



# Board of Peace Officer Standards and Training

## Changes To Minnesota's Preservice Peace Officer Training System



# The state of preservice training across the country

There are only 7 states, including Minnesota, in the U.S. that do not have a uniform state-wide curriculum:

- Kentucky
- Maryland
- Missouri
- Nebraska
- Rhode Island
- West Virginia

# The state of preservice training across the country

- Every state runs some variation of a training academy (except MN)
- Some require post-secondary degrees, many do not
- Training academies deliver a comprehensive training curriculum that encompasses both academic education as well as psychomotor skills and techniques

# The state of preservice training across the country

- These academies are run by:
  - Educational institutions;
  - Local municipal or county agencies;
  - POST Boards; or
  - Some combination
- There are typically two types:
  - Open: open to anyone who qualifies, sometimes referred to as self-sponsored.
  - Closed: only open to applicants who have been vetted and hired by a law enforcement agency.

# The state of preservice training across the country

- Curriculum is set, reviewed and updated by POST in collaboration with practitioners and educators.
- These academies typically have an oversight board or committee that meets at least annually to review curriculum and adjust for the latest best practices, case law developments, etc.
- These committees are typically made up of a mix of practitioners, SMEs, educators and trainers.

# The state of preservice training across the country

- Many states made comprehensive changes to their academy structure and curriculum to reflect best practices and industry demands
  - Move away from block training toward adult learning that relies on progressive skill-building, phased assessments and targeted outcomes.
  - Expansion of training hours and training methodologies to ensure consistency and retention of the training material by participants.



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## Minnesota's Current System

# Minnesota's Current System

- Exclusively run by post-secondary public or private educational institutions (no agency or state programs).
- POST sets broad learning objectives that are updated as legislation changes or case law impacts current practices.
- The development of curriculum is left to the schools providing preservice training.



# Minnesota's Current System

- The system is open to anyone who qualifies after being vetted by a school based on the limited requirements prescribed by POST Board rule.
- The system was designed for traditional candidates who intend to attend school exclusively to become peace officers in Minnesota.
- As a general rule, candidates must attend one of the approved programs to be eligible to take the licensing exam.

# Minnesota's Current System

- If a candidate does not attend an approved PPOE school for their degree, the options are:
  - Have their degree evaluated by a PPOE provider that will then let the candidate know what additional course work they need in order to be eligible. (pathways and certificate programs)
  - **\*NEW\*** - Be hired by an agency and attend the Intensive Comprehensive Peace Officer Education Training program (ICPOET) at one of two pilot schools, administered by the Department of Public Safety under a limited grant program.



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Minnesota's Potential New System

# Why reform the current system?

- Inconsistency of curriculum and training
- Inconsistent or poor assessment/evaluation of results (baseline trained candidates who are ready for agency hire)
- Wide variations in product/outcomes (LE cannot rely on a baseline standard of training and competence from candidates who attended different schools)

# Why reform the current system?

- Not accommodating to non-traditional candidates wanting to enter the profession (Non-CJ degree holders, career changers, out of state applicants)
- Additional coursework requirement for candidates with a criminal justice degree from a non-PPOE school, e.g. the University of Minnesota.

# Proposed Changes to Address Identified Issues

## Complete separation between higher education degree programs and preservice peace officer training

- Post secondary educational institutions regain full control of their degree curriculum

## No more POST-defined learning objectives

# Proposed Changes to Address Identified Issues

The preservice peace officer training program (academy) curriculum will be the sole purview of MN POST as provided in Minn. Stats 626.84 - 626.8516

- The minimum requirement of a two-year post-secondary degree remains in place.
- Entry standards will mirror peace officer minimum selection standards. This is a higher standard than what is imposed by education institutions currently.

# Proposed Changes to Address Identified Issues

- POST will develop a **uniform** curriculum and training regimen that will be delivered by certified organizations in the method and manner prescribed by the Board.
  - Curriculum will cover core competencies, foundational knowledge, performance of peace officer duties, tasks, tools, techniques, and tactics in one full-time regimen.
- Preservice peace officer training will include both the academic and “skills” portions of current PPOE, plus enhancements.



# Proposed Changes to Address Identified Issues

- Any two or four year degree holder who is qualified can attend, regardless of the degree's area of study (same as ICPOET pilot programs).
- Preservice program may be delivered by approved post-secondary educational institutions as well as approved law enforcement agencies.

# Proposed Changes to Address Identified Issues

- Curriculum and evaluation metrics will be created by subject matter experts, educators and practitioners facilitated by POST.
  - Curriculum will be reviewed and updated annually by a standing advisory committee to the board.
- Directors and Instructors teaching the pre-service program will likely include a combination of FT staff and adjunct faculty (in the case of educational institutions) and agency staff, guest instructors and SMEs (in the case of law enforcement agencies).
- There will be a standardized vetting system for program applicants that mirrors minimum selection standards to ensure applicants are qualified to be hired as officers post training.

- Consistently trained officers, regardless of where they attend preservice.
- Superior ability to assess preservice outcomes and address shortcomings.
- Accessible to non-traditional degree holders.
  - Non-traditional candidates improve the quality of peace officers through diversification and broader life experience.
- Agencies will have a clear path to hire and fund candidates.
- Additional opportunities for state financial support to help address the recruitment and hiring crisis.
- More efficient.

# Questions?