

CALIFORNIA STATE UNIVERSITY, SACRAMENTO



LAW ENFORCEMENT CANDIDATE SCHOLARS' PROGRAM

2016-2021 Performance Report

*Innovation in Law Enforcement
Since 2016*

Prepared by Dr. Shelby Moffatt, LECS Program Director/Founder





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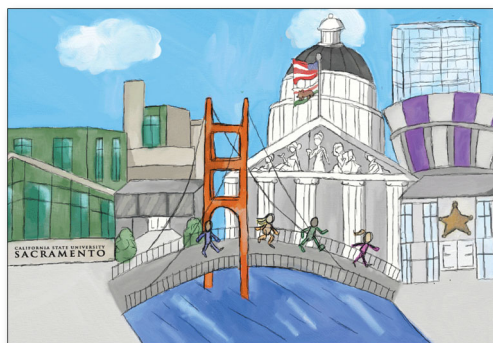
Executive Summary

This performance report details an innovative university undergraduate law enforcement program entitled the Law Enforcement Candidate Scholars' (LECS) program. The LECS Program, launched in 2016, addresses a number of factors that impact university graduation rates, future employment in law enforcement and police and community relations. This report denotes those students who participate in the LECS Program are completing their required college coursework and are graduating in a timely manner, while being accepted into a sworn law enforcement academy (either the Sacramento Police Department or the California Highway Patrol) after graduation and at a greater rate than non-LECS participants. The LECS Program stresses the importance of diversity and cultural competence in our communities and in law enforcement agencies. Sacramento State serves as a model of diversity with a population of more than 31,000 students drawn from California's ethnically and culturally diverse residents, as well as students from across this nation and around the world.

Now that the LECS Program has reached an impressive five-year milestone, a welcoming, professional and long-lasting collaboration has been established between Sacramento State, law enforcement, the state Legislature, public and private sector organizations and communities at large. The blending of these wide-ranging alliances that work and support the LECS Program has brought unique viewpoints, methodologies, outlooks and causes that favorably align and complement LECS' values and its mission to build bridges with the community. The success of the LECS Program over the past five years is a testament to the program's leadership and collaboration with Sacramento State, law enforcement and the community. The LECS Program is an effective and sustainable long-term program for undergraduate students that consistently produces first-rate candidates prepared to enter a sworn law enforcement academy, who will eventually go on to protect and serve our communities. The LECS Program is set up to be operational on most university or college campuses. Thus, as the nation seeks solutions, the LECS Program is leading the effort with a new vision of "Innovation in Law Enforcement".

Mission Statement

The mission of the LECS Program is to provide academic and leadership development; prepare and transform students to become sworn law enforcement officers in the Sacramento region and throughout the state of California; and build bridges with the community.





LECS Director's Statement

On behalf of the LECS Program, it is a pleasure and a privilege to lead and mentor LECS students. The LECS staff, agency partners and faculty are very proud of our students' successes and expect their achievements to continue after they graduate from the LECS Program and Sacramento State and enter a sworn law enforcement academy.

Each of our candidates is chosen to participate in the LECS Program because of their character, enthusiasm and commitment to graduate from Sacramento State and subsequently serve as a law enforcement officer. Moreover, LECS students are selected because they display an innate desire and passion to make impactful change in their future agencies and communities.



The LECS Program works diligently to teach, develop and train our candidates with area leaders in their fields and subject matter experts who use real life experiences and scenarios that focus on social, cultural, academic and physical fitness skills, needed for our candidates to be successful in their chosen profession.

We believe our LECS students will use their experiences acquired from the LECS Program and at Sacramento State to continue to provide 21st century leadership skills that will last a lifetime as they approach the gateway to a great career in law enforcement. We have no doubt LECS students will continue to serve as ambassadors to the university by building upon our program's reputation for excellence in education, leadership, commitment, diversity and innovation.

Sincerely,

Dr. Shelby Moffatt
Director, Law Enforcement Candidate Scholars' Program
Sacramento State

LECS Values

The LECS Program addresses the following goals and values:

- **Leadership:** Professional and Leadership Development
- **Education:** Student Academic Success and Completion
- **Diversity & Inclusion:** Social and Cultural Competency
- **Commitment:** Community Engagement and Service
- **Innovation:** New and Creative Initiatives to Transform Policing





Program Overview

Background

The Law Enforcement Candidate Scholars' (LECS) program is an educational and professional partnership program that works directly with local and state law enforcement to build strong connections with the community; provide academic and leadership development; as well as prepare and transform students to become sworn law enforcement officers in the Sacramento region and throughout the state of California. The LECS Program was primarily designed to increase recruitment and hiring in groups traditionally underrepresented in law enforcement. Since 2016, the LECS Program is the first of its kind in the country and is directly in line with former President Barack Obama's Task Force on 21st Century Policing (2016) which stated, "Law enforcement agencies should strive to create a workforce that contains a broad range of diversity...to improve understanding and effectiveness in dealing with all communities." The LECS Program is an innovative solution in higher education that is presently partnered with two law enforcement agencies: the Sacramento Police Department (SPD) and the California Highway Patrol (CHP).

"We are excited to support the LECS Program, which aims to use the combined strengths of local law enforcement and the Criminal Justice Program to increase the pool of qualified and diverse candidates for law enforcement careers."

- Dr. Robin Carter, Dean (Retired), College of Health & Human Services

Benefits of the LECS Program

The LECS Program is a multifaceted and advantageous program for undergraduates because it aids and enhances student learning outcomes, assists students to graduate in a timely manner and creates clear pathways for students interested in law enforcement, specifically students who believed opportunities in law enforcement may not have previously existed for them. The LECS Program builds professional skills and supports the academic, social, cultural, psychological and emotional development of students by providing multiple learning domain workshops on campus and/or at the partnering agency's academy grounds during the fall and spring semesters of each academic year. All learning domain topics are strategically selected to inform and inspire students prior to their entry into a sworn law enforcement academy.

The many discerning and salient pre-academy topics chosen for the various LECS workshop learning domains (e.g. *Leadership; Communications; Pre-Employment Application Process; Peace Officer Standards & Training Entry-Level Law Enforcement Test Battery (PELLETB) Preparation; Sacramento City Entry Exam (CEE); Physical Fitness and Agility; Oral Interviews/ Backgrounds; Defensive Driving; De-escalation/ Mental Health Response; Defensive Tactics; Report Writing; and Investigations Training*) greatly enhance the learning trajectory for many LECS graduates who are subsequently better prepared to attend a sworn law enforcement academy. LECS workshop learning domains are effective tools because they afford an untrained student the opportunity to learn up close and personal from a variety of trained, sworn law



enforcement officers, government professionals, community leaders, healthcare officials and others about the nuances, skills and tactics, ethical leadership, behavior and character it takes to be a professional law enforcement officer.

The LECS Program also inculcates social, cultural, intellectual and practical skills through community volunteerism. Helping others in need develops social and emotional intelligence or the ability to listen and care about others, which is why LECS students actively participate in public outreach opportunities off campus that address understanding and communication, such as participation in a [Univision Sacramento](#) Spanish language featureⁱ, working with Assemblymember Jim Cooper's Healthy Family Wellness Fair, the San Francisco 49ers Youth Football Camp, the Sacramento City Unified School District/CSI Scenario Day, the Sacramento County Sheriff Department's Missing in California Project, CHiPs for Kids toy drive, and the Sacramento Regional Family Justice Center, among other activities. Notwithstanding, the LECS Program also collaborates on campus with organizations such as the College Assistance Migrant Program (CAMP), Martin Luther King Jr. Scholars, Peer Academic Resource Center, Peer Health Educators/Active Minds, Peak Adventures, PRIDE Center, Project Rebound, Dreamer Resource Center, and more.

LECS Academic Internship

LECS students who pass either the initial City of Sacramento Entry Exam (CEE) or POST Entry Level Law Enforcement Test Battery (PELLETB) entry examination, along with the physical abilities test (PAT) and background check (conducted by the partnering agencies), are offered an Academic Internship position in the second phase of the program (usually beginning in their third semester of the program). The Academic Internship provides eligible LECS students additional experiential learning and training, along with special assignments in community engagement, administrative and service experience. The Academic Internship is workforce experience for students supported by mentors who are experts in their fields that directly assist students toward succeeding in a sworn law enforcement academy and beyond, which ultimately advances positive police-community relations.





LECS Workshop Learning Domains

LECS students who participate in the program are required to attend the workshop learning domains (see Table 1). LECS workshops vary in knowledge, skills and abilities gained, which is why qualified experts instruct and mentor our students. Workshops that focus on social and cultural issues often require a writing assignment (e.g. reflective essay) to assess student success. The LECS Program also utilizes a Learning Outcomes Values Rubric (on LECS [website](#)) to measure academic performance.

Table 1: LECS Workshops/Learning Domains

Topic/Workshop	Assessment	Learning Outcomes
LECS 10: Leadership in Law Enforcement & Field Experience Training Learning Domain	Participation; Reflective essay	Recognize the nobility of policing and identify attributes, leadership skills and behavior of an exemplary law enforcement officer. Identify ways to address the challenges in a law enforcement career and demonstrate the ability to identify problems and propose alternative solutions to effectively problem solve, communicate and make ethical decisions required in law enforcement.
LECS 20: Communication & Cultural Competence Training Learning Domain	Participation; Reflective essay	Identify mechanisms for addressing culturally competent communication through civic engagement with community members, leaders and the general public, focusing on problem solving and communications skills. Describe how contemporary community perceptions of law enforcement have been shaped by historical relations between law enforcement and diverse communities.
LECS 30: POST Law Enforcement Academy Pre-Employment Application Process Learning Domain	Practice Pre-employment application	Identify and complete the POST Law Enforcement Academy pre-employment application process. Demonstrate reading comprehension, writing and oral communication skills.
LECS 40: Peace Officer Standards & Training (POST) Entry-Level Law Enforcement Test Battery (PELLETB) Preparation Learning Domain	Practice PELLETB and City of Sacramento Entry Exam (CEE)	Demonstrate analytical and writing proficiency skills required to pass the Peace Officer Standards & Training Entry-Level Law Enforcement Test Battery (PELLETB) or City of Sacramento Entry Exam for law enforcement academies and to respond appropriately to writing assignments.
LECS 50: Oral Interview Preparation Learning Domain	Mock interviews using scenarios from real-life law enforcement situations	Assess the strengths and weaknesses of oral and auditory communication and interviewing skills which are required to pass law enforcement oral interview processes.



Topic/Workshop	Assessment	Learning Outcomes
LECS 60: Physical Agility Training/ Testing Learning Domain	Practice physical agility skills for academy preparation	Demonstrate proficiency in physical fitness skills offered in POST-certified law enforcement academies using various training apparatuses (e.g. obstacle course).
LECS 70: Defensive Driving & Simulator Training Learning Domain	Practical defensive driving skills	Demonstrate and perform defensive, pursuit and emergency driving skills, including using a law enforcement driving simulator in a controlled test environment.
LECS 80: De-escalation Training Learning Domain	Practical situational skills	Demonstrate proficiency using de-escalation techniques with a Force Options Training Simulator (FOTS), Mental Health Response system or other simulation activities to measure cognitive and ethical decision-making, communication, and situational awareness skills needed in law enforcement.
LECS 90: Defensive Tactics Training Learning Domain	Practical situational skills	Demonstrate and perform defensive tactics training used in law enforcement academies and multiple California law enforcement agencies.
LECS 100: Report Writing Skills Training Learning Domain	Practice writing using law enforcement reports	Demonstrate analytical and writing proficiency skills required to write investigative reports and respond appropriately to writing assignments.
LECS 110: Criminal Investigations Training Learning Domain	Identify the goals and procedures involved in law enforcement criminal investigations	Learn the initial investigative process that involves penal code instruction, crime scene scenarios, writing statements, collision reports, collection of evidence and more.



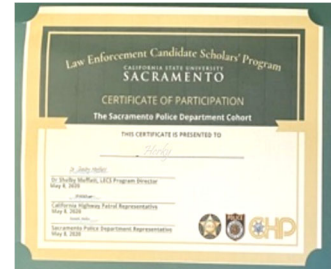
"I definitely feel more knowledgeable and prepared on what to expect in the future. Not only do I feel more prepared, but I have also created lifelong relationships with like-minded individuals. Joining the LECS program was by far the best decision I made in my academic career."

- LECS Graduate



Certificate of Academic Achievement

The LECS Program offers an optional *Certificate of Academic Achievement in Law Enforcement* with parallel Criminal Justice courses that focus on a variety of topics surrounding community policing in society, fundamentals of leadership and cultural diversity. This curriculum is optional for students who are interested in earning the certificate designation on their transcriptⁱⁱ. The coursework is designed to help the candidates reach their potential as individual leaders who can transform systems of law enforcement to embrace social justice and equity.



Diversity in Policing

The LECS Program is mutually beneficial to the partnering agencies and community, especially given the community's interest in cultural humility and diversity in public safety personnel. Recently, a City of Sacramento audit reportⁱⁱⁱ noted that the Sacramento Police Department aims to “diversify the [Police] Department so that it is representative of the community it serves.” The audit also includes the LECS Program as a critical partnership necessary in providing training and mentoring to potential law enforcement applicants.

Providing career opportunities for rapidly increasing numbers of individuals from racial and ethnic minority communities who desire careers in traditional local law enforcement agencies continues to be a social and economic challenge for police leadership across the country. The LECS Program is a documented hiring pipeline strategy that increases pools of diverse candidates in both compositional and attitudinal diversity in the law enforcement workforce^{iv}.

According to data compiled in 2014 by CHP^v only 20% of sworn officers identified as Latinx, 4% identified as Asian, and 1% identified as African American. Data from 2013 from Sacramento Police Department (SPD)^{vi} show only 10.6% of sworn officers identified as Latinx, 4.33% identified as African American, and 9.12% identified as Asian. Five years later in 2018, officer data from the SPD audit shows 10% of sworn law enforcement officers were identified as Latinx, 5% were identified as African American, and 9% were identified as Asian. Despite some incremental improvements, the officer data does not reflect the diversity of the City of Sacramento (i.e. 28% identified as Hispanic, 13% identified as African American, 16% identified as Asian). Comparable data suggests the same discrepancies in the CHP prevailed over time. Law enforcement agencies are struggling to hire underrepresented populations.

Table 2: Police Agency, City and University Population

	White	Latinx	Asian	African American	Other
CHP Academy Graduates 2014	72%	20%	4%	1%	3%
SPD Sworn Officers 2013	75.6%	10.6%	7.7%	4%	2%
SPD Sworn Officers 2018	74%	10%	9%	5%	3%
City Population 2018	34%	28%	16%	13%	5%
Sacramento State Undergraduate Criminal Justice Students 2016	27.1%	40.7%	12%	8.5%	11.1%



Interestingly, the Criminal Justice program at Sacramento State is more favorably balanced in terms of demographics than our two partnering law enforcement agencies. In the Criminal Justice Division^{vii}, approximately 63% of Criminal Justice undergraduate majors identified as racial and ethnic minorities, which consist of 40.7% who identify as Latinx, 8.5% who identify as African American, 0.9% who identify as American Indian, 12% who identify as Asian, and 1.1% who identify as Pacific Islander. The consistent data on lack of diversity in the police workforce is one primary reason why the LECS Director, Dr. Moffatt, created the LECS Program. He believes Sacramento State and other similar campuses (including those that are designated Minority Serving Institutions like Sacramento State) can offer a steady stream of students who desire to be law enforcement officers to help their communities.

LECS Program Accomplishments

The Law Enforcement Candidate Scholars' (LECS) program has been crucial in helping students attracted to careers in law enforcement. The LECS Program helps individuals in meeting their academic and career goals while helping the university to address significant challenges for the community that align with the campus' Anchor University and Graduation Initiatives. The LECS Program has had significant successes and opportunities from 2016 to 2021 thus far:

- In 2021-2022 LECS will surpass the 200-participant mark since the program launched.
- More than 50 LECS graduates will either be sworn law enforcement officers, attending a sworn law enforcement academy or waiting to attend an academy by spring 2022.
- At a rate of nearly 25%, LECS students accepted into a sworn law enforcement academy is a higher rate than the consistent 1% placement rate of our partner agencies.
- Over 70% of LECS students are racial and ethnic minorities and nearly 40% are women.
- Since 2016, the LECS Program has made more than 15,000 contacts through views using information sessions, digital and written communications, community events, television, radio and social media (with 1,444 followers on Facebook, Twitter, and Instagram).
- The LECS Program continues to receive inquiries from other local and state agencies interested in partnering with or replicating their own version of the LECS Program.
- The LECS Program has garnered over \$150,000 in grants and philanthropic donations.
- Eligible students who complete specific Criminal Justice curricular requirements receive a distinction on their academic transcripts entitled "Certificate of Academic Achievement in Law Enforcement".
- LECS students graduated faster than non-LECS students; on average, 72.43% of LECS transfer students graduated in two years and 65.13% of LECS first time freshmen graduated in four years.





LECS Staffing

LECS Program Director

Dr. Shelby Moffatt, the LECS Program Director, creates, coordinates and continues to develop the LECS Program throughout each calendar year and maintains relationships with Sacramento State faculty, law enforcement agency officers and community leaders. The LECS Program Director is responsible for designing and implementing program curriculum and co-curriculum. The Director uses the results of assessments to propose changes consistent with program goals, the Division of Criminal Justice, Sacramento State's policies and procedures, consultation of the LECS Advisory Council and partnering agencies.

The LECS Program Director coordinates with the campus' Public Affairs and Advocacy and other departments and serves as the university's official point of contact for the LECS Program. The LECS Program Director is also responsible for developing and monitoring program budgets, securing external funding for the program where appropriate and fundraising in partnership with University Advancement, Division of Criminal Justice, and the College of Health & Human Services.

LECS Instructors

LECS Program courses are taught by the LECS Director, Sacramento State faculty, partnering agency officers, guest personnel and community leaders in order to bring expertise and experience to the candidates. In addition, all physical fitness workouts are conducted by qualified personnel.

LECS Administrative Support Staff

LECS support staff include a Student Assistant, traditionally funded by an Associated Students, Inc. (ASI) Student Employment Grant and other resources. The Student Assistant supports the LECS Director in promotion, marketing and recruitment of LECS participants through phone calls, emails, social media, and presentations. The Student Assistant provides general assistance to the LECS Program with event planning and coordinating activities (e.g. LECS Student Information Sessions, Orientations, and various workshops) in coordination with the Division of Criminal Justice, law enforcement agency partners, and community partners. The Student Assistant develops and maintains a secure LECS Program data filing system, assists with updates on social media, website, program files and data entry as appropriate. The Student Assistant also helps with LECS supplies and inventory of program equipment, grant and budget processes (e.g. supplies price quotes), and provides referrals as needed to ensure the success of LECS students and the program.

LECS Students

All LECS students and the Student Assistant are under the supervision of the Director. On occasion, the LECS Program Director conducts on-site visits to observe LECS students and mentor them in field training settings.

LECS Advisory Council

The LECS Advisory Council, led by the LECS Faculty Liaison, will advise the LECS Director in implementing the LECS Program. The Faculty Liaison will also facilitate connection with other stakeholder groups with an interest and role in the program. The LECS Advisory Council is comprised of faculty, staff, agency, community and student representatives.



Executive Leadership

The LECS Program is honored to have the support of several university and public and private sector executives who are leaders and experts in their organizations and throughout their communities. The thoughtful consideration and outreach of these leaders continues to strengthen the LECS Program and creates lasting partnerships.

- Sacramento State Leadership:
 - Dr. Robert Nelsen, President, Sacramento State
 - Dr. Cely Smart, Former Chief of Staff, Sacramento State
 - Dr. Steve Perez, Provost and Academic Affairs' Vice President, Sacramento State
 - Dr. Fred Baldini, Former College of Health & Human Services Dean, Sacramento State
 - Dr. Robin Carter, Former College of HHS Dean, Sacramento State
 - Dr. Mary Maguire, College of HHS Interim Dean, Sacramento State
 - Dr. Greg Shaw, College of HHS Associate Dean, Sacramento State
 - Dr. Sheree Meyer, College of Arts & Letters (A&L) Dean, Sacramento State
 - Diana Tate Vermiere, Former Vice President for Inclusive Excellence, Sacramento State
 - Dr. Lisa Cardoza, Vice President for Advancement, Sacramento State
 - Dr. Ed Mills, Student Affairs' Vice-President, Sacramento State
 - Dr. Viridiana Diaz, Associate Vice President Student Affairs, Sacramento State
 - Jeannie Wong, Senior Associate Vice President, University Communications, Sacramento State
 - Nathan Dietrich, Associate Vice President, Public Affairs & Advocacy, Sacramento State
 - Dr. Ernest Uwazie, Criminal Justice Division Chair, Sacramento State
- Sacramento Police Leadership:
 - Chief Daniel Hahn, Sacramento Police Department
- California Highway Patrol Leadership:
 - Commissioner (Ret.) Warren Stanley, California Highway Patrol
- Community Leadership:
 - Faith Whitmore, CEO, Sacramento Regional Family Justice Center



"I'm really excited about [LECS] because when you do something unprecedented like this, you really have a chance to change what is happening in America."
- Sacramento State President Robert Nelsen



Partnerships

The LECS Program provides a mutually beneficial exchange for recruitment and education of diverse law enforcement scholar-officers. The LECS Program continues to work in partnership with local and state law enforcement agencies to (1) provide academic, career and leadership development; (2) prepare and transform students to become sworn law enforcement officers in Sacramento and throughout California; and (3) create greater relations with the community.



Agency Partners	Campus Partners	Community Partners
<ul style="list-style-type: none"> California Highway Patrol Sacramento Police Department 	<ul style="list-style-type: none"> Admissions & Outreach Alumni Association Athletics CAMP Career Center College of Education Community Engagement Criminal Justice Division Dreamer Resource Center Financial Aid Health & Human Services Inclusive Excellence Male Empowerment Collaborative Martin Luther King Jr. Scholars MILE Peak Adventures PARC Peer Health Educators PRIDE Center Project Rebound Public Affairs & Advocacy Sacramento State Police Department Student Academic Success & Educational Equity Programs Serna Center Social Work Student Affairs Student Organizations & Leadership The WELL University Advancement University Communications 	<ul style="list-style-type: none"> 49ers Youth Football Camp Assemblymember Jim Cooper Healthy Family Wellness Fair Assemblymember Kevin McCarty Town Hall on Criminal Justice Black Parallel School Board Councilmember Eric Guerra CHiPs for Kids Friends of East Sacramento Mayor Daryll Steinberg Sacramento County Sheriff Missing in California Sacramento Regional Family Justice Center Sacramento Unified School District: Criminal Justice Magnet Academy Senator Richard Pan Tara O'Sullivan Family



Media

The following local and national media outlets, newspapers, publications and community platforms have illuminated the LECS Program:

- | | | |
|--|---|---|
| <ul style="list-style-type: none">• ABC News• CBS News• National Public Radio• NBC News• Univision/Telemundo | <ul style="list-style-type: none">• Capital Public Radio• KCRA, Sacramento, CA, Channel 3• KQVR, Sacramento, CA, Channel 13• KTXL, Sacramento, CA, Channel 40• KXTV, Sacramento, CA, Channel 10 | <ul style="list-style-type: none">• Carmichael Times• CQ Researcher• Sac State Magazine• Sacramento Bee• Sacramento State News• State Hornet |
|--|---|---|



"LECS is a critical component of ensuring we have great leaders in the Law Enforcement profession in general and specifically in the Sacramento Police Department. We need true leaders who understand the value of partnership and trust in our communities that have historically had a high level of mistrust. LECS helps ensure we have leaders who are excited and motivated by change and have a vested interest in our Sacramento Community. LECS has, over the last five years, proven to provide these leaders for our community and department - starting with Tara O'Sullivan who was an amazing person, LECS graduate and Sacramento Police Officer."

- Sacramento Police Chief Daniel Hahn



LECS Program Sponsors

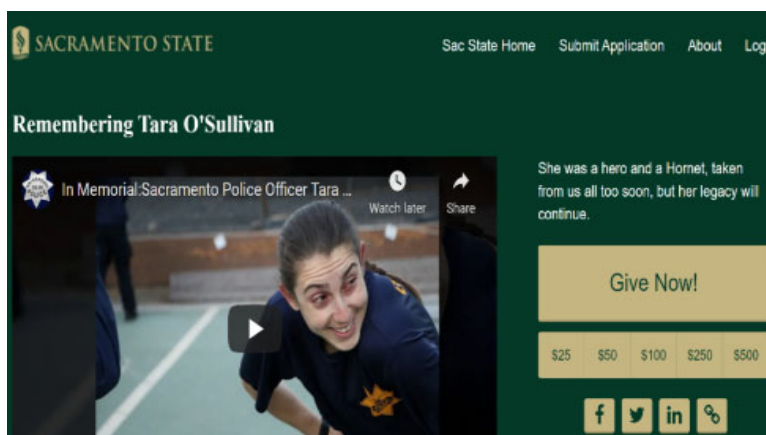
The LECS Program says thank you for the many contributions received from members of the community. We appreciate your commitment, understanding and support received for the LECS Program. We want everyone to know that your donations greatly impact the output and outcome of the LECS Program; your gifts not only alleviate costs for critical needs to operate the program, but your sense of giving provides our students greater opportunity to succeed. We would like to especially recognize the following supporters:

- Mr. & Mrs. Craig Ehnisz and Mr. Roth Ehnisz
- Associated Students, Inc. (ASI)
- Instructionally Related Activities (IRA)
- University Enterprises, Inc. (UEI)



LECS Fundraising

The LECS Program partners with University Advancement to help fund a LECS student assistant, supplies and equipment and general program operations. Notably, more than \$20,000 has been raised for LECS expenditures via the LECS Expenditure Account and over \$30,000 has been raised towards scholarships via the *Tara O'Sullivan LECS Legacy Scholarship* to honor the LECS Alumna who died in the line of duty as a Sacramento Police officer in 2019. Successful LECS fundraising accomplished thus far is a major factor why the LECS Program is identified as a fundraising priority for Sacramento State's College of Health & Human Services. As a result of the money raised through the scholarship, the LECS Program is now able to award three scholarships annually to LECS students, ensuring that Tara's spirit and values continue to guide future law enforcement officers.



"I am going to work hard to be the best law enforcement officer that I can be, just like she did. She was an inspiration to me and everyone who ever met her. I will continue to serve in law enforcement with pride and to honor her for the rest of my life."

- LECS Alumna



LECS Program Supporters

We want to express sincere appreciation and gratitude to the following individuals for their support of the LECS Program:

- Sgt. Andra Stockwell
- Andrew Stifler
- Andrew Winn
- Anita Fitzhugh
- Antonia Pegahi
- Dr. Beth Lesen
- Sgt. Brent Carter
- Chief Brent Newman (Ret.)
- Sgt. Brian Dabalos
- Dep. Chief Brian Louie (Ret.)
- Bruce Clarke
- Carl Kelley
- Dr. Carlos Nevarez
- Carter Mattice
- Dr. Cesar Castaneda
- Christine Kellerman
- Dr. Christine Gardiner
- Christina Lyons
- Ofc. Cindy White
- Criminal Justice Faculty
- Chief Cynthia Renaud
- Danielle Chervin
- Destiny Effiong
- Dixie Reid
- Donna Vasiliou
- Sgt. Doug Morse
- Sgt. Dustin Smith
- Dutch Bros.
- Sgt. Eddie Macaulay
- Eliud Marquez
- Elvia Felix
- Ofc. Elo Ceja
- Ofc. Filmore Graham
- Frances Palu
- Dr. Frank Lilly
- Hannah Nguyen
- Hanson Wong
- Heather Crummett
- Imani Lucas
- Jackie Morris Henderson
- Dr. James Hernandez
- Ofc. Jeff Boresz
- Jennifer White
- Jessica Vernone
- Dr. Jesus Marron
- Capt. Jim Beezley (Ret.)
- Jim Molina
- Joel Schwartz
- Assistant Chief Jonni Fenner (Ret.)
- Ofc. Joshua Heredia
- Dr. Julian V. Heilig
- Dr. Kathy Jamieson
- Hakeem Croom
- Keoni Carrion
- Chief Kevin Gardner
- Laura Lockett
- Laurence Campling
- Laurie Haywood
- Laurie Kubiceck, JD
- Capt. Lisa Hinz (Ret.)
- Cpl. Luis Canela
- Luis Kischmischian
- Margaret Hwang
- Capt. Mark Greenley (Ret.)
- Mark Konrad
- Chief Mark Iwasa (Ret.)
- Prof. Mark Scott
- Chief Mark Brunet (Ret.)
- Ofc. Megan Gardner
- Dr. Melissa Repa
- Michael Eldridge
- Dr. Michael Wright
- Ofc. Mike Harris
- Mike Kellerman
- Mondana Koshfam
- Sgt. Nelda Banuelos
- Capt. Neil Dadian
- Dr. Nidia Banuelos
- Sgt. Norman Vandermeide (Ret.)
- Chief Omar Watson (Ret.)
- Rachelle Ditmore
- Dr. Raquel Quirarte
- Chief Rick Hillman
- Sgt. Ricky Franklin
- Rob Neep
- Ofc. Ronie Esquivel
- Dr. Ryan Getty
- Ofc. Sam Davis (Ret.)
- Chief Sam Somers (Ret.)
- Selena Chiang
- Shante Johnson
- Sophie Amirrezvani
- Sonia Kaur
- Chief Steve Dowling (Ret.)
- Sgt. Steven Lau
- Susan Kischmischian
- Synclaire Moffatt
- Chief Tim Albright
- Dr. Tim Croisdale
- Dr. Tina Jordan
- Toni Tinker
- Dr. Tyree Davie
- Valerie Mighetto
- Other LECS supporters



LECS Program Goals & Outcomes

The LECS Program goals and outcomes measure the impact of the program in relation to student success. The LECS Program aligns its goals and values with the university's imperatives, Academic Affairs' Strategic Goals, and Baccalaureate Learning Outcomes.

LECS PROGRAM GOAL 1: LECS students participate in law enforcement career and leadership workshops and activities to enhance career and professional development.

University Imperative: Reducing time to degree; Public safety

Academic Affairs Strategic Goal: Further the academic progress and success of all students

Baccalaureate Learning Goal: Intellectual and practical skills

Standard of Achievement: Collect data and reflections of students who participated in workshops or events preparing future public safety professionals.

Findings: The LECS students participate in various workshop activities referenced in the [Program Overview](#). As students submit assignments for LECS workshop learning domains involving leadership and other academic skills, they are evaluated using the LECS learning outcome rubric. This particular rubric was adapted from the AAC&U VALUE rubrics and includes communication and problem solving skills^{viii}. The Canvas platform used by LECS affords excellent value by enabling the program to develop assignments and reflections that are assessed for practical and intellectual skills in the context of challenging problems and standards facing future scholar-officers. Students gain a sense of purpose and understanding of context and use of language to skillfully communicate.

LECS Student Reflections on Leadership:

- Communication is the most powerful tool an officer has. The way an officer communicates can change the course of a situation. The way a leader communicates to those he/she leads will show in how effective their team works. When people are inspired by their leader, they will willingly go as far as put down their lives for whatever cause.
- I want to make a change within the community. I aspire to form a respectful bond, no matter how small, with the civilians that I encounter. I want to be able to change the negative perspective on law enforcement that some community members have, though honesty, integrity and respectfulness, I believe that I can achieve that....I want to be a safe haven for the civilians who are in deep need of assistance.
- It is important for leaders to communicate because as a leader they will be directing people under them and influencing the public's view of the organization based on how well or poorly they communicate. Also as leaders they need to be able to connect their team under them together and give guidance and direction in their pursuits. To do this they need to be able to articulately express what and how they want something done.

"LECS challenges the 'status quo' and focuses on changing the outcomes we currently see in law enforcement. LECS prepares students to enter an academy as potential future leaders."

- Dr. Melissa Repa, Director, Career Center



LECS PROGRAM GOAL 2: LECS students are scheduled to graduate on time and be in good academic standing.

University Imperative: Reducing time to degree

Academic Affairs Strategic Goal: Further the academic progress and success of all students

Standard of Achievement: Collect data on graduation and academic standing from Office of Institutional Research, Planning & Effectiveness

Findings: Since the LECS Program's inception, the program continues to support student academic success. Based on assessment data from the Office of Institutional Research, Planning & Effectiveness, the LECS Program has a positive impact on graduation rates. On average **72.43% of transfer LECS students were "Through in Two"** and graduated in four semesters, compared with an average two-year graduation rate of only **41.9%** for the non-LECS transfer population who started at the university in the same semesters (i.e. fall 2016, fall 2017, fall 2018). Likewise, **65.13% of first time freshmen LECS students were able to "Finish in Four"** and graduate in 4 years compared with the **18.16%** non-LECS four-year graduation rate (i.e. fall 2014, fall 2015, fall 2016) (see [Student Success Data dashboard](#)). Moreover, LECS students were in good academic standing and also tended to have higher term GPAs on average than the university average term GPA. For those who need additional support, the LECS Program offers referrals to campus resources for issues impacting student academic success, such as the Peer Academic Resource Center, Financial Aid, advising and other services.

Table 3: GPA comparisons between LECS and non-LECS transfer students

Years	F17 LECS	F17 Not LECS	S 18 LECS	S18 Not LECS	F18 LECS	F18 Not LECS	F19 LECS	F19 Not LECS
.5	3.08	3.07	3.28	3.03	2.92	3.07	3.22	3.04
1	3.09	3.04	3.41	3.08	3.03	3.02	3.34	3.1
1.5	3.2	3.1	2.67	3.07	3.05	3.11	3.33	3.26
2	3.23	3.1	3.01	3.12	3.37	3.29	3.63	3.22
Avg	3.15	3.07	3.09	3.07	3.09	3.12	3.38	3.15



"The goal of this program is to have candidates graduate on time, pass the LECS Program, and have an opportunity to attend a police academy with one of the participating law enforcement agencies after graduating from Sacramento State."

- LECS Alumnus



LECS PROGRAM GOAL 3: LECS students gain social and cultural competency through workshops and experiential learning.

University Imperative: Diversity, inclusion, and equity

Academic Affairs Strategic Goal: Strengthen academic programming

Baccalaureate Learning Goals: Social and personal responsibility

Standard of Achievement: Collect data on inclusive excellence and reflections of experiential learning related to communications and cultural competence. As noted in LECS Program Goal 1, the LECS rubric for specific assignments was adapted from the AAC&U VALUE rubrics. As students submit assignments for the LECS workshops and activities, they can be evaluated using the LECS rubric, which include civic knowledge and engagement, intercultural knowledge and competence, and ethical decision-making.

Findings: The Canvas platform used by LECS enables the program to develop assignments and reflections that can be assessed for addressing culturally competent communication through civic engagement with community members, leaders and the general public. In this particular moment in history, it is important that students gain reflective insights and a clear commitment to public action by working within diverse communities. It is also important for LECS students to reflect and understand that perceptions of law enforcement have been shaped by historical inequities and relations between law enforcement and diverse communities.

LECS Student Reflections on Cultural Competence:

- In order to combat racism we have to have a zero tolerance policy for racism and those who are committing prejudice acts in law enforcement need to be dealt with appropriately and swiftly as we can't simply sweep these issues under the rug. Simply being a bystander and not being racist is not enough anymore, we need to push forth the idea of antiracism and deal with this issue head on to promote inclusiveness and peace among a variety of diverse communities.
- It is important to gain cultural competency skills to interact with people of diverse cultures in law enforcement because every single shift an officer has the power to make an impact on an individual. If cops stereotype or judge, people can sense that and will not have a good way of looking at law enforcement due to this. Importantly, every culture has their own outlook on the world and law enforcement officers have to know and be aware of that especially walking into their homes, speaking with family members who may not look at officers in a good light, and even different religious views.
- I believe having cultural competency skills is an important knowledge we should all have or at least be aware of. We should keep in mind everyone is different and has different culture beliefs due to Sacramento being such a diverse community. Having a better understanding of this topic will help officers out in the field in many ways. For example, the person the officer is speaking to will feel more comfortable/safe if the officer proved to know or have an understanding of cultural competency.



LECS PROGRAM GOAL 4: LECS students participate in community engagement and service opportunities to build bridges with the community.

University Imperative: Community involvement and collaboration

Academic Affairs Strategic Goal: Engage with communities and impact in the region

Baccalaureate Learning Goal: Social and personal responsibility

Standard of Achievement: Collect data on community opportunities

Findings: The LECS Program contributes to multiple community engagement opportunities by building bridges between Sacramento State, law enforcement, and the community through various community and volunteer opportunities. The LECS Program collaborates with the community to improve the health, economic vitality, and safety of our region and state. See LECS [Partnership](#) section.

The LECS Program partners with the California Highway Patrol and the Sacramento Police Department and community organizations such as Sacramento City College, Sacramento City Unified school district, and the Sacramento Regional Family Justice Center. The LECS Program also has campus organization partners such as MLK Scholars' Program, Admissions & Outreach, Career Center, Dreamer Resource Center, PRIDE Center, Serna Center, Project Rebound, Peer Academic Resource Center, Peer Health Educators, The WELL, Social Work, and others. Each of these partnerships offer training, outreach, participants and volunteers for community events like the Criminal Justice Racial Justice Dialogue, The WELL 5K Fun Run, Out of the Darkness Walk for Suicide Prevention, Assemblymember Jim Cooper's Healthy Family & Wellness Fair, Missing in California, toy drives and other events.

In 2020, the LECS Program was featured for the *Seal of Excelencia* national certification and in the prestigious *Carnegie Community Engagement Re-Classification* as a signature campus community engagement program. Each of these honors bestowed upon the LECS Program validates that effective change on campus is being made to strengthen campus engagement, student success, public safety and our diverse communities.





LECS PROGRAM GOAL 5: LECS Program will engage in strategic development and advancement of integrative and innovative public safety programs.

University Imperative: Philanthropic giving; Safety

Academic Affairs' Strategic Goal: Strengthen academic programming; Engage with communities and impact in the region

Baccalaureate Learning Goal: Social and personal responsibility; Integrative learning

Standard of Achievement: Collect data on campus grants and collaborations to sustain and advance the program, tying development to the community/regional needs.

Findings: As noted in the LECS [Budget](#), the LECS Program receives funding from a variety of campus grants and a number of funding sources since the launch of the program. The LECS Program has leveraged relationships across the campus and community and each year the LECS Program applies for grants to fund the program. In 2020, the LECS Program worked with our partnering agencies, University Enterprises, Inc., the Sacramento Police Foundation, the Sacramento State Police Department, and campus' Social Work department to successfully pursue shared funding for an innovative mental health response simulator. The purpose of acquiring the specialized equipment is to address increasing mental health crises facing our communities and to ensure our future scholar-officers are prepared and effective to begin working in the community. Using state of the art technology, the LECS Program is continuing to build positive bonds with the community and public safety in order to respond to crises safely and properly.



"The LECS program plays a critical role in preparing young women and men for success as peace officers through a curriculum that emphasizes public trust, professionalism and public service."

- California Highway Patrol
Commissioner Warren Stanley, Ret.



Utilizing Outcomes for Program Improvement

Assessment data obtained at the end of each spring semester helps to improve fall semester LECS workshop learning domains by strengthening assignments in order to achieve maximum student learning outcomes. The LECS Program uses a variety of assessment methods such as student reflections and feedback from partnering agencies, the advisory committee, faculty and LECS alumni to inform changes, priorities and improvements. Future plans for assessment include increased assessment of community engagement/experiential learning in line with the Anchor University Initiative, and integration of the campus' Anti-racism and Inclusion Action Plan. We intend this strategy to reflect the LECS Program's ongoing commitment to social justice and transformative education.

LECS Budget

The following is a chart of budget years and sources since the LECS Program began in 2016.

Table 5: LECS Budgets

<i>YEAR</i>	<i>CJ/HHS FUNDS</i>	<i>UEI GRANT</i>	<i>ASI GRANT 3069</i>	<i>IRA GRANT 70</i>	<i>TOTAL</i>
2016-17	\$6,440	\$2,000	\$2,000	\$18,080	\$28,520
2017-18	\$1,037	\$2,010	\$2,000	\$15,660	\$20,707
2018-19	\$600	-	\$1,000	\$14,225	\$15,825
2019-20	\$600	-	\$4,000	\$15,000	\$19,600
2020-21	~\$400	\$5,000	\$4,899	\$15,000	\$24,899
2021-22		-	\$8,969	\$12,000	\$20,969

Philanthropic gifts for LECS include the following accounts:

<i>Established</i>	<i>Account</i>	<i>TOTAL</i>
2019	Tara O'Sullivan LECS Legacy Scholarship TX 1463	\$30,240.91
2019	LECS Expenditure Fund TX 1301	\$22,499.37

The LECS Program continues to obtain crucial sponsorship from agency partners for allowing use of their academy instructors and facilities. The program seeks ongoing support of the program through the state's general funds to help in the LECS Program's efforts to supply the region and state with public safety and service professionals. Given the state's interest in criminal justice reform, community safety, training and workforce development, we believe the Legislature may agree that funding this model program is a high priority. The intent of the LECS Program model is to expand on to new campuses and increase program enrollment throughout the region and state, particularly at a time when addressing public safety workforce gaps is critical.

"It's a great opportunity. It gives students a direct pathway right into the academy."
Dr. Mary Maguire, Interim Dean, College of Health & Human Services



LECS Future Recruitment

Demographics

The following demographic data focuses on the diversity within the LECS Program since 2016. Proudly, Sacramento State is recognized as the second most diverse campus in the Western U.S. (U.S. News and World Report, 2020). Our campus is made up of diverse cultures, ethnicities, races, genders, and identities, and the LECS Program strives to mirror this diversity to be responsive and reflective of local and state communities. Reaching that goal begins with a review of the demographics within the ranks of LECS:

Demographic Variable	Value	N	Percent
Gender	Female	73	38.8%
	Male	113	60.1%
	Unknown	2	1.1%
Ethnicity	African American	11	5.9%
	Asian	19	10.1%
	Hispanic	95	50.5%
	Other	17	9.2%
	White	46	24.5%
Pell Eligibility (Low Income) at Entry	Not Pell	80	42.6%
	Pell	104	55.3%
	Unknown	4	2.1%
First Generation Status (neither parent attended college at all)	First generation	80	42.6%
	Not first generation	92	48.9%





LECS Recruitment Strategy

At the inception of the LECS Program in 2016, diversity of gender, race and culture was made a priority in the recruitment process of potential LECS students. Because Sacramento State is recognized as a diverse campus^{ix}, the LECS Program strives to be responsive in the recruitment of qualified young women and men by mirroring our local and state communities and removing possible prejudicial recruitment practices that have marginalized prospective candidates in the past.

The LECS Program has identified a number of recruitment challenges and barriers that currently prevent persons, particularly in low-income and racial and ethnic minority communities, from pursuing a dream of becoming a sworn law enforcement officer. Utilizing LECS Program workshop learning domains with the assistance and support of our partnering agencies and community leaders, the LECS Program has reimagined and redesigned the traditional recruitment model for a sworn law enforcement position. The following issues are identified and addressed using the LECS model:

(1) **Financial hardships:** Persons from traditionally low-income or racial and ethnic minority communities usually do not have the time or interest to apply to college pre-academy programs like the LECS Program because their limited resources are often set aside for priorities such as tuition costs; caring for a dependent family member; or having to work multiple jobs to pay their rent. Limited resources force people with limited means and time to forgo opportunities, such as a career in law enforcement. The LECS Program was created as a “no cost” pre-academy training and mentorship program to lessen the financial burden for students. In fact, the LECS Program increases the probability that non-traditional recruits of law enforcement will pursue avenues to attend a fully paid law enforcement academy. Moreover, LECS’ scholarship opportunities and work-and-learn opportunities help to mitigate the financial burdens for them.

(2) **Education:** Potential cadets from traditionally low-income, first generation, or racial and ethnic minority communities, who often struggle with basic scholastic concepts due to limited resources, often do not pass the entry exam or meet agency requirements. Thus, achievement gaps negatively impact agency goals for recruitment of students from these communities. The LECS Program emphasizes education, mentoring, tutoring and more to aid and encourage students in their college coursework to graduate from Sacramento State in a timely manner. Our workshops are specifically designed as a bridge to help our students pass the entrance exams needed to become a law enforcement cadet and to bolster academic and practical skills needed to succeed in the academy.





(3) **Mentorship:** Often young women and men from low-income and racial and ethnic minority communities, due to impacts of poverty and racism on psycho-social development, lack needed preparation, skills and training to enter a sworn law enforcement academy. The LECS Program looks beyond a student's prior personal history by listening, communicating and engaging them in a thoughtful and conscious manner. Our mentorship is unique because the LECS Program provides greater accessibility to law enforcement officers, who offer our students one-on-one and face-to-face instruction. Additionally, the LECS Program's professional development training uses experts in their fields and resources not readily available to the general population for students to gain advanced knowledge of law enforcement culture and skills. Lastly, because there is a great deal of esprit de corps promoted from within and an emphasis on the nobility of policing, the LECS Program's approach to student training and development greatly aids in removing any previous self-doubt and fear from candidates. The LECS Program believes barriers of any kind can delay, deter or disqualify candidates from entering a sworn law enforcement academy. The LECS Program serves to bridge divides for students transitioning into an academy.

(4) **Limited interest in law enforcement:** The LECS Program and our partnering agencies are well aware that a lack of trust exists between law enforcement and many members of racial and ethnic minority communities. Promoting effective change is made even more difficult because of the persistent negative images regularly displayed on social media, television and other platforms about police officers and their negative interactions with racial and ethnic minority community members (e.g. George Floyd, Breonna Taylor, Philando Castile). The LECS Program understands that trust between law enforcement and racial and ethnic minorities is minimal at best, but repairable, which is why our workshop learning domains emphasize a great deal of cultural competency, cultural humility and cultural awareness. For these reasons, the LECS Program conducts an assortment of healing dialogues with various groups such as the MLK Scholars' Center, Dreamer Resource Center, PRIDE Center and others, focusing on current topics such as racial disparities in arrests, prosecutions and sentencing of racial and ethnic minorities, recruiting qualified racial and ethnic minorities, and racial and ethnic minority outreach to name a few. The LECS Program advises students that emergent change begins from within and that our students are the future change agents in public safety.

(5) **Drug use:** A new challenge for the LECS Program and local and state law enforcement recruiters in the state of California is the passage of Proposition 64, the Adult Use of Marijuana Act (AUMA), passed in 2016. Many college and pre-college students are using marijuana more frequently, because the state of California permits recreational drug use. The challenge that many prospective LECS applicants and future law enforcement applicants face is realizing that law enforcement agencies continue to abide by federal drug laws. This means applicants who have used marijuana in their recent past may be automatically disqualified or delayed in the hiring process. Fortunately, because the LECS Program is a two-year (four semesters) program, students who apply to the program and have ended using marijuana, have a greater chance of being selected into a sworn law enforcement academy. The duration of the LECS Program is advantageous for our students, because after 2 years of participation in the program, those students who previously used marijuana may have allowed ample time to elapse and distance (according to agency specifications) to occur from their last use of the drug. Our intent is to find solutions that prevent students from being disqualified from an opportunity of attending a sworn law enforcement academy.



Special Note: The COVID-19 pandemic and stay at home orders delayed a great deal of progress made by the LECS Program in previous years. As a result, 2020-2021 had lower levels of recruits to participate in the LECS Program. As Sacramento State's campus moves forward to a sense of normalcy, the LECS Program continues to assess its in-person safety and health plans in coordination with our campus and community agency partners. Additionally, the LECS Program will introduce officer health and wellness into our workshop learning domains for future LECS participants. Unfortunately, we lost a Sacramento State and LECS graduate named Mulwa James Sumbi during the pandemic. He was a bright star preparing to enter the Sacramento Police Academy. Mulwa was a psychology major and very involved with promoting safety and wellness and addressing mental health in our community. For that reason, the LECS Program is honored to name our mental health simulator training after Mulwa, a bright young man who saw the value of mental health care and who believed in the impact of helping others.

Lastly, teaching and developing genuine community engagement begins with the LECS Program's model of inclusion, respect, proper training practices and mindfulness. The LECS Program believes its return on investment will occur after the cadets graduate from the academy and begin their field training. We know that a cadet's post-academy training is just the beginning and their first step starts with public trust. This approach directly aligns with former President Barack Obama's Task Force on 21st Century Policing Report^x, which suggests that "officers who feel respected by their organizations are more likely to bring this respect into their interactions with the people they serve" (p. 10). The LECS Program is preparing 21st century "Scholar-Officers" to protect and serve communities.

What's Next for LECS?

The LECS Program's 5-Year Performance report establishes a clear strategic vision for the future of recruitment and hiring in law enforcement. The report addresses the many successes as well as limitations facing college students who desire to become a sworn law enforcement officer. The report focuses a great deal on learning outcomes and collaboration between students and campus faculty and staff, the importance of community support, and the invaluable partnerships with the law enforcement agencies. The report provides important detailed information using empirical data, archival research and testimonials to help define the purpose and significance the LECS Program is having upon Sacramento and the state of California.

The LECS Program report recognizes the LECS Program as a pathway program designed for undergraduate students attending Sacramento State, and the contributions made to its community. The report's data describes in detail that the LECS Program has made significant advancement in learning outcomes and recruitment and hiring of undergraduates from Sacramento State over the past five years. The success of the LECS Program is self-evident, which is why it has become the new 21st century paradigm for law enforcement recruitment in the United States.

The LECS Program is adaptable to change, unlike traditional methods of instruction and recruitment, which take years and even decades to recalibrate their systems. First, the next five years begins with a focus on K-12 students and addressing why exceptional people are needed to perform the role of a law enforcement officer. Inspiration and aspiration to become public safety professionals starts at a very young age, which is why LECS representatives plan to partner with other community partners such as Admissions & Outreach, along with other projects within the community, to connect aspiring



LECS scholar-officers with youth-oriented community organizers to strengthen police-community relationships.

Unfortunately, because a history of distrust of law enforcement exists among many racial and ethnic minorities, it's important that we have honest conversations with parents, guardians and their children, which will give us a greater chance to expand our pool of candidates in the future. In addition, the program seeks to expand its efforts working with high school magnet programs and public safety career academies. The LECS Program is also exploring participating in a writing partners program so the LECS students and elementary school students can participate in a reciprocal activity, e.g. a letter exchange, to enhance academic skills of both college and K-12 students and share information about the program. These volunteer experiences afford LECS students the opportunity to listen and to learn about the communities they will be serving and create a pipeline of diverse future scholar-officers. Our hope is that LECS students will achieve greater impact in the classroom and work to create positive interactions in their communities.

Second, the LECS Program intends to create pathways for students attending a community college who are preparing to attend a 4-year university and dream of later becoming a sworn law enforcement officer after graduation. Our objective is to remove any potential barriers from participation in programs like the LECS Program and provide them with experiential learning opportunities. We intend to expose them to more positive interactions with police along with addressing barriers such as financial constraints. We are currently speaking to community college students, but we want to pursue a transfer certificate program made up of a 2-year associate degree, 2-year bachelor's degree, and a 6-month academy, as a strategic way to enhance opportunities in the public safety workforce for diverse populations.

Third, the LECS Program will strengthen trust and collaborative relationships between police and communities by serving as a bridge on our campus. LECS students gather guidance and strengthen their character by listening to testimonials while working with racial and ethnic minorities and undocumented immigrants. We will continue to explore interdisciplinary and integrative opportunities such as a partnership with the Social Work department for mental health response training and the Spanish department to encourage LECS students to participate in the Criminal Justice Spanish Certificate program beginning in Fall 2021.

One of the barriers to recruiting future scholar-officers on campus is a lack of buy in from campus faculty needed to encourage students to pursue law enforcement professions. For faculty who are disenchanted with traditional law enforcement, the LECS Program offers a new perspective: a "grow your own" equity-minded law enforcement approach. To diversify agencies and help mend trust in communities, the LECS Program needs to continue to build creative connections on campus and with community partners willing to challenge the status quo to prepare the best and brightest public safety personnel in our communities.

The LECS Program can utilize a "win-win" strategy for our students and communities to give students experiential learning opportunities and to expose all to positive interactions with police through a new "Scholar-Officer" model. This model can be expanded within the California State University system with public and private funding for expansion of the LECS Program, which is designed to improve agency diversity, career readiness and cultural responsiveness. Ultimately the LECS Program can create systemic pathways and change, from community to career.



Conclusion

The first five years of the LECS Program revealed positive results on students' career outcomes, academic success, recruitment and hiring, and community relations. Moreover, the LECS Program helps diverse students to prepare for in-demand jobs in 21st-century policing at a time when agencies are having difficulty recruiting women and underrepresented minorities. The LECS Program can be used as a model to develop law enforcement experiential learning opportunities for college students while addressing barriers in recruiting and championing the importance of inclusion and cultural competence in this challenging field. Law enforcement is at a crossroads in our city, the state and nation. The LECS Program is helping to rebuild trust previously lost between multicultural communities and law enforcement. The LECS Program is succeeding using more inclusive methodologies and viewpoints as the approach towards recruitment and hiring, community engagement and training of future officers is ever evolving.

LECS students follow a "Scholar-Officer" mindset while the LECS Program continues to innovate through creative opportunities, leadership capacity and important connections. Proudly, after five experimental and developmental years, we presently know that Sacramento State and the LECS Program are responsible for changes in the skills, habits and attitudes of current and future law enforcement officers. The LECS Program is now a part of the national law enforcement conversation and is recognized across the nation as a leader of innovations, thoughtfully preparing equity-minded future law enforcement officers who reflect our diverse neighborhoods, serve our communities with care, and drive positive change from within.

"I observed the transformation of the students' public demeanor and their new role as a LECS/CHP candidate as it relates to the integrity of the LECS program. The LECS program is an opportunity for the CHP to develop a modern police officer who can be mentally strong, physically fit and morally straight."

- California Highway Patrol (CHP) Sergeant Norman Vandermejde, Ret.





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