center for Education Statistics reports the following children, based on demographic ages, do not meet the reading proficiency requirements:

- National Average – 68% of all children are not ready
- African American – 84% are not ready
- American Indian – 81% are not ready
- Asian and Pacific Islander – 51% are not ready
- Hispanic – 82% are not ready
- Non-Hispanic White – 58% are not ready

Law enforcement agencies seeking qualified applicants also need to be aware that the required California High School Exit Exam (CAHSEE) is based on an 8/9th grade competency level and students can take this exam in the 10th grade. The POST reading and writing entry exam is based on a 10/11th grade competency level.

This reading/writing gap has also been related to various reports that most high school graduates are not college ready. This issue was referenced in a 2009 report by the California Community College State Chancellor Jack Scott. Chancellor Scott's report revealed that each year the California Community Colleges (CCC) and California State Universities (CSU) report that increasing numbers of recent high school graduates begin their postsecondary studies unprepared for college-level work. His report further revealed that more than 70% of first-time community college students require basic skills instruction. At CSU, an estimated 50% of first-time freshmen are assessed as needing remedial math or English.

Data compiled by the Annie E. Casey Foundation in August 2013 documented that one in three children in the United States are overweight. This was based on the new health data from the National Survey of Children's Health that showed that approximately one of every three children from the ages of 10 to 17 in the United States is overweight. This data was broken down by state and noted that 30% of California children ages 10–17 are overweight (refer to data snapshot).

A 2013 report from Becky Ahlber, Executive Director of My Safe Harbor – A Pathway to Hope (Anaheim, CA), (refer to *U.S. Single Parent Households*) revealed a number of statistics that impact the applicant pool for all careers:

- The U.S. Census Bureau shows that 62% of new moms in their early 20s are unmarried. Single moms are one of the most disadvantaged groups in the US — nearly 30% live under the poverty line
- 40% of all live births in the U.S. are to single mothers
- Annie E. Casey Foundation reports that 25 million children are growing up without a father in the home
- 90% of welfare recipients are single mothers
- Statistically, a child in a single-parent household is far more likely to:
  - Perform below their peers in education
  - Experience violence
  - Continue a cycle of poverty
  - Become drug dependent
  - Commit a crime
  - Commit suicide

- The Single Parent Success Foundation, a national nonprofit that encourages educational opportunities for single parents reports:
  - 63% of suicides nationwide are from single-parent families
  - 71% of all high school dropouts are from single-parent families
  - More than half of all youths incarcerated in the U.S. lived in one-parent families as a child

A Press Release dated January 6, 2014, referenced the journal *Crime & Delinquency* found that nearly half (49 percent) of African-American men, 44 percent of Hispanic men, and 40 percent of white men have been arrested by the age of 23. Arrests at this age can severely impact one's ability to find work and participate fully in their communities. Obviously, such arrests can disqualify applicants seeking employment in law enforcement and other public safety professions.

Additional findings included:

- By age 18, 30 percent of black males, 26 percent of Hispanic males and 22 percent of white males have been arrested.
- While the prevalence of arrests increased for females from age 18 to 23, the variation between races was slight. At age 18, arrest rates were 12 percent for white females and 11.8 percent and 11.9 percent for Hispanic and black females, respectively. By age 23, arrest rates were 20 percent for white females and 18 percent and 16 percent for Hispanic and black females, respectively.

Understanding these societal statistics and how they impact the entire work force should be considered when developing school-based Career Pipelines, especially when many agencies are recruiting to meet their community's demographics.

Use of Career Pipelines to Address Recruitment Challenges 3

Based on the challenges identified in the previous chapters, the law enforcement profession cannot afford to wait for society to impact these issues, and it appears they will get worse before they get any better. Law enforcement agencies must become more proactive in developing programs that can literally "grow their own" qualified candidate pools, not only for the position of peace officer but for the many other related positions required by all law enforcement organizations. These positions include emergency dispatchers, community service officers, forensic specialists, computer experts, accountants, records clerks, administrative assistants, and others. All of these law enforcement positions require a character background and review, usually not in the same depth as that of a peace officer, but none the less, a background investigation seeking quality candidates that are competent and trustworthy.

The use of school-based programs to prepare future candidates for careers in law enforcement or public safety have been in operation for several decades, predominately at the high school level in grades 10-12, however, the challenges facing our children today, as referenced in Chapter 2, are much greater. For this reason the development of career pipelines should begin at a much earlier age level. Beginning structured school-based programs at a younger grade level and facilitating these programs through a student's college graduation, makes the most impact for "growing our own" qualified applicant pools.

The California Department of Education, in particular the Office of Career Technical Education, have indicated that many career pathways are concerned with the shrinking applicant pools. This concern has led our state legislature to pass Assembly Bill 86, the California Career Pathways Trust. This bill, under Section 86, dedicates a sum of $250,000,000.00 from the General Fund in the form of one-time competitive grants for the development of K-14 (grade levels) career technical education career pathway programs. These funds must be used from the spring of 2014 through July 2018 and can only be awarded to school districts and community colleges.

These grant funds provide an opportunity for law enforcement agencies to approach their local school and college districts to review options for the development of school-based Career Pipeline programs. Although advantageous , grants are not essential for the development of such programs, as evidenced by the partnership between the Fairfield and Suisun Police Departments and their Fairfield-Suisun School District. Their partnership developed a Public Safety Academy (PSA) in the city of Fairfield. This very successful school-based PSA opened in August of 2012 on a dedicated school campus beginning at the 5th grade level.

POST's review of the three school-based models mentioned in this document, LAPD, San Bernardino, and Fairfield-Suisun, are excellent programs that have made positive impacts in students' lives. All three of these programs begin either at 5th or 6th grade which appears to make a much more lasting impression on students. Some of the results witnessed by these programs reflect: increases in academics and fitness levels, decrease in discipline issues, higher attendance rates, almost non-existent dropout rate, an increase in self-discipline and accountability, and student populations are reflective of their community's demographics.

Structured school-based public safety models can be easily woven into defined Career Pipeline programs. The key is the development of strong community partnerships, as noted in Chapter 6 regarding the formation of Advisory Councils. The pipeline concept can have a major impact in not only developing qualified applicants for a variety of law enforcement positions, that also meet their community's demographics, but it can also serve as an excellent crime prevention tool.

The Public Safety Career Pipeline Model 4

The Public Safety Career Pipeline is comprised of multiple components. It is not just a single school program but a comprehensive educational pipeline incorporating the entire educational cycle, elementary school grades through college graduation, and mixed with layers of career partners, specifically law enforcement and public safety. The program involves a variety of well balanced community service projects, field trips, and career related field exercises, and it must also incorporate a comprehensive character and leadership component throughout the entire pipeline.

The recommended format for the POST Public Safety Career Pipeline is as follows:

ELEMENTARY SCHOOL: Early career awareness programs (three options)

OPTION 1: Short "Career Day" presentations

- **A.** Identify the various tasks of the law enforcement/public safety career.
- **B.** Identify the career entry requirements.
- **C.** Encourage students to stay in school and understand the importance of preparing oneself academically, physically, and developing a strong ethical character.
- **D.** Encourage interested students to focus on their current academics, fitness, and character development and upon graduation consider enrolling in the local law enforcement/public safety career pipeline middle school program.

OPTION 2: A structured multi-meeting after school program that focuses on various aspects of public safety career(s)

- **A.** Meetings held after school for 1 to 1½ hours on a weekly basis, spread out over several weeks.
- **B.** Student sessions facilitated by law enforcement/public safety personnel in a variety of topics, that include:
  - **1.** Structured student formations that focus on drill and ceremony, including uniform inspections.
    - **a.** This format has worked well in all of the 39 POST certified Basic Academy programs which are all college affiliated.

b. This structure has been found to promote self discipline, confidence, camaraderie, teamwork, and an adherence to a student code of conduct, even at this young age.

2. Begin introduction of character and leadership components:

   a. Consider using Character Counts or the Pete Bowen Leadership Guide referenced in Chapter 5, or other comprehensive character and leadership development programs.

   b. The character and leadership training should be a comprehensive program that is implemented and understood by staff and students — for example, it should not just be character and leadership posters hung on the school's hallways with no real understanding of the concepts.

   c. Character and leadership training should become part of the school culture.

   d. Core and ongoing training presented to students and school staff throughout the program.

   e. Core training for parents along with related resources (handouts and note cards for continued reference).

C. The weekly presentations should include a variety of topics to encourage young students to make good choices and to avoid situations that may hinder their future performance and livelihood. Courses can include:

   1. Importance of staying in school

      - Stress the importance of reading and writing with examples of how it is vital to law enforcement and other careers.

   2. Gang awareness

   3. Avoidance of alcohol and drugs

   4. Avoidance of bullying

   5. Team building

   6. Community service

   7. Share with students the importance of developing a balance of academics, fitness, and character development to be successful in life.

D. Refer to the Anaheim Police Department's Junior Cadet program for grades 3-6 which is an excellent after school model.

1. A 24-week after-school program facilitated by Anaheim PD
2. Hosted in 6 school districts with over 550 students
3. For further information:
   Anaheim Police Department
   Community Services Bureau
   Youth Services Detail (Junior Cadets)
   714 765-1539

OPTION 3: A dedicated elementary school campus, using either a magnet school model, charter school model, or an alternative school of choice model.

1. All of the components identified in Options 1 and 2 are also integrated into the school-based program.
2. Interested students from such program options can then be recruited into middle-school public safety programs, that are part of the local or regional public safety career pipeline.

MIDDLE SCHOOL COMPONENT: A defined school-based Public Safety Program

A. Magnet, charter, or alternative school model.

B. Starts in either 6th or 7th grade or sooner and continues through 8th or 9th grade, depending on the school district.

C. Focus is to develop strong student interest in academics in the core subjects, tying core topics to the career skills used in public safety.

D. Continuation of structured student formations with related drill and ceremony which promotes a student code of conduct, camaraderie, self discipline, confidence, and teamwork.

E. Character and leadership components reintroduced and woven throughout the student's curriculum and activities.

1. Comprehensive program integrated into the school culture
2. Use of Character Counts and the Six Pillars of Character
3. Consider use of the Pete Bowen Leadership Guide

F. Promote the development of a "life-time fitness" mindset.

1. Explaining the need for "life-time fitness" and how it enhances one's ability to survive a career in public safety and life in general.
2. Reference can be made to modified fitness programs offered by LAPD Career Pipeline, the San Bernardino Public Safety Academy, and the Fairfield-Suisun Public Safety Academy, that not only meet California Department of Education fitness mandates but have enhanced the student's overall fitness level.

G. Reference should be made to the California Career Technical Education curriculum guidelines (for grades 7–12), under the Public Services Sector, item A. Public Safety Pathway (2012/2013). Refer to: http://www.cde.ca.gov/ci/ct/sf/documents/pubservices.pdf

H. Community Service

1. Student involvement in a variety of community service projects to expand students' understanding of those in need, whether mentally, physically, or economically.
2. Consider involvement with The Museum of Tolerance when possible and their specialized POST curriculum programs.
3. Agencies affiliated with the Police Activity League (PAL) should also offer these services to students in this program.

I. Incorporate an in-depth review of the POST selection process.

1. Review of the following documents (every school quarter/semester):
   - **a.** POST Personal History Statement (27 page document)
   - **b.** Background Dimensions
   - **c.** Psychological Dimensions
   - **d.** Personal Interview Requirements
   - **e.** Physical Fitness Requirements
   - **f.** Reading and Writing Proficiency
   - **g.** Medical and Health Requirements
2. Review of other law enforcement/public safety career opportunities:
   - **a.** Public safety dispatcher
   - **b.** Community service officer

c. Crime scene investigator

d. DNA crime analyst

e. Others

3. All school staff should be familiar with the POST selection process and the primary factors that cause applicants to fail. Teachers should be encouraged to incorporate many of the selection standards into their dedicated curriculum, where possible, to further reinforce the benefits of adhering to such career standards.

HIGH SCHOOL COMPONENT: Taking public safety training to a higher level

A. Integrating further public safety "hands on" skills and activities with continued reinforcement of the structured student formations.

B. Continued reference should be made to the California Career Technical Education curriculum guidelines under the Public Services Sector and the Career Pathway on Public Safety. Refer to: http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp

C. Consideration should also be given to the college preparatory curriculum "a-g" models. The "a-g" curriculum is the set of required courses for admissions to any institution within the University of California System and the California State University System. This curriculum is intended to enhance student skills and readiness for college.

D. Reinforcement of a comprehensive character and leadership component throughout the high school program.

E. Further review of the POST selections process:

1. Continued review of the following documents (every school quarter/semester):

a. Personal History Statement (27 page document)

b. Background Dimensions

c. Psychological Dimensions

d. Personal Interview Requirements

e. Physical Fitness Requirements

f. Reading and Writing Proficiency

g. Medical and Health Requirements

2. Review of other law enforcement/public safety career opportunities:
    a. Public safety dispatcher
    b. Community service officer
    c. Crime scene investigator
    d. DNA crime analyst
    e. Others
3. All school staff should be familiar with the POST selection process and the primary factors that cause applicants to fail. Teachers should be encouraged to incorporate many of the selection standards into their dedicated curriculum, where possible, to further reinforce the benefits of adhering to such career standards.

F. Agencies hosting Police Activity Leagues (PAL) should also make this program available to the students in their career pipeline school programs.

G. Involvement in Explore/Cadet programs
    1. Students age 14–21 (can begin in middle-school)
    2. Allows students to practice and experience what they have learned in their middle and high school programs

H. Consider affiliation with the local Toast Masters Youth Programs to promote public speaking as an after school component
    1. A Toast Masters student club can also be formed

COMMUNITY COLLEGE COMPONENT

A. Preferable attendance would be at a college that has an affiliation with the POST "Career Pipeline" program.

B. Enrollment in a college degree program related to law enforcement/public safety.
    1. There are currently 39 POST certified basic academy programs affiliated with community colleges that have a number of resources that could enhance a Career Pipeline program and all 39 programs award college credits that could be applied to a degree program.

C. The Community College Criminal Justice or Administration of Justice degree programs, affiliated with this POST model, will need to incorporate an Ethics and Leadership component, which is not currently required as a mandated course.

1. This curriculum will reinforce what the students learned in their middle and high school POST Public Safety Career Pipeline program in regard to professionalism, leadership, and character development.

2. Refer to the special curriculum developed by the Community College Chancellor's Public Safety Committee through a special grant in 2012 that is a companion to the POST Public Safety Career Pipeline. This project, known as Law Enforcement Basic Skills (LEBS) addresses basic skills needed by law enforcement applicants in the areas of ethics and leadership, reading and writing, critical thinking, and lifetime fitness. These skills are referenced as Learning Activities (items 1–3), and are posted on the California Association of the Administration of Justice (CAAJE) web site.

D. College program should further enhance the following:

1. Character and leadership development
2. Report writing and court testimony
3. Verbal presentations
4. Performance of law enforcement/public safety skills that can be incorporated into core college curriculum
5. A strong work ethic
6. Life-time fitness
7. Community service

E. Continued review of the POST selection process (every college quarter/semester)

1. POST Personal History Statement (27 page document)
2. Background Dimensions
3. Psychological Dimensions
4. Personal Interview Requirements
5. Physical Fitness Requirements
6. Reading and Writing Proficiency
7. Medical and Health Requirements

F. Continued affiliation in Explore/Cadet programs

1. Student participation in Explorer programs is usually allowed up to age 21.*
2. Allows students to re-enforce what they have learned in their middle and high school programs at a higher level while attending community college.
3. Consider forming an on-campus public safety college club.

***Employment Options** – Students should understand that they do have the option of applying for full-time positions in law enforcement/public safety in a number of related career paths, starting at the age of 18. However, the position of *sworn* law enforcement peace officer usually requires applicants to be at least 21 years of age. Applicants should also be aware that a college degree is looked upon much more favorably in the selection process.

ADVANCED COLLEGE DEGREE PROGRAM

A. Students attend a college/university program to obtain advanced degree.

1. Preferable attendance would be at a college that has an affiliation with the POST "Career Pipeline Program."
   - **a.** On going reinforcement of character and leadership development, if not through the college program, incorporate it in the affiliated Explorer or other volunteer program available to the career pipeline affiliation.
   - **b.** Reinforcement of learned skills:
     - Report writing
     - Interpersonal skills
     - Life-time fitness
     - Community service

C. Further review of the POST selections process:

1. Continue review of the following documents (every school quarter/semester) either through the college curriculum or affiliated agency volunteer program:
   - **a.** Personal History Statement (27 page document)
   - **b.** Background Dimensions
   - **c.** Psychological Dimensions

d. Personal Interview Requirements

e. Physical Fitness Requirements

f. Reading and Writing Proficiency

g. Medical and Health Requirements

2. Continued involvement in Explore/Cadet programs

   a. Allows students to practice what they have learned in their middle and high school programs and now gives them a chance to do even greater work based on their college studies.

   b. If student is over age 21, they should consider volunteering for another public safety volunteer unit, such as a citizen's volunteer unit, search and rescue, or a law enforcement agency affiliated internship program.

   c. Consideration should also be given to the establishment of an on-college campus student public safety club to encourage student networking and reinforcement of previous training, in particular their understanding of the POST selection standards and the character traits that can disqualify an applicant.

      - The club can also seek out special lecturers on a variety of topics and field trips to related public safety facilities and programs.

      - Consider contacting the local POST basic academy to inquire about student participation as role-players in their required scenario testing.

   d. Continued involvement is encouraged in the local Toast Masters program.

3. Choice of degree field (a student consideration)

   a. Students should understand that alternative college degrees, other than Criminal Justice, can also be helpful to peace officers as they progress into new assignments and promote up their organization's leadership chain.

STUDENT INTERNSHIPS

A. Participation in college internships with local law enforcement or public safety agencies (either paid or unpaid):

1. It is important that law enforcement/public safety agencies take extra steps to develop such important internship programs.

B. Part-time positions while students are attending college full-time:

1. Minimum hours of work 10–15 hours per week with the major focus being on their college academics.
   - **a.** Hours can be expanded during school holiday/vacation breaks.
   - **b.** Internships should be well designed to give students a good overall view of the law enforcement/public safety agency and its workload.
     - ➲ Redundant menial work should be limited as much as possible.

C. If internships are not available through local law enforcement or other public safety agencies:

1. Law enforcement agencies will need to develop internships through other partnerships or affiliations with the local business community — begin with the local Chamber of Commerce and members of the Career Pipeline Advisory Council.

D. Depending on the student's age, they should continue an affiliation with a local Explorer or Cadet program (usually allowed up to age 21):

1. If the student has passed his/her 21st birthday, they can still stay involved in other related agency volunteer programs until they finish their degree.
   - **a.** Such as Citizen's on Patrol, Search & Rescue, etc.
   - **b.** The Advisory Council can assist in further direction on this issue.

TRACKING COMPONENT

A. A tracking component for all the pipeline components needs to be developed to reflect a number of statistics to minimally include:

1. Student demographics
2. Student attendance
3. Student discipline issues
4. Academic and fitness results
5. Involvement in PAL, Explorer/Cadet or other similar programs
6. Internships
7. College acceptance
8. Scholarships awarded
9. Entry into law enforcement career
10. Entry into other career fields
11. Community service projects related to the career pipeline

The Key Ingredient – Character and Leadership Development 5

The key ingredient to making a Career Pipeline most effective is the incorporation of a comprehensive character and leadership development component that can be woven and reinforced throughout the pipeline cycle. This component should not only emphasize the individual student's responsibility for developing their own skills in academics and fitness but should also motivate them to become well-rounded members of society with strong character attributes. This training component will also enhance students' understanding of the character traits required in the law enforcement selection process. Additionally, students will understand these character traits are also very desirable for many other careers paths.

Two components that have been reviewed by POST staff and are recommended for incorporation in the Career Pipeline program are the "Character Counts!" program developed by the nationally recognized Michael Josephson Institute of Ethics and the Pete Bowen *On Leadership* program. Both of these exceptional programs were referenced in the previous POST DVD and Program Guide. Additionally, both Michael Josephson and Pete Bowen are featured in the current POST DVD – *Building a Public Safety Career Pipeline – UPDATE 2014*.

Michael Josephson is an honor graduate of the UCLA Law School, a former law professor and businessman who founded the Institute of Ethics in honor of his parents and serves as its president on a volunteer basis. Often featured in the news media, Mr. Josephson has become one of the nation's most sought-after ethicists. He serves as the Institute president without salary and the Institute is overseen by a volunteer independent Board of Governors.

The Josephson Institute holds that ethical obligations are based on common ethical values applicable and knowable to all, regardless of gender, race, age, politics, or religion. These values, called the Six Pillars of Character, are:

1. **Trustworthiness**
2. **Respect**
3. **Responsibility**
4. **Fairness**
5. **Caring**
6. **Citizenship**

The Institute's "Character Counts!" program has defined curriculum with support materials available for preschool through 12th grade. Many schools and school districts have adopted this program throughout the United States with approximately 8 million children having participated in the program. The program is also expanding worldwide. The Josephson Institute has also worked with POST in a number of character training programs and with a number of other law enforcement agencies throughout the United States. Readers can obtain more information on this program, refer to http://josephsoninstitute.org/ and http://charactercounts.org/sixpillars.html.

The Josephson Institute recently completed a monumental project: *Critical Educational Outcomes: Model Standards for Academic, Social, Emotional, and Character Development*. These Standards are the content backbone of CHARACTER COUNTS! 4.0, a comprehensive, integrated school improvement and student development system. The document incorporates the essence of Common Core, 21st Century Skills, and social/emotional learning. It draws on the latest research and findings in the areas of executive functioning, growth mindset, change theory, the whole child, emotional intelligence, cognitive development, and instructional strategies. It represents hundreds of hours of work.

Pete Bowen has been practicing and teaching leadership for more than 25 years. He received his B.A. from the University of Notre Dame and his M.A. from Duke University, concentrating his interdisciplinary studies at both schools on leadership, ethics, philosophy, intellectual history, and culture. Bowen taught leadership, military history, and ethics at Duke University where he was a visiting assistant professor and the officer-in-charge for the Department of Naval Science. He also taught at the University of North Carolina (Chapel Hill) and North Carolina State University. Since 1998, Bowen has served as a leadership instructor in the California Peace Officer Standards and Training (POST) Command College course for law enforcement executives.

Pete Bowen served 11 years on active duty as an officer in the United States Marine Corps where he was an AV-8B Harrier pilot and instructor. He retired from the Marine Corps Reserves after 24 years of service. He served as the first ethics officer for the Los Angeles Unified School District where he was responsible for creating the first ethics program for a public education agency. He established leadership and ethics training, public accountability programs, and programs that increased the ethics, efficiency and effectiveness of the district.

Since 2004, Pete Bowen has served as the President of Servite High School (grades 9-12), an all boys leadership and college prep Catholic school in Anaheim, California. At Servite, Bowen introduced a Leadership and Formation program that is becoming a model for other schools nationwide. He has also published the book *On Leadership* which was printed in 2012 and is currently being used in the POST Command College program. For additional information on Pete Bowen, refer to www.petebowen.net

Pete Bowen also prepared a special document for the POST Career Pipeline entitled *Preparing Students for Leadership Positions in Public Safety*, dated May 30, 2012. This 60-page document (Leadership Guide) outlines his leadership program and it is compatible with the Michael Josephson Character Counts program. Both programs, Josephson's *Character Counts* and Bowen's leadership concept, can be easily woven throughout a complete Public Safety Career Pipeline.

Formation of a Career Pipeline Advisory Council 6

The Career Pipeline Program is a school-based community approach that requires the formation of an Advisory Council that represents components of the entire Career Pipeline.

A. The Advisory Council should meet regularly, at least three times per year (ideally in the fall, spring and summer). The council will keep detailed minutes of each meeting for future reference. The purpose of the meeting is to establish a strong collaboration within the partnership to develop and sustain a quality program. The more partners affiliated with the council the more resources become available to the career pipeline program. The council will also assist in seeking out college scholarships and internships.

B. The Advisory Council will be responsible for assisting in the development of a quality career pipeline program that will also provide the necessary support needed to sustain high standards in academics, fitness, and character and leadership development. This will also include an active student participation in a variety of community events and field trips to develop a well-rounded student.

C. The Advisory Council membership will represent a balance between the industry sector (law enforcement/public safety), the educational component, and the community. Core membership should strive to include the following:

1. Law enforcement chief executives
2. Other public safety executives, such as representatives from the local District Attorney's office, Fire Service, Corrections, Homeland Security, Courts, and other related public service agencies
3. The designated on-campus law enforcement/public safety representatives Cadet Training Officers (CTOs)
4. The school's principal(s) and other school district executives or school support staff representing the educational cycle (K–12)
5. Chamber of Commerce representative

6. Community college representative(s)
    a. Consider including a representative from a POST-certified regional basic academy
7. 4-year college/university representative(s)
8. Designated college internship coordinator(s)
9. Explorer/Cadet Program coordinator(s)
10. Designated character and leadership development coordinator
11. Parent support group representative
12. Student representative(s), such as class presidents or class commanders
13. Non-profit foundation representative
14. Additional representatives when possible, such as:
    a. Police Activity League (PAL)
    b. Representatives of local military bases or facilities (USMC, Coast Guard, etc.)
    c. Community program sponsors (Costco, IBM, Target, Safeway, AT&T, PG&E, etc.)
    d. Service club representative(s) (Rotary, Kiwanis, Toast Masters, etc.)

An Advisory Council member could represent more than one area of expertise listed above

Building a Public Safety Career Pipeline: Start-Up Concepts 7

A. The POST Career Pipeline concept is presented to local law enforcement agency executives and or regional/county law enforcement association to obtain support for the program. This presentation can be prepared by local law enforcement staff using the POST DVD *Building a Public Safety Career Pipeline -UPDATE 2014* and its related resource documents. A POST staff member may also be available to assist in the presentation upon request.

B. Once support is received by law enforcement (agency or association), an agency executive or assigned representative will seek the support from the local school district superintendent.

C. Once support is obtained by the school district, a task group of law enforcement and school district personnel is formed to begin the development of the Career Pipeline.

D. The task can usually take 2 years to develop and will include:

1. Visits to other Career Pipeline models
2. Identification of the most effective school model for implementation (K-12) – magnet, charter, alternative school of choice, or a combination of models
   - **a.** The Career Pipeline is NOT a "fix it" school program for problem students; students must adhere to the defined school structure and expectations
   - **b.** Each school site should have a student/parent contract defining the program's expectations
3. School district subject matter curriculum experts develop the school curriculum model. Consider incorporating:
   - **a.** CCTE - CA Career Technical Education curriculum. http://www.cde.ca.gov/ci/ct/sf/documents/pubservices.pdf
   - **b.** Additional "a-g" curriculum enhancement for grades 9-12 (college readiness component)
4. Identify and obtain support from college partnerships
5. Formation of a supportive Advisory Council

6. Define a comprehensive character and leadership model that will be implemented through the entire career pipeline
7. Identification of a dedicated on-site law enforcement Cadet Training Officer (CTO) for each school module
8. Determination should be made on how to fund the CTO and other related positions, such as Carrer Technical Education (CTE) instructors
    a. Funding considerations determined between the school district and law enforcement agency
    b. The advisory council could be of assistance in this matter
    c. CTO could also be a retired peace officer that meets the approval of both law enforcement and school district
    d. CTOs that teach related courses under California Career Technical Education (CCTE) may require credentialing based on the requirements of the school district
9. Expectations for the CTO position
    a. Officer must have law enforcement credibility
    b. A genuine desire to be part of the program and act as a positive role model and student mentor
    c. Collaborates well with school principal and school staff
    d. Active daily interactions with students that promotes student interest and motivation
    e. Promotes positive student behavior and hold students accountable to school expectations
    f. Liaison to local law enforcement and other public safety entities, including the Advisory Council, to promote the school-based program and obtain needed resources to enhance the program
    g. Assists in the development of a master schedule that can weave law enforcement and public safety activities into school curriculum, in collaboration with the school principal

Existing Model Career Pipeline Programs 8

The goal of the POST Career Pipeline concept is to promote school-based programs that can begin in the elementary school grades and continue through to college graduation. The earlier students are involved in such programs, the more time the career pipeline has to enhance their abilities in academics, fitness, and character development. .

Since the production and circulation of the first POST DVD, *Building a Career Pipeline 2012*, POST staff has reviewed a number of the featured school-based programs, and some that are very close to expanding to a full Career Pipeline (K–14). The POST Public Safety Career Pipeline concept continues to be presented to local and regional law enforcement agencies to generate further interest and program development.

The following is a review and update of four school-based programs that POST continues to study:

ANAHEIM POLICE DEPARTMENT'S JUNIOR CADET PROGRAM

A. This program focuses on elementary school students between the ages of 8 and 13, usually grades 3–6, and is affiliated with the department's Police Activity League (PAL) Cops-4-Kids program.

B. This is an after school program facilitated by on-duty officers and staff from Anaheim Police Department and is hosted on elementary school campuses throughout the Anaheim area.

C. The program is currently offered in six school districts with over 550 students enrolled.

D. The program runs for 24-weeks, meeting 1–2 hours per week, and concludes with a two-day weekend that brings all the students together from all six districts for one large event.

E. The program can be repeated multiple times in different formats (basic, intermediate, and advance).

F. The objectives of the program are to foster positive relationships between law enforcement and youth.

G. The program assists in developing positive self-esteem by providing skills to help youth strive to do better in school and to stay away from gangs and drugs.

H. Following a complete curriculum redesign for school year 2013/2014, the program now offers an expanded focus on teaching students the importance of respect, responsibility, and self-discipline.

1. The program also provides training in
   - **a.** Legal awareness
   - **b.** Drug and alcohol awareness
   - **c.** Gang awareness
   - **d.** Internet and social media safety
   - **e.** Leadership
   - **f.** Team building
   - **g.** Military drill and ceremony
   - **h.** Building physical fitness and self-esteem
   - **i.** Tutoring for school homework

I. Students interested in the program must submit applications and be approved by parents and school officials.

J. Student demographics are estimated at:

1. Hispanic: 93%
2. White: 5%
3. African American: 1%
4. Other: 1%

K. A $50.00 student fee is required which provides a Junior Cadet T-shirt, insurance, and related supplies. This fee can be waived if the parent cannot afford it.

L. Students completing the Jr. Cadet program can then apply to the Anaheim Police Explorer program (ages 14–21). The current Explorer program is quite large, with over 100 students, and they also assist in the Junior Cadet program during each session.

M. Anaheim Police Department also has a large college internship program (approximately 40 paid positions). Students must maintain a minimum grade point average to stay in the program. Students can be recruited upon completion of college into the Anaheim Police Department.

N. Anaheim Police Department is considering the development of a middle and high school program, similar to the San Bernardino and Fairfield-Suisun Public Safety Academies (grades 6–12) with ultimate affiliation with local community colleges.

O. For further information:
Anaheim Police Department
Youth Services Detail (Jr. Cadets)
714-765-1539

SAN BERNARDINO PUBLIC SAFETY ACADEMY (Grades 6–12)

A. This Public Safety Academy (PSA) is an independent charter school located at the decommissioned Norton Air Force Base in San Bernardino, CA — the program has been in operation for over 14 years.

B. Approximately 400 students attend the program (60% males and 40% females).

C. 67% of their students are eligible for "free and reduced meals".

D. Student demographics are estimated at:

1. African American: 6%
2. Hispanic: 69%
3. White: 19%
4. Other: 6%

E. Their high school graduation rate is 100%.

F. They have implemented "a-g" course curriculum with some Advance Placement (AP) in English, social studies, and math.

G. Their Physical Training (PT) fitness scores are the highest in the school district.

H. The program currently offers 30-hours of tutoring per week (before and after school) provided by teachers (paid status) and assigns three Cal State University San Bernardino students on campus as tutors providing a shared total of 40 additional hours of student tutoring.

I. Their Annual Performance Index (API) scores have been averaging in the mid 700s over the past few years. Their 2011/12 API score of 760 placed them first in the San Bernardino School District.

J. An estimated 70% of their students go on to higher education, and 25% enlist in the military.

K. Three retired peace officers act as Cadet Training Officers and are paid by the charter school. They are a retired lieutenant and sergeant from San Bernardino Police Department and a retired detective from Riverside Police Department that work together with educational staff. A retired fire fighter is also being considered for an on-site position.

L. School staff is currently working to expand its program to include all the elementary grades and a dedicated college component that will make this a full Career Pipeline (K-16).

M. The school is in the process of developing an expanded Advisory Council based on the model recommended by the POST program guide that will ultimately address a K–16 grade pipeline.

N. For further information:
San Bernardino Public Safety Academy
1482 East Enterprise, San Bernardino, CA 92409
Jen Stickel, Principal
909 382-2211
jstickel@psasb.us

FAIRFIELD-SUISUN PUBLIC SAFETY ACADEMY (Grades 5–9, expanding to 12)

A. This PSA is hosted by the Fairfield-Suisun School District and is designated an "alternative school of choice" model (California Education Code 58500).

B. The school opened August 2012 for grades 5–8 and will expand a grade level each subsequent year.

C. The program is currently spearheaded by Fairfield Police Department in partnership with Solano County Chiefs/Sheriff Association.

D. Student enrollment for 2013/2014 school year is approximately 500.

1. 54% male, 46% female
2. 57% of students are on “free and reduced meals”
3. Student attendance level was 97.4%

E. Student demographics are estimated at:

1. Hispanic: 40%
2. White: 27%
3. African American: 16%
4. Asian: 7%
5. Other: 10%

F. The school incorporates "Project Based Learning" throughout its curriculum and received an Annual Performance Index (API) score of 940 (2012/2013)

G. The current CTO is a retired Fairfield Police Officer, with 30 years experience.

H. The school has also formed an Advisory Council based on the model recommended by the POST program guide that includes law enforcement agencies, fire services, two community colleges, CSU-Sacramento, local chamber-of-commerce, parent association, and other community sponsors.

I. For further information:
Fairfield-Suisun Public Safety Academy
230 Atlantic Avenue, Fairfield, CA 94533
Kathy Frazer, Principal
707 421-3933
kathyf@fsusd.org

Fairfield Police Department
Walt Tibbet, Police Chief
707 428-7374
wtibbet@fairfield.ca.gov

LAPD Police Academy Magnet Schools (PAMS) and College Police Orientation Preparatory Program (POPP)

A. The PAMS program has been in operation for approximately 15 years and assigns a full-time peace officer to each of their two middle and four high school programs. Their POPP college program has been in operation for approximately 3 years.

B. This model is the most complete Law Enforcement Career Pipeline to date for grades 6–14.

C. The middle school component (grades 6–8) has approximately 470 students.

1. 51% male, 49% female
2. Student attendance average 97%
3. Student GPA average 3.0
4. Students graduating from program 100%

D. Student demographics are estimated at:

1. African American: 3%
2. Hispanic: 87%
3. White: 8%
4. Other: 2%

E. Their four high schools (grades 9–12) has approximately 560 students.

1. Male 52%, female 48%
2. Student attendance average 98%
3. Student GPA average 3.2
4. Students graduating from program 96% (includes transfers in/out)
5. Curriculum "a-g" has also been incorporated

F. Student demographics are estimated at:

a. African American: 4%
b. Hispanic: 78%
c. White: 15%
d. Other: 3%

G. The college component is a two-year Police Orientation Preparatory Program (POPP) with approximately 100 students (grades 13-14).

1. 64% male, 36% female
2. Student attendance average 99%
3. Student GPA average 3.3
4. Students graduating from program 100%

H. Student demographics are estimated at:

a. African American: 4%
b. Hispanic: 88%
c. White: 5%
d. Other: 3%

I. POPP has been affiliated with West LA Community College, since 2010, and 75% of their graduates are working in law enforcement or related fields.

1. POPP is hosted at the LAPD Ahmanson Recruit Training Center
2. POPP offers two AA degrees, Administration of Justice and Liberal Arts, which are earned simultaneously
3. The POPP class of May 2013 consisted of 26 graduates
4. All 26 graduates took and passed the LAPD written entry exam
   a. The exam consists of three essay questions which must be answered with 2-3 paragraphs and completed within 90 minutes
   b. Of the 26 graduates, 21 are currently in the LAPD Background Process for hire (5 decided not to pursue LAPD career)
5. PAMS/POPP program awards and recognition
   a. Police Commission Citation Award for Premier Community Program
   b. Commendations from the LACCD Chancellor, LAUSD Superintendant, the former and current Mayor of LA, and the LAPD Chief of Police

J. For further information:
LAPD Ahmanson Recruit Training Center (ARTC)
PAMS and POPP Programs
5651 West Manchester Avenue, Los Angeles, CA 90045
Officer-in-Charge
310 846-4802

Suggested Concepts and Best Practices 9

The following are a list of suggested concepts and some "best practices" observed by POST staff that may be considered by agencies beginning to develop career pipelines or are currently facilitating a career pipeline:

A. A dedicated on-site law enforcement officer to act as the student Cadet Training Officer (CTO) is essential to the program and to each campus component of the career pipeline. The CTO is either assigned on-duty to this position by the supporting law enforcement agency or the position is filled by a retired peace officer. The CTO is instrumental in developing a positive school culture focused on encouraging students to do their best in academics, physical fitness, and to develop positive character traits.

1. The officer should be a good role model with credible and ethical law enforcement experience and have a genuine desire to motivate young students in a positive manner.

2. The CTO position can be compared to that of an RTO (Recruit Training Officer) commonly used in California law enforcement basic academies. However, the role of the CTO in the school-based programs is *not* to administer a high stress program, as administered in many of the statewide law enforcement basic academies.

3. The role of the CTO is to be highly visible and interactive with the students in a *motivational* way. He/she should be motivational but still hold students accountable to the program's standards. Ideally, the CTO will interact with the students on a daily basis which will include the early morning student arrivals, scheduled student formations, lunch periods, school recesses, end of day departures, etc. The CTO should also be complimentary to students who have shown positive behaviors in a variety of ways, such as uniform appearance, behaviors promoting personal and team efforts, positive leadership traits, etc.

4. The CTO should also be very familiar with the character and leadership development program being used by the school, such as Character Counts and the Six Pillars of Character programs. The CTO should reinforce the character and leadership concepts regularly with the students.

5. The CTO should reinforce the proper drill and ceremony techniques expected by the students. The sharper the students perform, the more they develop pride and camaraderie.

6. The CTO can also be used to instruct in school elective courses in law enforcement. Depending on the school district, the officer may be required to have additional certification if he/she becomes involved in an instructional role.

7. The CTO and school principal also need to have a good rapport and they should interact daily in regard to the regular school activities and any student/parent issues.

B. Instilling a para-military structure among the students has shown to be a positive component that should be incorporated in the school program structure. This format should be used for morning and end-of-day formations, marching to and from classes and other activities. The para-military structure has been successful in creating student pride, self-confidence, team spirit, and camaraderie. The para-military structure is also used by the regular basic law enforcement academies and has been found to be a successful tool with the academy recruits.

1. The key to keeping high student morale is by having the CTO interact positively with the students on a *regular* basis.

2. The CTO can also motivate the students by encouraging the student formations to "sound off" with motivational yells.

3. A defined student uniform should be identified for student wear. Ideally, three sets of uniforms should be considered: Class-A for periodic inspections and community events, Class-B for daily use, and a PT (Physical Training) uniform. A defined student rank structure should also be incorporated to include uniform insignias.

4. A comparable uniform should also be considered for school staff (preferably a polo or sleeved shirt with school logo and a designated style pant).

5. Guidons and banners should be developed and adopted for each class (i.e., 6th Grade Class, 7th Grade Class).

   a. The senior class may consider designing a special guideon reflecting their graduating class number that can be hung or framed on campus after graduation

C. A defined student/parent contract, reflecting student expectations, should be reviewed and signed at the beginning of each year.

D. The *Character Counts* program should be considered for utilization throughout the program, and reinforced by the CTO and the school's staff.

E. Consider using the Pete Bowen student Leadership Guide *Preparing Students For Leadership Positions in Public Safety,* which compliments the *Character Counts* program.

F. Consider incorporating "*Hands and Words Are Not for Hurting Pledge*" model currently used in the San Bernardino Public Safety Academy, which blends well with the *Character Counts* program. Refer to: http://gwired.gwu.edu/hamfish/merlin-cgi/p/downloadFile/d/16900/, authored and created by Ann. S. Kelly, 1997.

G. Review the POST selection process on a regular basis (at least *every* quarter or semester). Homework assignments related to the selection process should also be considered.

H. Incorporate a structured Physical Training (PT) program that not only meets the California Department of Education requirements but exceeds those requirements. Refer to PT programs used by school-based models referenced in this *Program Guide* (LAPD PAMS, San Bernardino PSA and Fairfield-Suisun PSA).

I. Consider conducting student formations for morning and end-of-day ceremonies, using a para-military structure, and playing Reveille at morning formation, and Taps at end of day (refer to San Bernardino PSA model). Suggest having individual students lead the class (on the microphone) in the Pledge of Allegiance followed by the Cadet Creed (see below). Students should know they will be reciting this in advance, at least a week prior, to allow students opportunity to practice.

J. Consider incorporating concepts from the POST Tactical Communications (Tac Comm) Course to teach students how to use structured verbal skills when dealing with difficult and argumentative subjects.

K. Consider using the Cadet Creed that is currently used by the San Bernardino and Fairfield-Suisun Public Safety Academies. Develop Cadet Creed posters, placards, and book covers that can be distributed to staff, students, and parents. The Cadet Creed and other motivational quotes can be recited in the morning formation following the Pledge of Allegiance and during the end-of-day formation.

1. The Cadet Creed

I am a Public Safety Academy Cadet.

I strive to achieve academic excellence.

I exemplify high moral character.

I work diligently to prepare for the future.

I know my success in school and life is dependent on my own effort.

L. The Advisory Council will assist in identifying community activities for student participation, including summer leadership programs. The Council may also need to provide additional resources to facilitate student participation (e.g., funds for transportation to designated sites). These events should be scheduled on the master calendar of student activities. They can be primary activities that are mandatory and others could be included as optional.

M. Consider involving the local Toast Master's chapter to host after school programs on public speaking for students. They often have a youth program that can administer this.

N. Consider involvement in early school components for grades K-3 to promote the importance of reading and academics to address the Annie E. Casey Foundation issue noted in Chapter 2: Additional Challenges Impacting Recruitment.

1. Consider using law enforcement staff, volunteers, and Explorers/Cadets to spend time weekly reading to students in special reading sessions allowed by the school. Good readers that look sharp in uniform and can generate interest in young students can generate further interest in students moving up into career pipeline middle-school programs.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING