

Comprehensive Transition to Academy Model

Implementation Tasks	Resource Allocation
<ul style="list-style-type: none"> • Update Job Task Analysis (JTA) • Refine all preservice learning objectives with focus on entry-level officer requirements and improve clarity & efficacy of assessment and accountability • Design & Develop Benchmark Assessments • Develop program map • Finalize and validate program and integrate into updated licensure examination • Certify academy providers based on updated program requirements • Select pilot program(s), test and evaluate • Deploy fully according to Board approved timeline • Plan for current and mid-program candidates' navigation of transition • Communication/rollout plan • Create stakeholder advisory committee to meet annually 	<ul style="list-style-type: none"> • POST Project Lead and manager • POST Preservice Education Coordinator • POST Testing and Licensing Coordinator • Contracted Project Lead • Contracted Instructional Designer • Contracted Psychometrician • POST facilitate work with single source vendor (Kansas) and pilot skills school • Single source contract allocation

Cost	Rule changes	Legislative Changes	Timeline
~ \$1,000,000 depending on SOW	Comprehensive changes to 6700.0300 and .0400	Minimal - technical language changes. Minn. Stats. 626.843 and 626.845	3-5 years from initiation to implementation -Will also require a phase out timeline for current PPOE enrollees

PRO	CON
~IADLEST deficiencies will be addressed.	~Most time consuming of options available
~In line with national best practices and integrated learning	~Strong resistance from some quarters
~Aligns with Board's long-term goal to modernize preservice training	~High complexity
~Improved input from practitioners and customers	~Will require a lot of resources, both in cost and personnel
~More flexibility and agility to address changes in the profession	~Some may argue it reduces educational opportunities
~Better oversight and ability to evaluate results and effectiveness	~Complex transition period
~Clear path for career changers and Non-LE degree holders	
~Potential for future state funding (ICPOET)	
~Minimum selection standards uniformly enforced	
~Utilizes current "skills" schools (regional representation)	
~Ensures consistency in preservice training state-wide	
~System is focused on effective training and results, not enrollment concerns	
~Brings control of preservice back to the profession/practitioners/SME's/public	
~Reduced costs for applicants with degrees from "non-PPOE" schools	
~Possible reimbursement to agencies and candidates for cost of training, salary, etc.	
~Removes need for multiple pathways to licensure	
~Opportunity for closer alignment between preservice and in-service training	
~Provides agencies opportunity to be vertically integrated in hiring	
~Benefits underserved communities in that academy would be lower cost than current non-traditional route where students likely spend another year (time and tuition) completing PPOE	

Standardization/Integration of Categories 3-4 "skills"

Implementation Tasks	Resource Allocation
<ul style="list-style-type: none"> • Refine preservice learning objectives focus on categories 3 and 4 • Enhance practical application of concepts from categories 1 and 2 to 3 and 4 • Develop program map • Specify programming time (hours) • Update licensure examination • Recertify Skills providers based on updated program requirements • Select pilot program(s), test and evaluate • Deploy fully to skills schools according to Board approved timeline • Update JTA • Review current training to figure out what's missing or inconsistent • Get feedback from instructors and students after pilot programs 	<ul style="list-style-type: none"> • POST Project Lead and manager • POST Preservice Education Coordinator • POST Testing and Licensing Coordinator • Contracted Project Lead • Contracted Instructional Designer • POST facilitate work with single source vendor (Kansas) and pilot skills school(s) • Single source contract allocation

Cost	Rule changes	Legislative Changes	Timeline
\$200,000 to \$500,000 depending on SOW	Technical changes to 6700.0300 and .0400 focused on skills	Minimal - technical language changes. Minn. Stats. 626.843 and 626.845, if any	2 years from initiation to implementation

PRO	CON
~Some IADLEST deficiencies will be addressed	~Lacks full integration of categories 1 and 2 with "skills" (maintains "block" training model)
~Improved input from practitioners and customers	~Training disparities in non-skill areas remain
~Better predictability/expectations for agencies for a basic uniform level of training regardless of which program was attended	~Ability to assess/evaluate effectiveness is limited in that variables in categories 1 and 2 are not controlled
~Better oversight and ability to evaluate results and effectiveness	~Does not allow for vertical integration of agency recruitment and hiring
~Clear path for career changers and Non-LE degree holders (If ICPOET Model is followed)	
~Potential for future state funding (ICPOET)	
~Minimum selection standards uniformly enforced	
~Utilizes current "skills" schools (regional representation)	
~Possible reimbursement to agencies and candidates for cost of training, salary, etc.	
~Shorter timeframe/phase-in/phase-out	
~Create stakeholder advisory committee to meet annually	

Implement Rule 6700.0400 - Schools must provide all learning objective categories in order to be certified

Implementation Tasks	Resource Allocation
<ul style="list-style-type: none"> • Refine all preservice learning objectives with focus on entry-level officer requirements and improve clarity & efficacy of assessment and accountability • Enhance practical application of concepts from categories 1 and 2 to 3 and 4 • Design & develop benchmark assessments • Recertify PPOE providers based on updated program requirements (integration of all LO categories) • Update JTA • Create criteria to check if schools are ready to teach every category • Create stakeholder advisory committee to meet annually 	<ul style="list-style-type: none"> • POST Project Lead and manager • POST Preservice Education Coordinator • Contracted Project Lead • Contracted Instructional Designer • POST facilitate work with single source vendor (Kansas) • Single source contract allocation

Cost	Rule changes	Legislative Changes	Timeline
~ \$200,000	Technical changes to 6700.0300 and .0400	Minimal - technical language changes. Minn. Stats. 626.843 and 626.845, if any	2 years from initiation to implementation

PRO	CON
~Relatively little change – all skills schools remain in operation	~Lacks full integration of categories 1 and 2 with "skills" (maintains "block" training model)
~Possibly lower variation in how candidates are trained due to reduced number of schools	~Less variation and consistency is not guaranteed
~No changes required in funding mechanisms	~Ability to assess/evaluate effectiveness is limited in that variables in categories 1 and 2 are not affected/uniform
~Improved possibility for collaboration among providers	~Efforts at collaboration and uniformity of training is random and subject to unknown variables between providers
~Increase acceptance for further standardization in the future	~Does not allow for vertical integration of agency recruitment and hiring
~Better opportunity for oversight	~Relatively little to no ROI is likely
~Easier to enforce minimum selection standards	~Does not address IADLEST audit issues
~Utilizes current "skills" schools (regional representation)	
~Each school will know exactly how categories 1 and 2 are being taught and can more easily address gaps, shortcomings, etc.	
~Shorter timeframe/phase-in/phase-out	
~Improved accountability	
~Eliminates the break/hand-off of students from non-skill schools to skills schools	



Board of Peace Officer Standards and Training

1600 University Avenue, Suite 200, Saint Paul, MN 55104

(651) 643-3060 | www.mn.gov/post

ITEM 13b

DATE: June 11, 2025

TO: MN POST BOARD

FROM: POST Staff

SUBJECT: PPOE Coordinator Focus Group Summary

As directed by the Rules Committee and POST Board, POST Staff hosted a focus group meeting with PPOE Coordinators who have not yet been a part of the rulemaking process to discuss the standardization of and proposed changes to peace officer preservice education (Administrative Rules 6700.0300 and 6700.0400). The rule drafts presented to the focus group were the same as those provided to the POST Board at its meeting on April 24, 2025. During the focus group meeting, which was held on May 19, 2025, PPOE Coordinators (22) were asked to consider and answer the following questions below.

- How can standardization be achieved in the current PPOE model?
- How can standardization be achieved outside of the PPOE model?
- When considering the proposed rule drafts, what sections or segments of the proposed rules do you support, and which do you oppose?
- Why do you support or oppose the rule segments you identified?

Summary

The PPOE Coordinators, or participants, were opposed to the complete standardization of peace officer preservice training as described in the proposed rules. The basis for opposition to the proposed rules were academic freedom, quality, accessibility, and cost. After much discussion, participants came to the consensus that, if the POST Board does decide to standardize preservice education, it should start with the psychomotor skills component. Those who spoke in support of the standardization of skills made comments such as, “standardizing skills should be relatively easy” and “we should 100% standardize skills.” Participants, especially the coordinators of programs that offer the skills component, stated they would like to actively participate in the development of the standardized program when the POST Board officially begins that process. After reaching consensus on how standardization could be achieved in the current PPOE system, the group discussed what areas of skills could or should be standardized, to what extent, and who should determine the standards.

During their discussion, participants advocated for an advisory group (as included in the proposed rule) to assist in the development a standardized skills program. The coordinators stated the advisory group should consist of subject matter experts and PPOE Coordinators in order to ensure the program accurately reflects best practices and current law. During the meeting, POST Staff relayed the training deficiencies brought up by law enforcement practitioners during their

focus group meetings. The coordinators stated that learning objectives subject to standardization within skills should include the new hire deficiencies identified by law enforcement. The non-exhaustive list of specific learning objectives participants stated should be standardized in skills includes:

- defensive tactics/use of force,
- firearms (specifically the final course of fire and the percentage required to pass the final qualification),
- physical training (specifically the final PT test),
- evidence collection,
- report writing, and
- constitutional law.

When discussing who should be responsible for establishing the new standards (i.e. the schools, law enforcement, or the POST Board), one participant openly opined that the board should decide to ensure the standards are followed. On this topic, the group discussed the fact that, some years ago, the skills PPOE Coordinators got together to discuss what and how they could standardize their programs. From what POST staff gleaned from this conversation, decisions and agreements were made during that process but the work failed to come to fruition. This would not happen if the POST Board set/determined program standardization as the POST Board is the regulatory entity with jurisdiction over peace officer preservice training and education. During this conversation, a few coordinators offered to develop a working group to begin the standardization process among the schools as opposed to leaving it to the board.

Points for the Board's Consideration

After discussing the training deficiencies noted by law enforcement, one member of the group stated that a contributing factor may be the length or duration of skills. According to the PPOE Coordinators, skills used to be 12 weeks. In recent years, skills was shortened to 10 weeks and then again to 8 weeks. This discussion led to the conclusion that skills may simply not be long enough to thoroughly cover the learning objectives, let alone sufficiently integrate them. This point was highlighted by one coordinator who stated their school had to move traffic code to the academic portion of their program because they couldn't fit it into skills after reducing the program to 8 weeks. During this discussion, there seemed to be a general consensus that the skills programs are not long enough.

During the meeting, it was mentioned that the instructor requirements listed in the proposed rules were appreciated and beneficial for ensuring qualified individuals are teaching future law enforcement officers (this isn't to say individuals aren't qualified now, but the rule makes the requirements and expectations explicit).

While discussing the standardization of skills, several individuals stated that it may be hard to tell skills to standardize when the academic schools themselves produce students with different skills and knowledge sets – which in some instances forces skills providers to pick up the slack. On this topic, the group debated how schools covering the academic portion of preservice training

could “tighten” up their programs to better prepare students for skills. One coordinator suggested that while the POST Board works to standardize skills, they should also work to enhance the other learning objectives by adding more “meat” so there is no question as to what should be covered or how those learning objectives should be integrated in the academic “classroom” portion of preservice training.

Toward the end of the meeting, one coordinator asked if the POST Board intended to switch to an all or nothing model (meaning schools have to teach all of the learning objectives or they can’t be certified). The group was informed that this was a decision for the POST Board¹ to make, but that it could be a possibility.

In conclusion, if the POST Board decides to move forward with the standardization of peace officer preservice training, there is consensus among the PPOE Coordinators who participated in this focus group that the board should start with skills. The coordinators would like to be included in the standardization process and offered up several ideas regarding what and how standardization could be achieved. The two areas of the proposed rules that were supported by the group were 1) the creation and use of an advisory group to develop the standardized training program and 2) the detailed instructor requirements.

¹ Administrative Rules 6700.0300 and 6700.0400 do not call for a bifurcated training system (i.e. academic training and psychomotor skills training). The current bifurcated system is the result of how the colleges and universities have decided to organize and manage the learning objectives provided to them by the POST Board. Administrative Rule 6700.0300 subpart 3 suggests that PPOE providers are expected to provide instruction on all of the learning objectives. However, to date, the rule has not been enforced in that manner.



Board of Peace Officer Standards and Training

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ITEM 13c

DATE: June 11, 2025

TO: MN POST BOARD

FROM: POST Staff

SUBJECT: Community Member/Representative Focus Group Summary

As directed by the Rules Committee and POST Board, on May 20, 2025, POST Staff hosted a focus group meeting with community members/representatives to discuss the standardization of and proposed changes to peace officer preservice education (Administrative Rules 6700.0300 and 6700.0400). The rule drafts presented to the focus group were the same as those provided to the POST Board during its April 24, 2025, meeting. At the start of the focus group session, POST Staff asked the participants how familiar they were with peace officer preservice training. The group's familiarity with preservice education ranged from "very familiar" to "not familiar at all." Staff then presented a slide deck that provided the community representatives information on how preservice training is currently done in the State of Minnesota. The community representatives were then asked to consider the following questions and provide their input.

- What shortcomings do you believe exist within the current PPOE system?
- Do you believe standardization could rectify the issues within the PPOE system?
- To what extent should the Board standardize preservice training?
- Do you think members of the public would be better served as a result of a standardized training regimen?

The community representatives reached consensus and stated the POST Board should standardize preservice training. One member was in favor of full standardization, while others felt a more gradual approach to standardization would be appropriate (i.e. the standardization of skills). Community members considered standardization a perfect opportunity for community involvement and posited the process should be viewed by everyone (community members, colleges, and law enforcement) as an opportunity rather than a form of corrective action. The community members discussed the questions above and offered the following opinions:

- The current system seems to make it difficult for the board to gauge compliance with the learning objectives.
- Its problematic recruits are exiting training with different skill sets and levels.
- Standardization could have promising results if done collaboratively.
- Standardization seems like a best practice we should adopt.

During the meeting, the community members/representatives asked what the standardized program would look like. Staff informed the group that the program and its content was yet to be determined, but that the current learning objectives would most likely be used as a starting point or base for the program. The community representatives stated they would like to continue to be a part of this

process and that, when the time comes, they want to help the POST Board determine what training standards to implement. Specifically, one group member stated, “we recognize the upside of standardized education . . . we also want to make sure that the standards which get chosen reflect community input.” On this matter, the community representatives expressed their support for the provision in the drafted rule which states the program will be developed with an advisory group consisting of subject matter experts. Lastly, the community members opined that the program should not be so rigid that instructors are disallowed from extrapolating (to an extent) on certain learning objectives. For example, one community member stated they would like instructors to be able to expand on topics, like pretextual stops, to discuss their implications in minority communities as opposed to only permitting instructors to cover statutes and case law.

In conclusion, the community representatives were in favor of standardizing preservice training with the majority stating standardization should begin with skills. The group felt this endeavor would be a great opportunity for community involvement and stated they want to help when the time comes.

Minnesota CLEO Pre-Service Survey

June 2025

126 Total CLEO Responses



BACKGROUND

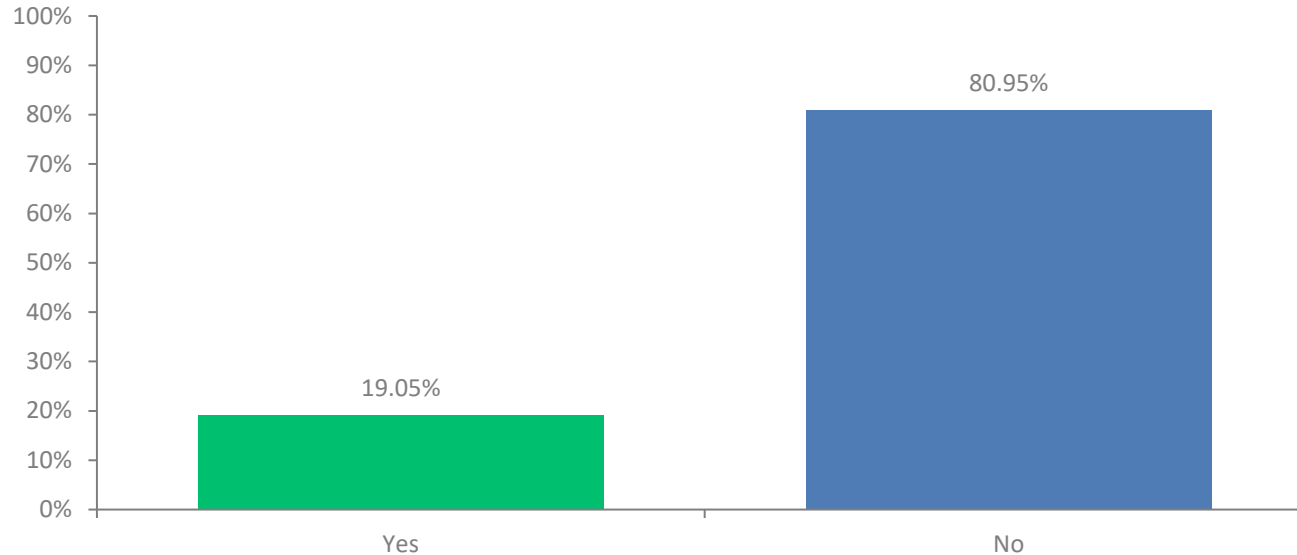
- *No major POST pre-service improvements or restructuring in almost 50 years while policing continues to change.*
- *ICPOET and Pathways to Policing created by outside entities in recent years to fill gaps in the POST pre-service training.*
- *2020 IADLEST Audit.*
- *Course content and outcomes vary greatly throughout the state.*
- *Minnesota is one of the only states that uses an entirely college-based system.*
- *Minnesota is only one of seven states that does not have a standardized curriculum or training protocol for preservice peace officer training.*
- *Survey used to determine needs from POST's end users; law enforcement agencies and communities.*



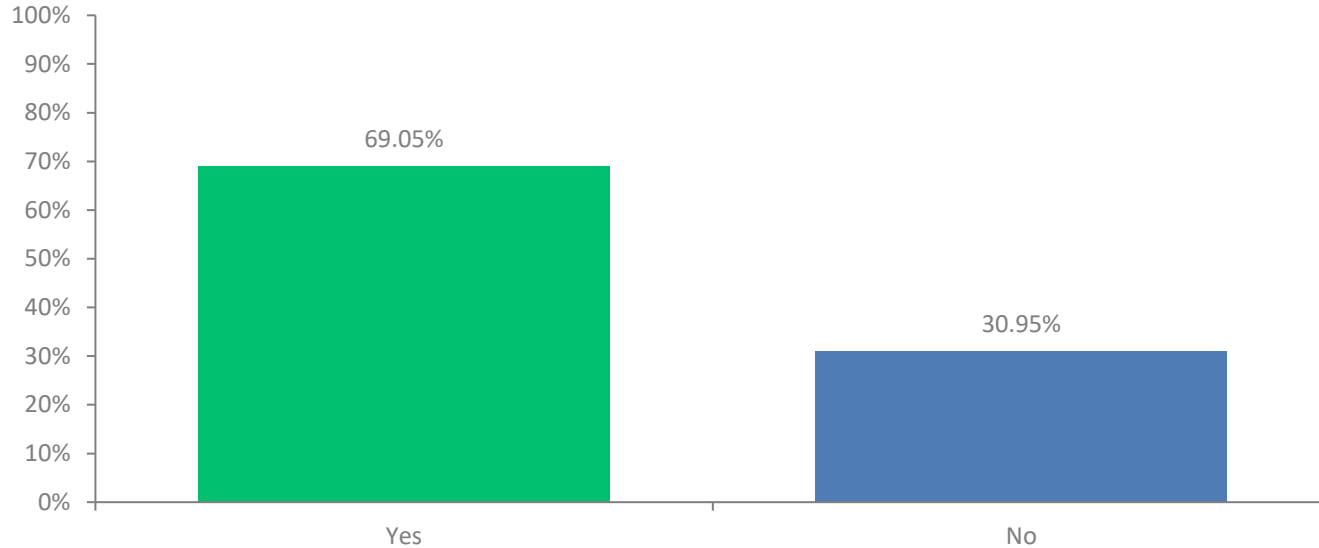
Q1: What is your position with your agency?



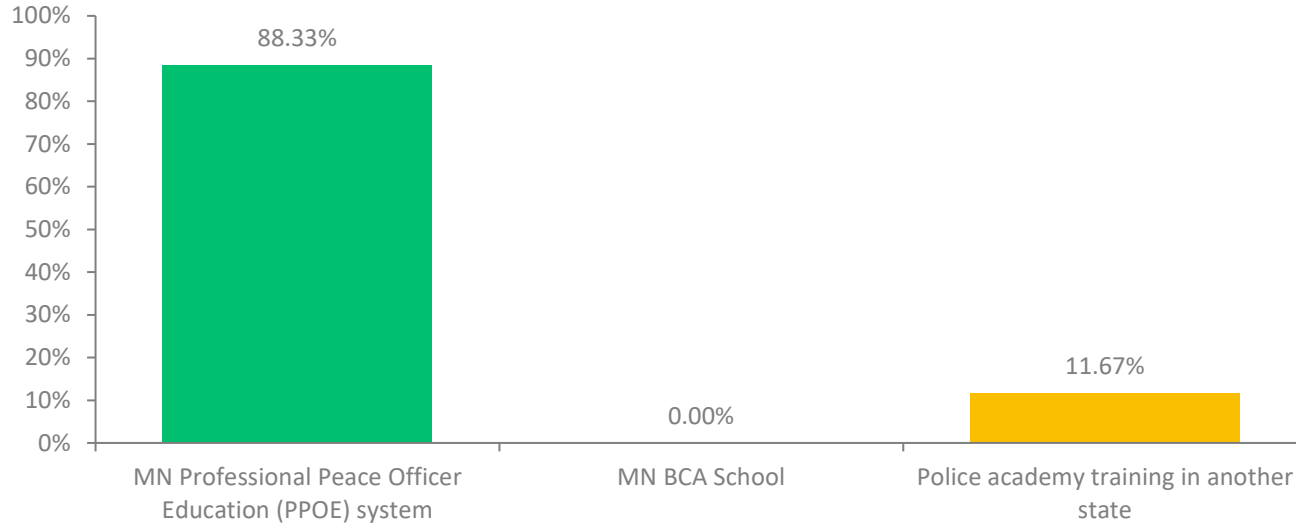
Q2: I have participated in or been a part of a preservice focus group and/or academy preservice presentation with POST staff.



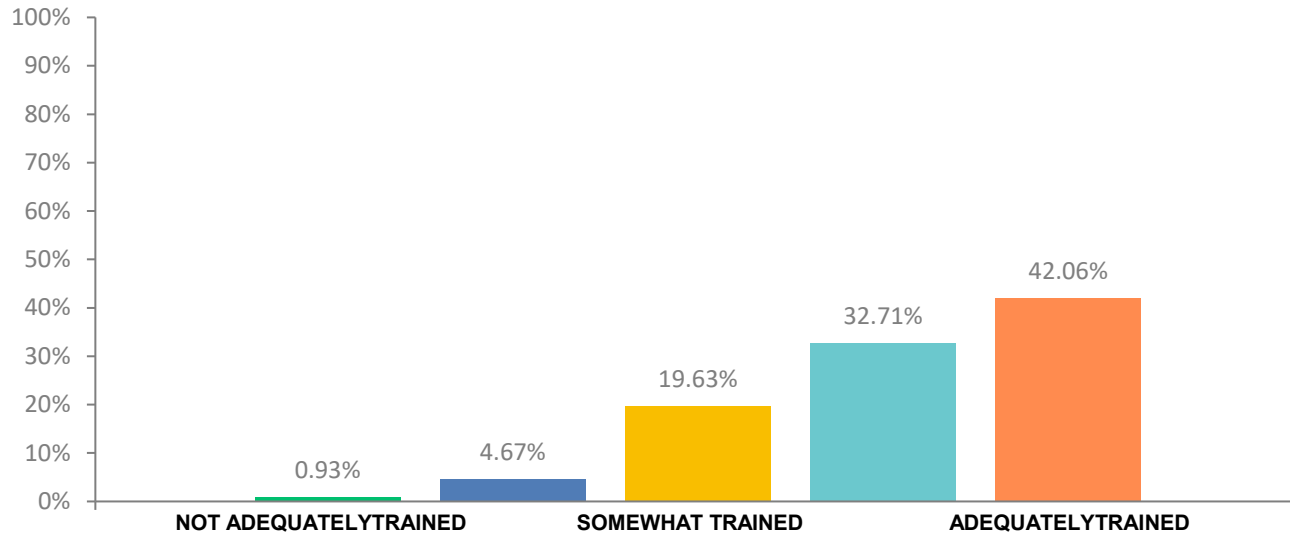
Q3: Are you directly involved with orientation and training of newly hired officers?



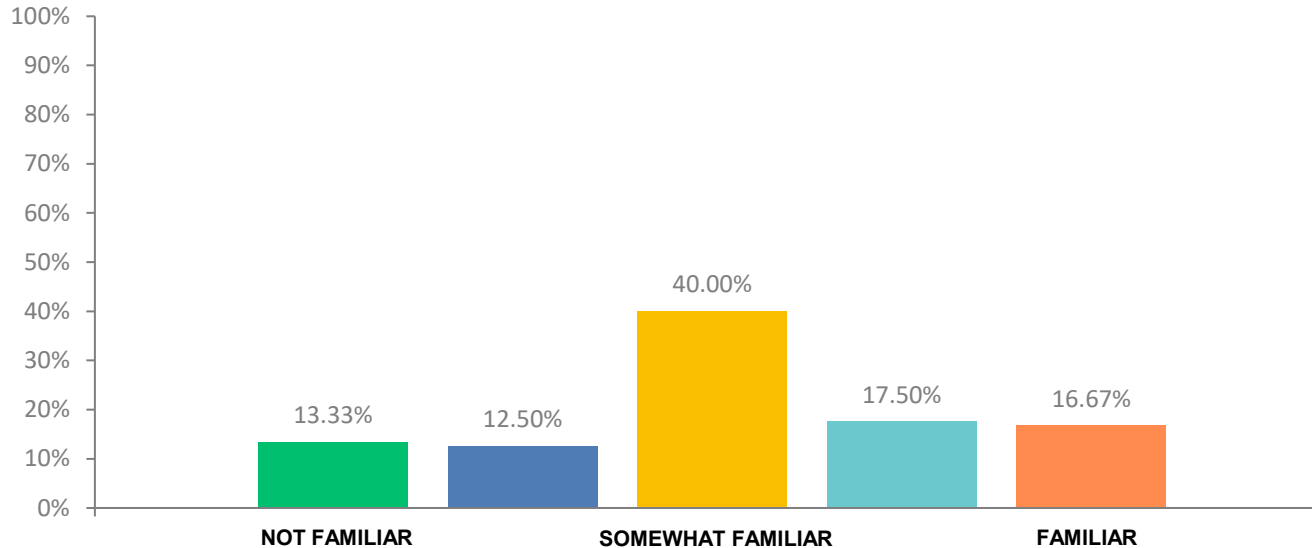
Q4: Where did you receive your pre-service training?



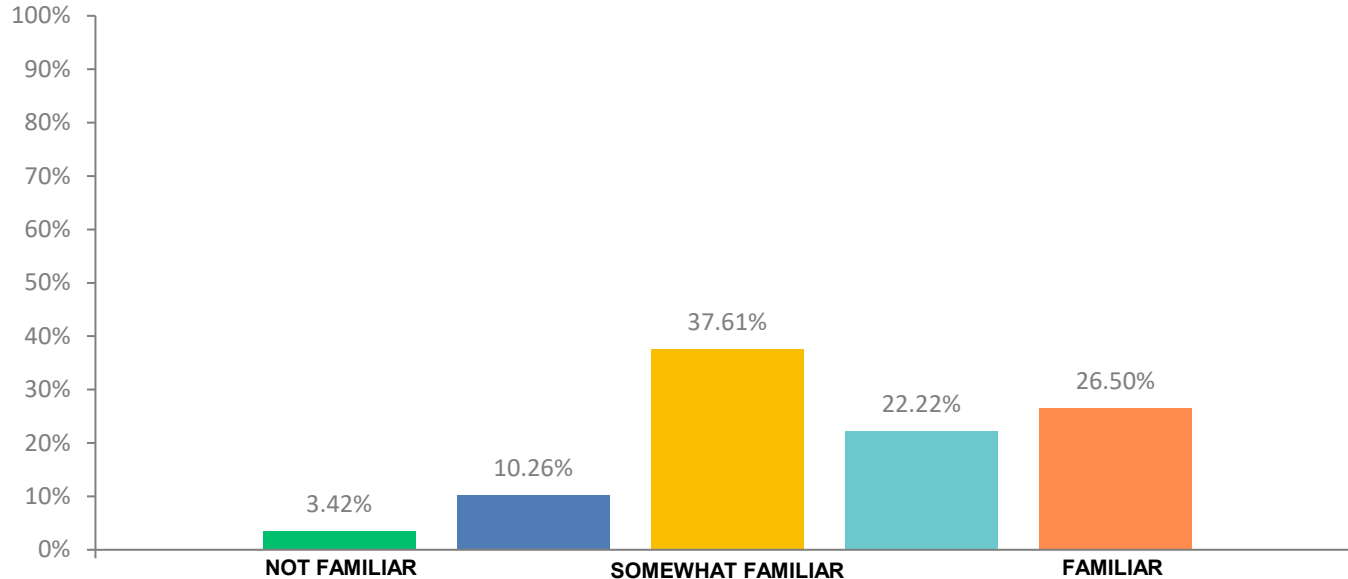
Q5: If you received your preservice training via MN POST PPOE, do you feel you were adequately trained for basic police work upon hire?



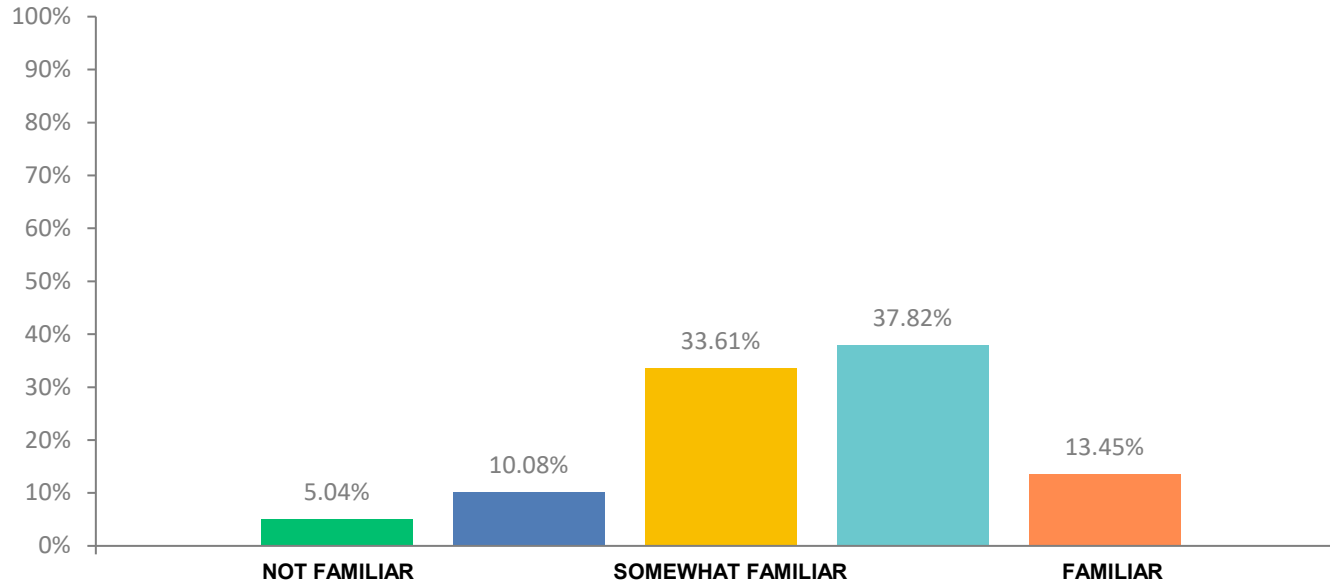
Q6: Adult Learning - An "Integrated curriculum" in law enforcement training is a teaching approach that combines various subjects, skills, and knowledge areas into a unified and cohesive learning experience, rather than teaching them in isolation or "silos". The goal is to provide recruits with a more holistic understanding of law enforcement work by blending theory and practical application across different topics. Rate your familiarity with integrated curriculum concepts.



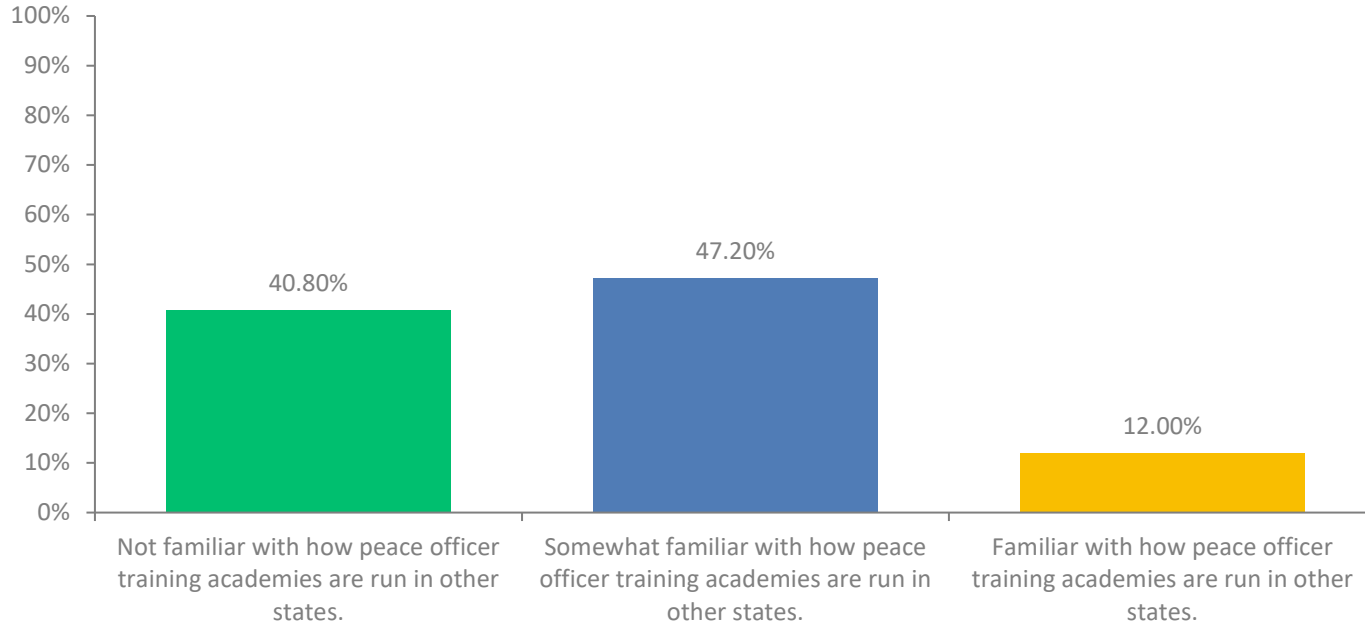
Q7: I am familiar with adult learning principles in education settings.



Q8: I am knowledgeable on topics related to best practices in peace officer preservice training.

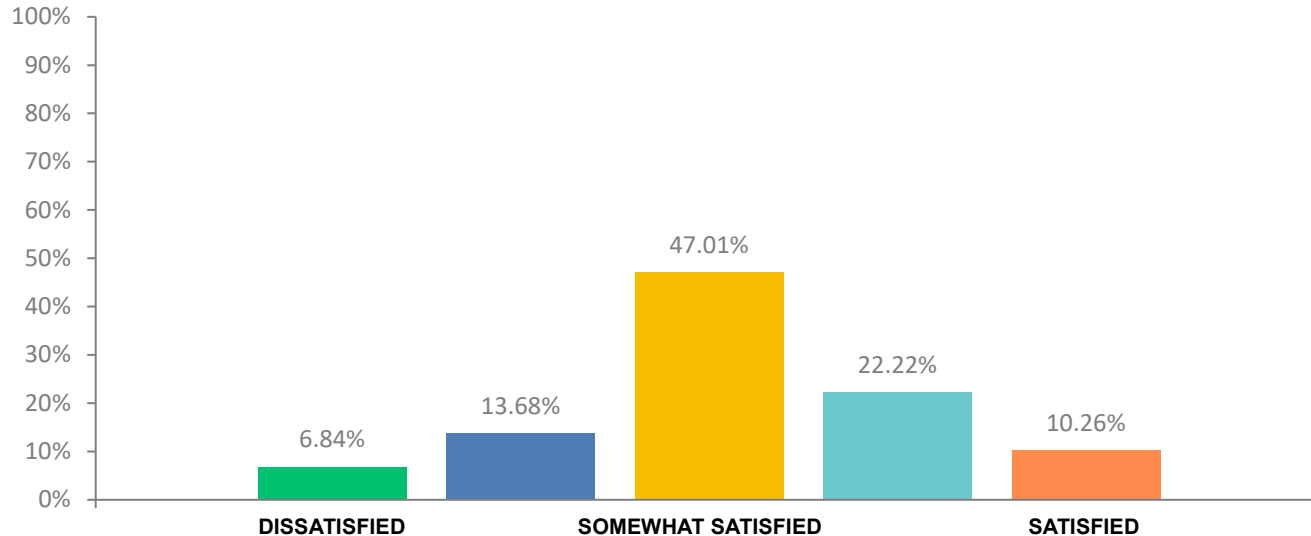


Q9: I am familiar with how peace officer training academies are run in other states.

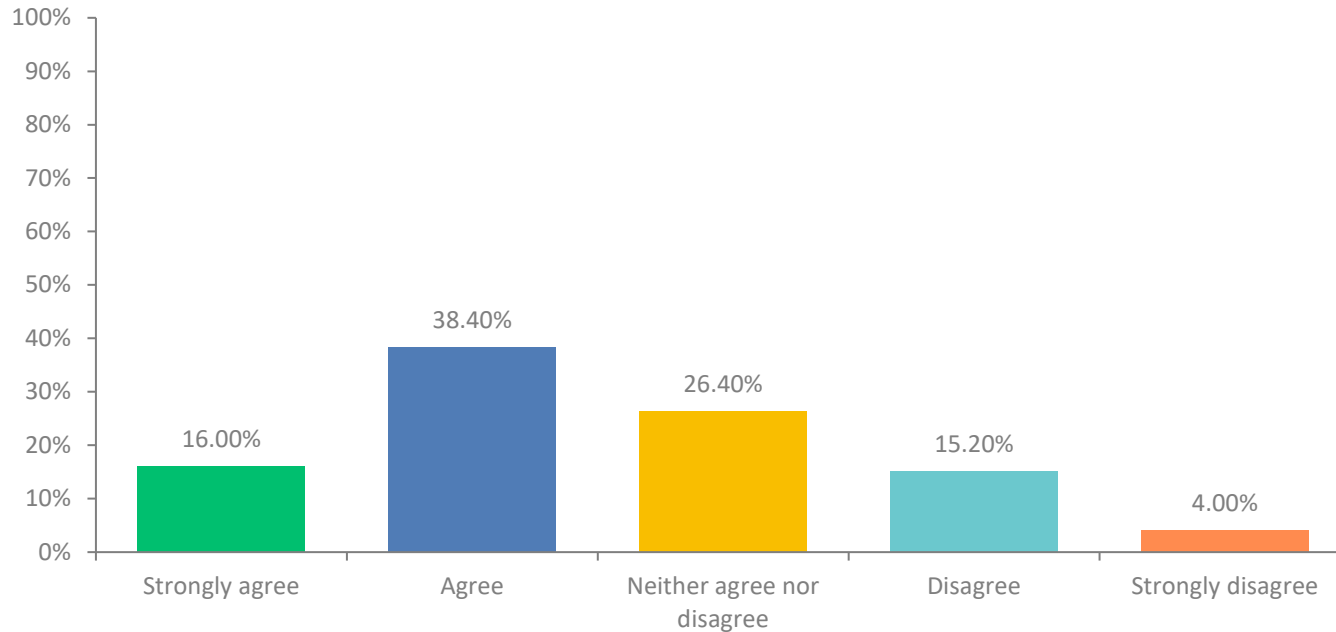


Q10: Current PPOE System-

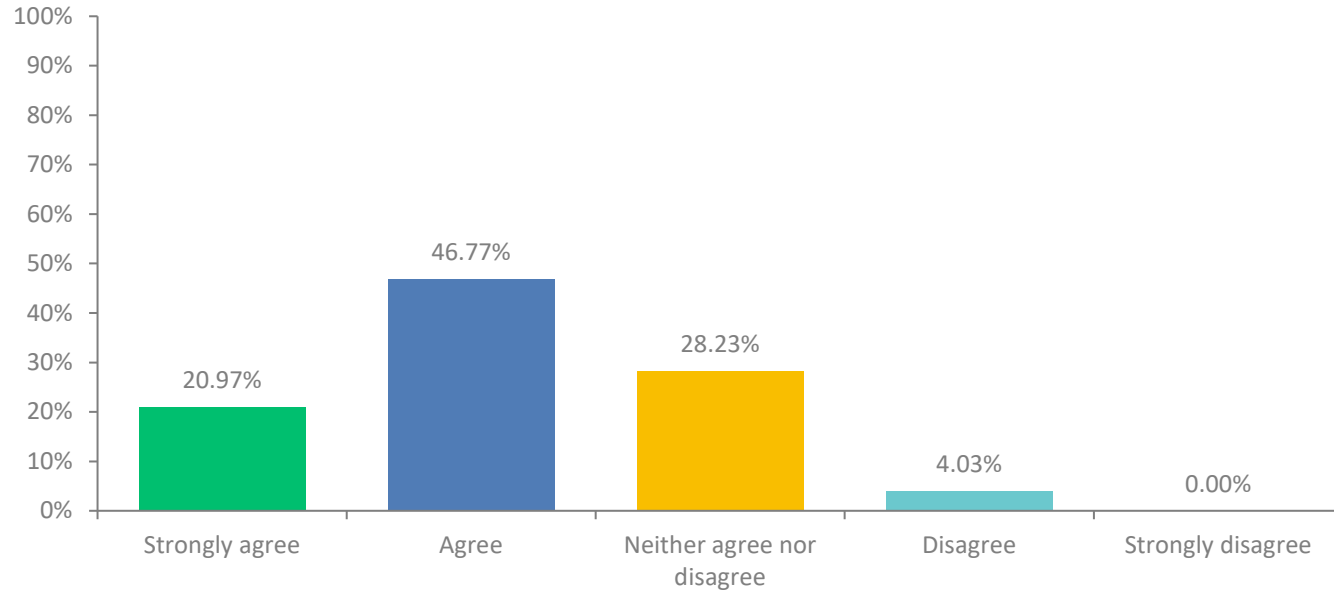
Please rate your satisfaction with the overall quality of PPOE graduates entering employment with your agency.



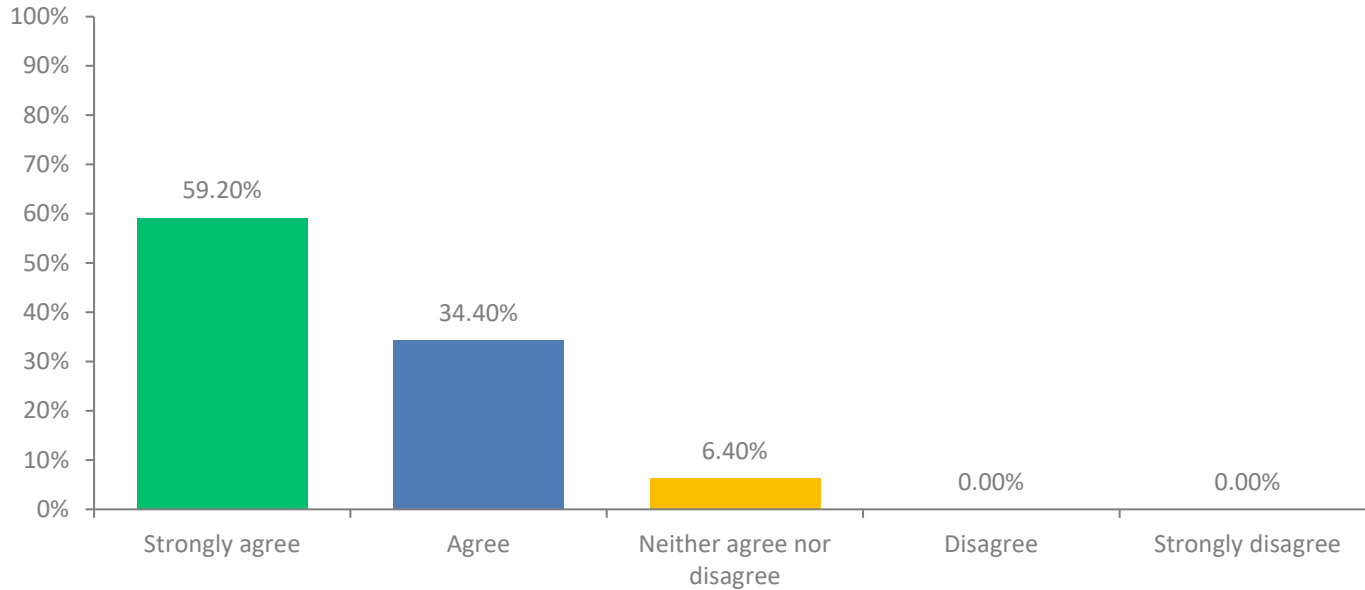
Q11: In my experience, new hires from PPOE are not able to enter field training without some type of retraining in basic skills.



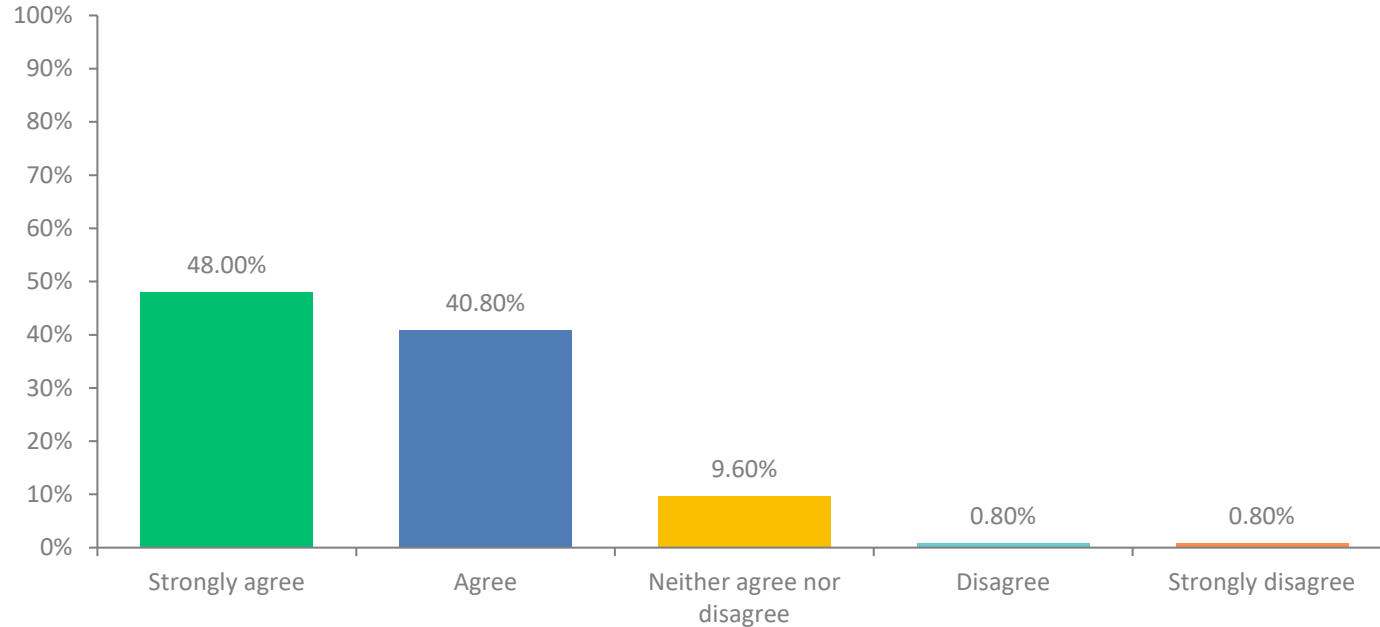
Q12: I have noticed different levels of preparedness for field training when I have hired PPOE graduates that attended different PPOE schools.



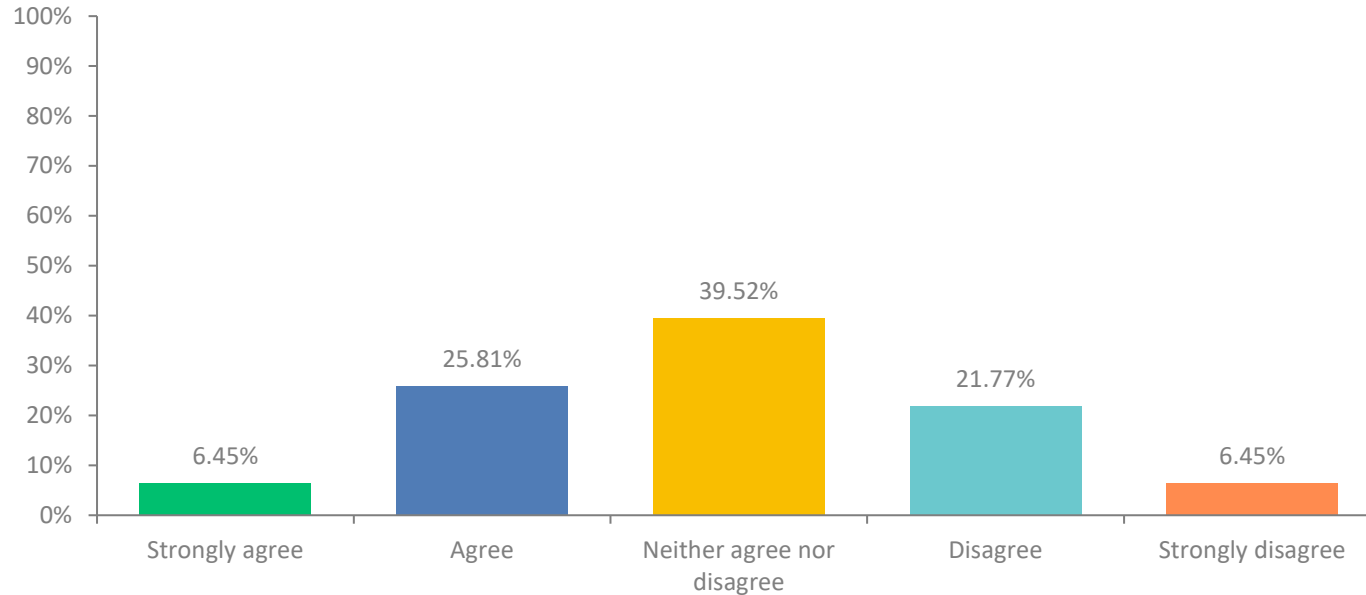
Q13: I think it is important to ensure recent preservice training graduates are trained to a consistent, foundational level regardless of which PPOE school they attended.



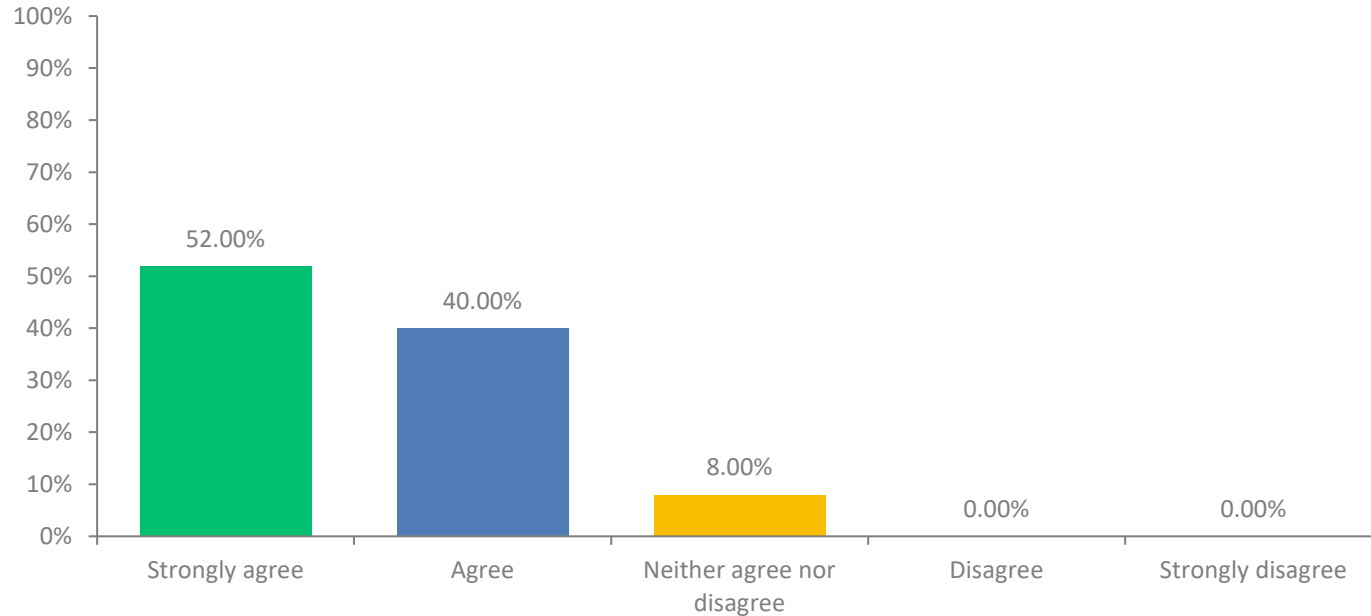
Q14: I think it is important that career-changers and those that hold non-law enforcement post-secondary degrees have a clear and efficient path to enter the profession.



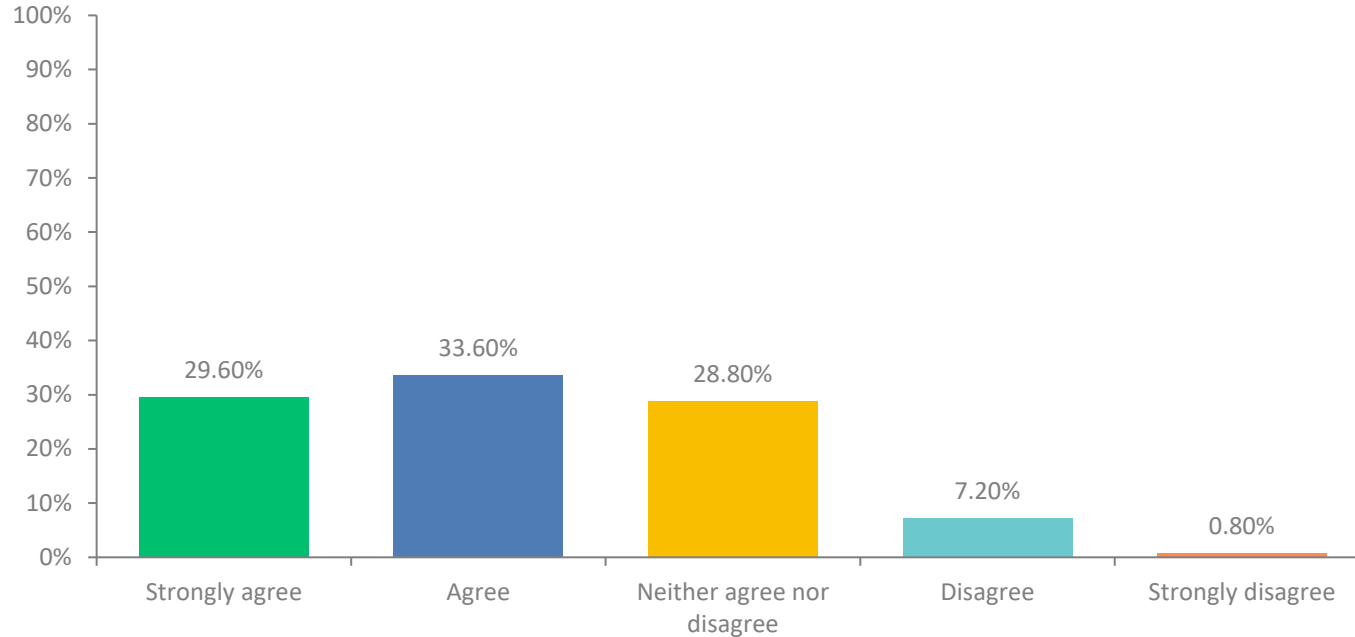
Q15: I believe our current PPOE system gives non-law enforcement post-secondary degree holders and career-changers a clear path to licensure.



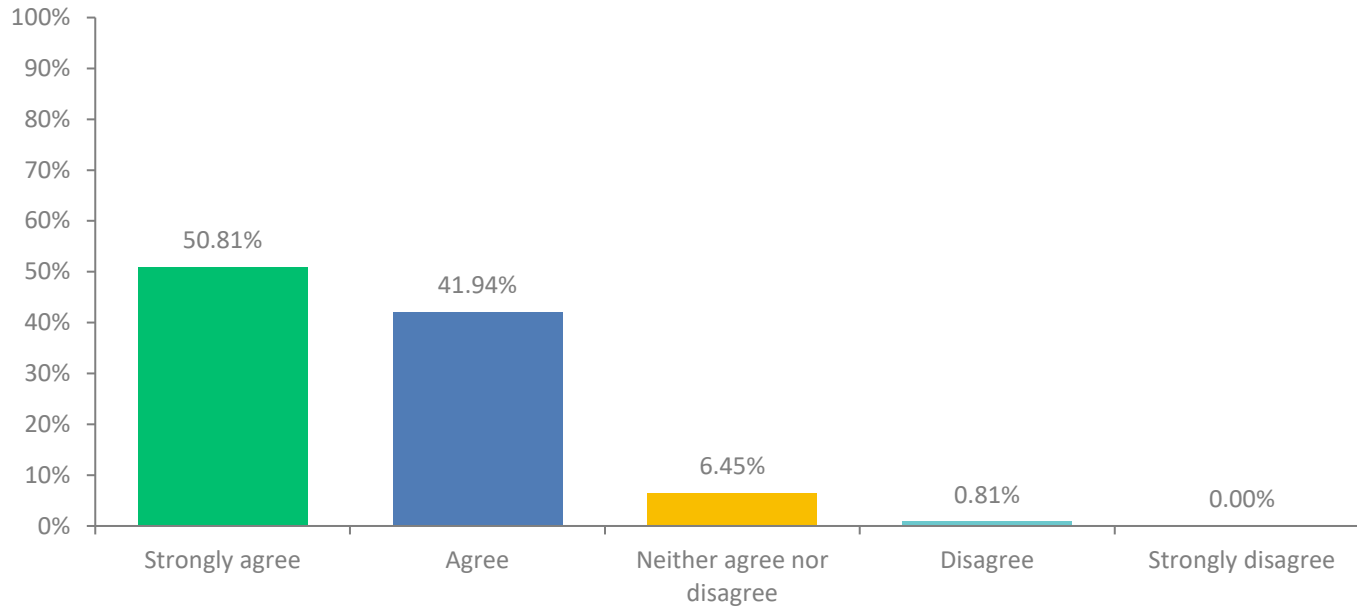
Q16: I believe there should be standardization of preservice training/curriculum across all PPOE providers.



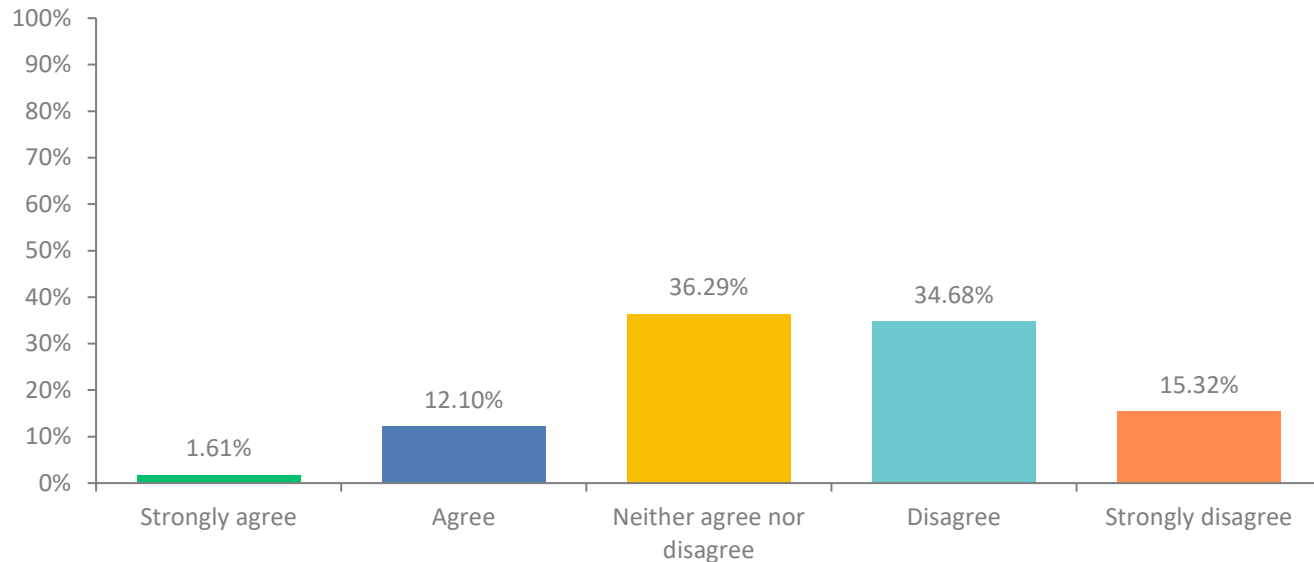
Q17: I think that higher education has too much input and influence in peace officer preservice training.



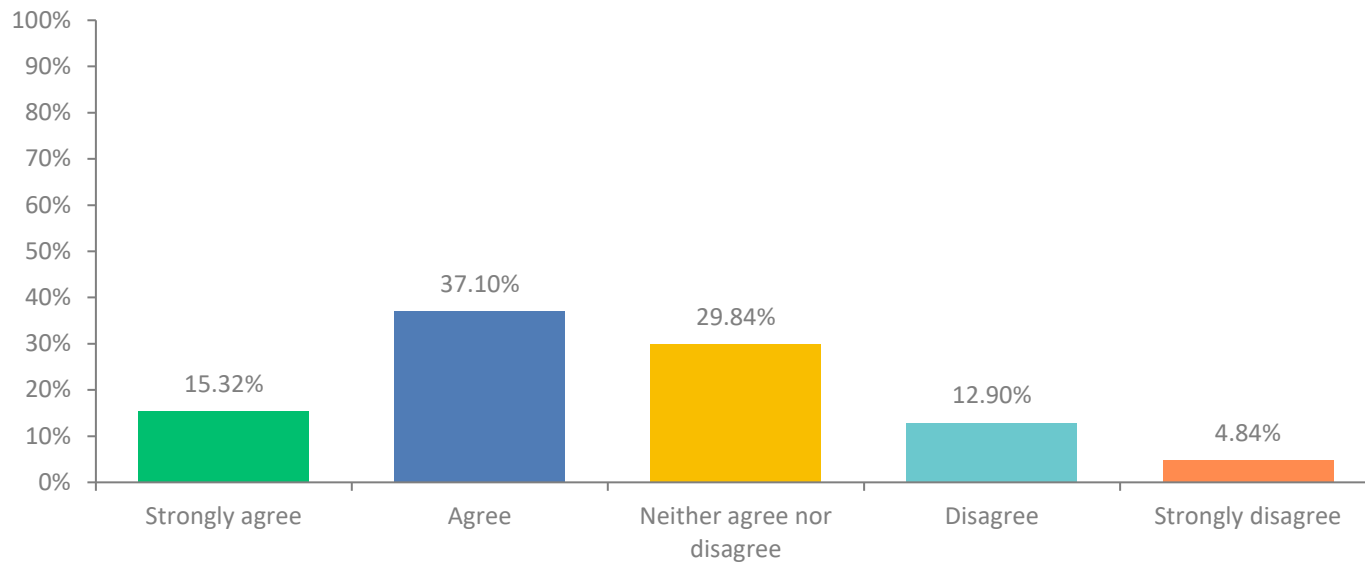
Q18: I think that law enforcement professionals, practitioners, and subject matter experts in the area of policing should have more input/influence in peace officer preservice training.



Q19: I think that Minnesota's current PPOE system is efficient, up to date, and does not need to be changed; i.e. the quality of preservice training does not need improvement.

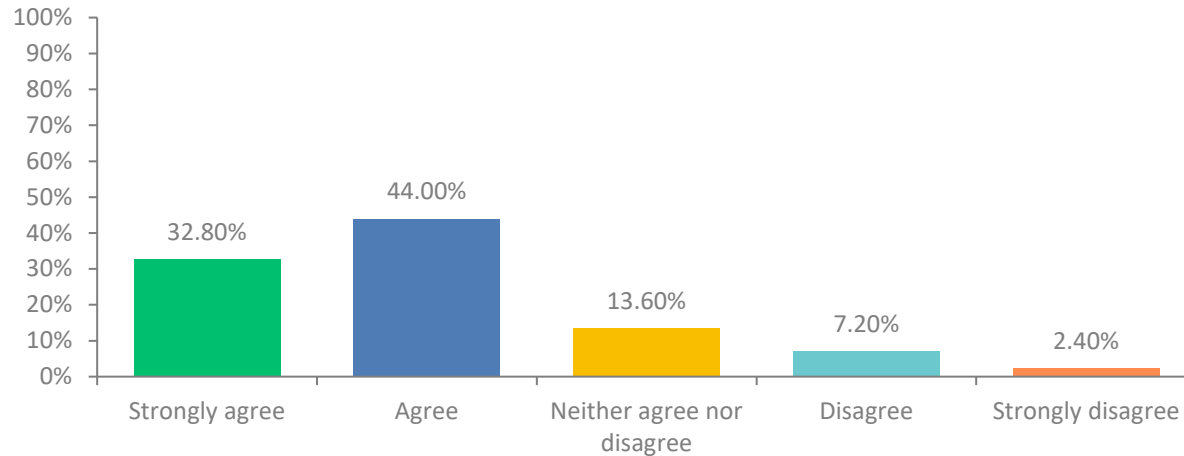


Q20: I think that Minnesota's current PPOE system is inefficient, outdated, and needs to be changed to improve the quality of preservice training.



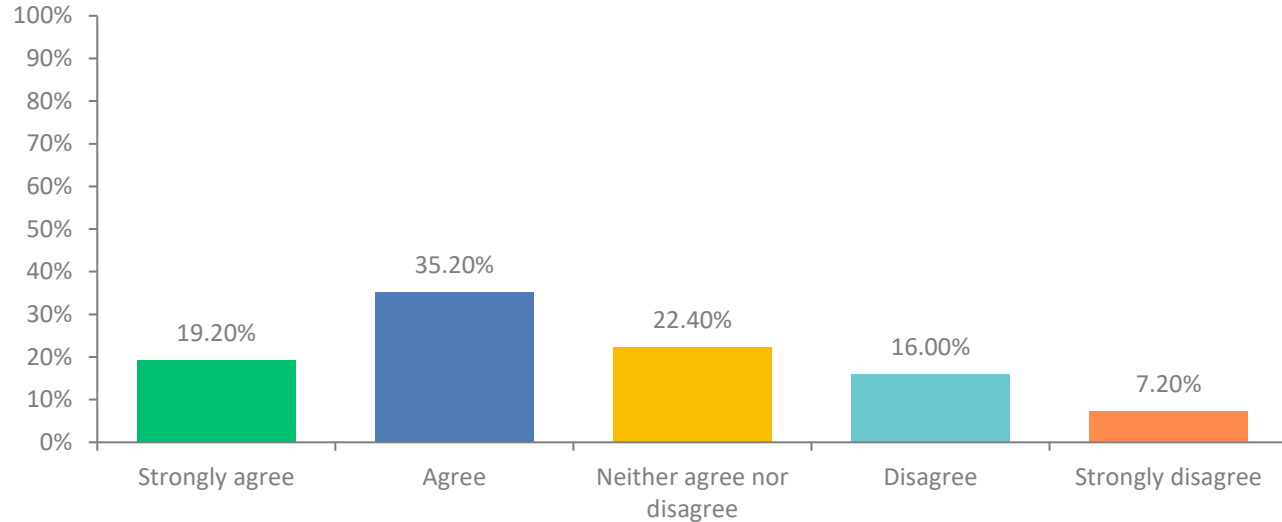
Q21: Future Pre-Service Options - Generally, a Peace Officer Training Academy is a specialized training facility where individuals interested in becoming law enforcement officers receive formal training in a standardized program. Training academies can be run by local or state law enforcement agencies, educational institutions, POST Boards, or some combination thereof. These academies deliver a comprehensive training program that encompasses both academic education as well as psychomotor skills and techniques. In short, training academies are designed to provide individuals interested in a career in law enforcement with the basic skills and knowledge necessary to become a peace officer regardless of what post-secondary degree they possess, or previous work experience they have in another field.

I would support an academy system with a standardized curriculum/program that ALL peace officer preservice training providers would have to adhere to and deliver.

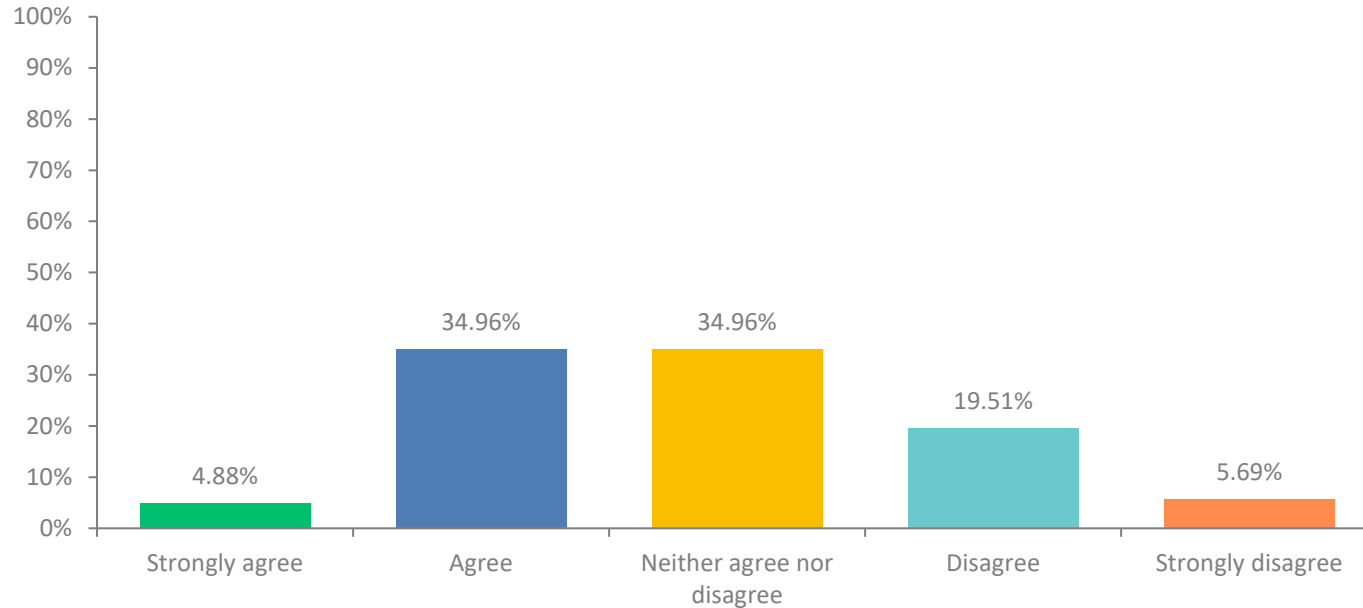


Q22: The following statements assume a standardized curriculum/program, regardless of who runs it.

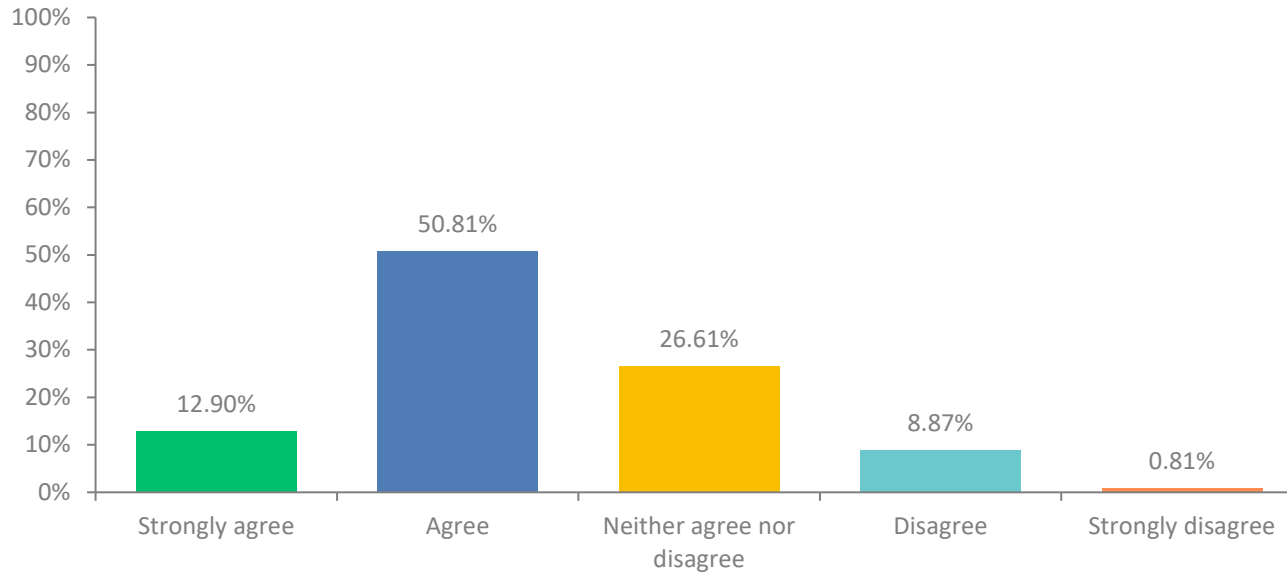
I would support a central, state-run academy that all new officers in Minnesota (excluding reciprocity and military reciprocity candidates) would have to attend before becoming licensed.



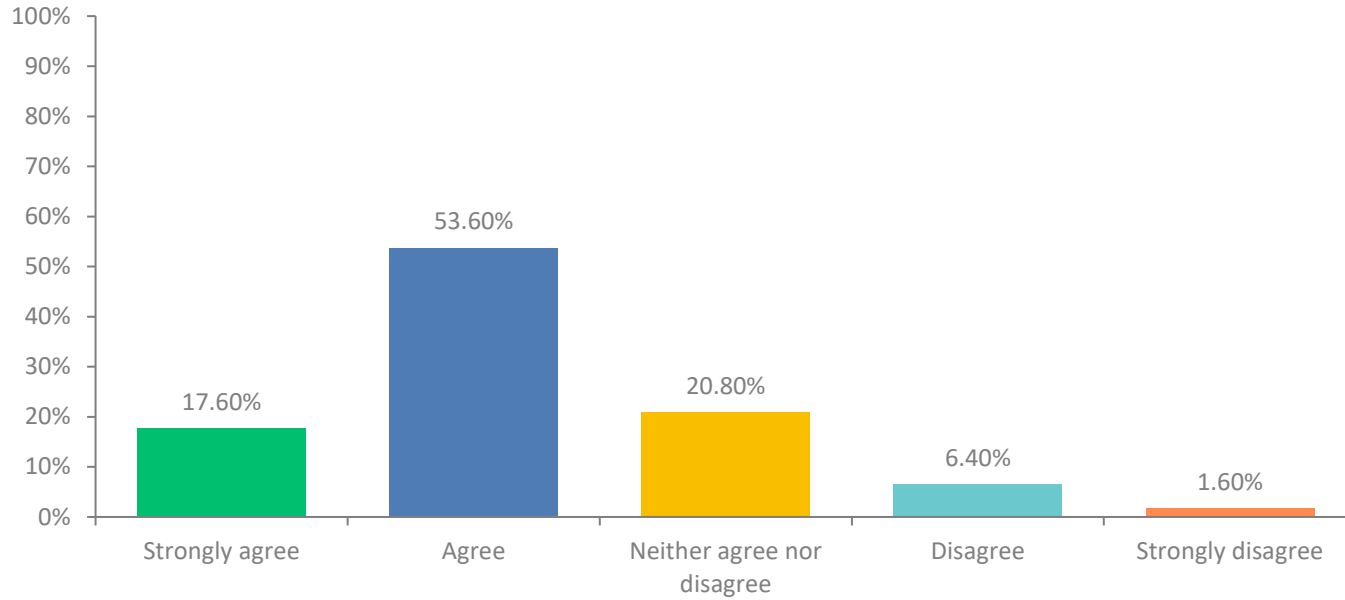
Q23: I would support a regional academy system run exclusively by post-secondary (colleges) institutions.



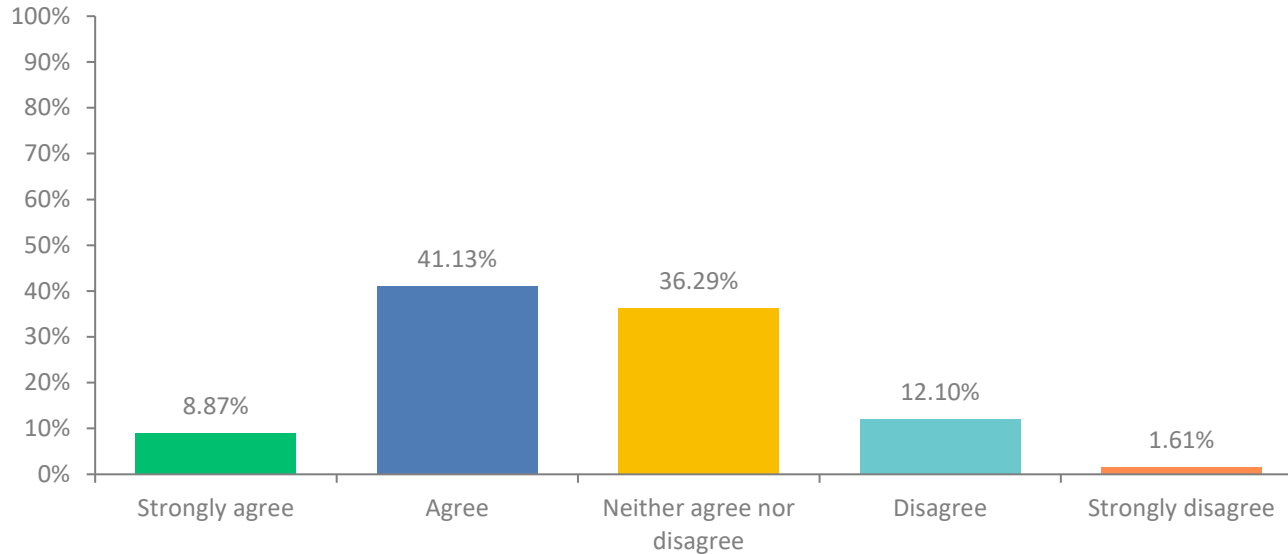
Q24: I would support a system that would allow regional academies run by post-secondary institutions as well as law enforcement agencies that choose to do so.



Q25: I would support the academy being part of a degree program by post-secondary institutions.



Q26: I would support allowing academies to be run on a part-time basis although the curriculum would still have to be followed.

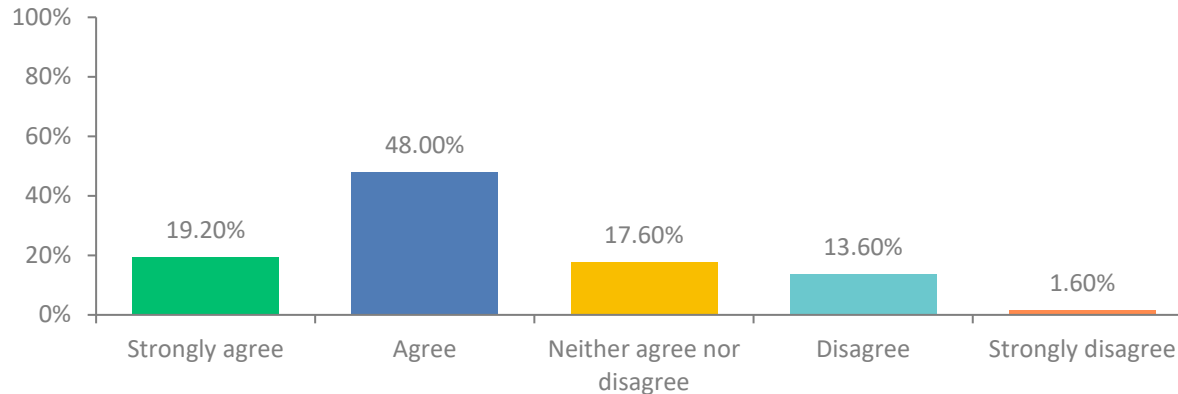


Q27: For the following questions (definitions):

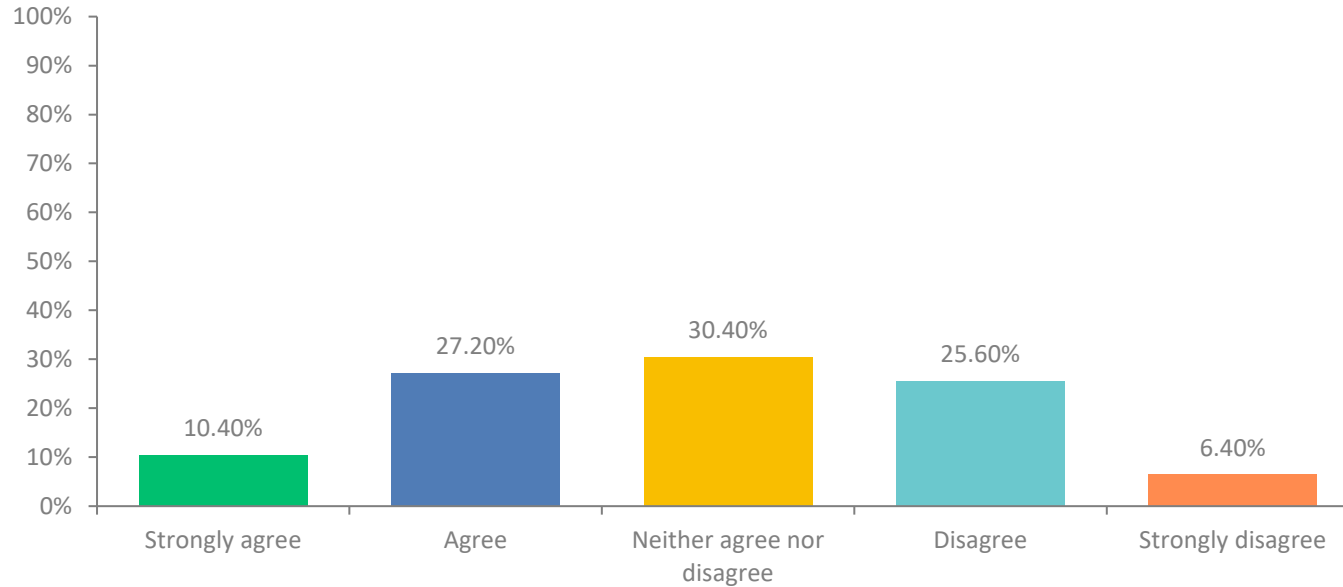
OPEN academy means individuals can either be self or agency sponsored when attending the academy.

CLOSED academy means only individuals that are agency sponsored may attend the academy. This means they have been vetted and hired by a law enforcement agency prior to enrolling in preservice training.

I would support an “open academy” system.



Q28: I would support a “closed academy” system.



Questions



Minnesota CLEO Pre-Service Survey

Addendum Survey Comments



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- My most harsh criticism to the current PPOE system is the quality of candidates that are completing the program that are not a fit for law enforcement. It appears to me, and many of my peers, that the college systems are allowing any person to go through the program, knowing that they are not going to be a qualified candidate for a career in law enforcement.
 - I went through Hibbing for my college and then went over to Wisconsin to get my first job. I like the academy setting in WI that allowed cadets from all walks of life regardless of their degree to become law enforcement officers. It offered a different and better culture in my mind than the MN program. We are missing out on so many non-traditional candidates now.
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- I would like to see law enforcement agencies responsible for the officer's salary when then attend the academy. I'm unsure what monies are available for small departments such as mine. As I'm from out of state (Iowa) everyone went to the same police academy for training and everyone was hired by their respective department and paid their basic 1st year salary.
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- If we enter a system where a person needs to attend an academy after being hired, it would make it very difficult for a small agency like mine (18 sworn) to replace vacancies in a timely manner. The actual hiring/background can take 2 months, the academy is likely several weeks, and then we have a 12-16 week field training program. We do not have the turn over to be able to hire and place into an academy for anticipated vacancies. We would start hiring once we get the 2 week resignation notice, which would make for a long period of time to get a replacement officer on the street if they need to attend an academy once hired by us.
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- we need to get back to teaching instead of preaching the school or the instructor's personal beliefs!
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- It is important to know who would determine the curriculum/courses/skills that should be taught in any academy.
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- Just make it standardized across the board. Agency can have these recruits ride with them for a certain number of hours to get experience and real-life situations. So when they are done and ready to hit the road it is just getting them acquainted to the agency and not teaching them basics. Also saves agencies from having to wash someone in FTO as they will have some of that knowledge already and will have feedback to how they did as a recruit. Might help the recruits decide if they want to continue in this line of work also.
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- It is essential to eliminate the barriers to educated individuals who wish to change their careers and enter law enforcement. We are missing too many good candidates who can't go back to school for a 2-year degree (for a variety of reasons). The ICPOET program is a great example and model for a future "academy". Having received two grant awards through ICPOET, it led to the best hiring pool I have reviewed as Chief.
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- It is vital that local agencies be able to have a hand in academy training and academies be allowed to run locally or regionally. This would help speed up the on-boarding process for new recruits and allow for higher quality training tailored towards the sponsoring agency.
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- My strong opinion on this matter is that the Department of Public Safety, run and operate a Statewide academy, based on standards established by the MN POST Board. My preference would be to have only two state run academy's, one in southern MN - Mankato and one in Northern MN - Camp Ripley. The statewide academy needs to be objective, Departments running their own academy can be influenced by the need for officers or local control/pressure. The academy needs to be objective and not under political control - if a student fails, depending on their ability to recover and meet standards, give them a second opportunity. However, if they do not demonstrate the ability to meet objectives/standards - cut them loose. Current system is too inconsistent and when I was Chief of a medium size Department, I consistently noticed that applicants from one POST approved University consistently lack application and ability to do the job.
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- I would support state run academies, however, I am not fully supportive of the location being "centrally located". Not sure that local university students would be able to attend if schools were located in the metro. Also, out-state agencies may not be very well represented when applicants graduate if an open academy model is implemented
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- Some of the issues that we run into is when it comes to introductory training because many have had limited firearms and use of force training. These are integral parts. Attending a MNCIT course for de-escalation prior to completion of the degree would be wise as well. Also, a lot of reality-based training scenarios. I mean more that the four or five that I recall going through. That should be a daily part of pre-service training.
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- I think these questions are unfair and too broad to be fully confident in the answers. Is there positives of an academy style class yes for example more officers possibly able to be hired, more maturity within the hiring pool. but with that comes questions. there are different styles of policing and I'm sorry the style they are taught in the cities isn't going to work in south Minnesota. Some of the tactics yes but style no. I think it is important to remember the students being hired out of the academy have the base knowledge and if anyone expects them to know more are dreaming. That is why you have FTO to show them how things are done in the department and to teach them more in-depth. I feel like with every school you have the star students that may have taken things more seriously are going to be more prepared besides the individual that did the bare minimum. There are going to have a day and night officer. So unfortunately if you hire the individual who doesn't shine so bright you are going to have a poor outlook on the PPOE system. I feel like this is going to be another program where they put the cart before the horse and there will be lawsuits to prove it when you are take the education aspect out of it. Also if you dont have it within the college systems how are students going to pay for this. There isn't enough money in the program to fund every student who goes through the academy program so how is that going to work out with no financial aid? I think this is g good in theory program but to get it fully off the ground we need to slow down and figure it fully out what we are going to do. I would rather have a good outlook of students coming out of it then questioning if they are capable to do the job.
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- I think the system we have works fine. Just need to have all colleges on the same page. We have not had any issues in the past. It also comes down to the individuals going into LE. Not everyone who goes through the training makes a good LE. Just have to face the facts.
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- I am not in favor of agencies hiring personnel and then sending them to an academy. I prefer our current system of education. I believe it produces a more rounded, educated person rather than simply teaching singular law enforcement topics.
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- Overall, this concept is a huge lift not worth the work. While I believe that the current PPOE system does not work well and many instructors get positions because of who they know and not their actual skill set, students pass PPOE who should not pass. Creating a cookie cutter program is equally as bad in a best case scenario. Besides basic criminal interviewing, criminal code and SFST's almost everything else is agency dependent, tactics, policies, etc.. How would an academy approach that, it's impossible. The result is that there is no change for the agency. We still need to teach department operating procedures, which is the bulk of any internal academy.
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- Regional academies (run by an agency and/or school) overseen by POST and following a standardized program would be outstanding. Minnesota has for too long allowed non-law enforcement public learning institutions have too much input and control of police training. Put more emphasis on the police training from an accredited training location (whether agency or a higher learning institution) and less on "I have a degree". There are thousands of outstanding police officers in the U.S. without a "degree" and many terrible officers in the ranks just because they have a degree. Standardized training across the state is what is most important, not the amount of time they have sat in a random college teaching whatever they want to teach.
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- I feel strongly that the state should switch to an academy system to ensure that candidates are trained properly.
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- I feel allowing agencies (think SPPD, MPLS PD, HCSO, RCSO, MSP) to run their own academies and take applicants with no prior education places them at an advantage over smaller agencies that do not have full time training staff. I do not support agency sponsored stand along academies but feel we should have a centralized, state sponsored academy that agencies send their hired applicants to before returning for field training.
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- What we are doing isn't working anymore, and we need to stop being so resistive to change and growth. Full support to look into and try new options, with preference to a hybrid model
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- Great survey. Long overdue in my opinion. One academy run by the state like the State Patrol Academy. Everyone will be trained the same. We only need one location in the state for this like Camp Ripley or similar. Thank you for looking into this.
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- The shift in candidate quality coming out of peace officer education programs is very concerning to me as a CLEO of a smaller agency. The skills, knowledge, understanding and overall readiness has declined significantly over my 14 years as the CLEO or the second in command of our agency. Having one of my adult age children attending a PPOE, I have also gained knowledge on the required courses being instructed upon. I believe the required courses are relevant and necessary, but those same courses fall short on what is actually needed to be instructed upon to be a successful peace officer in the State of Minnesota. I also feel as those candidates coming out possessing a four-year degree struggle even more to acclimate and have success in the profession.
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- Have not utilized PPOE due to no school near me being involved. Defeats the purpose by having them to leave the area, family, job etc. We need a state funded academy so anyone with a degree can attend. Minnesota is all alone in our current system and it significantly hurts our ability to fill vacancies. What was once a model for hiring police officers has become antiquated and a filter that inhibits our ability to hire! We need to evolve before it's too late. Thank you for your forward thinking efforts.
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- I think that a closed system could adversely impact small agencies that do not have the funding to hire an officer and then send them through training.
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- I think the PPOE system in the degree phase seems to be working well. It is the SKILLS portion of the PPOE that I feel the ball is being dropped and greater standardization regardless of who is doing the training needs to occur. I also think that better screening of persons entering the PPOE programs should occur on the front end to ensure that persons are not spending money on an education that they will not be able to use to become licensed. The only requirement should not be the check cleared.
 - Back in the 1970's Minnesota had an "academy" which they went away from in 1979. Sounds like The POST Board wants to go back to the old way of doing things.
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- We have seen eligible to be licensed candidates that: - severely lack basic interpersonal communication skills - backgrounds that are a complete disaster (criminal, behavioral, mental health issues) - total lack of understanding of basic police principles
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- Having these extra requirements are going to be a huge cost to smaller agencies.
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- A state run academy would be a disaster. That would allow politicians to get their way and train recruits on a level that does not prepare them for the real world. Most of the new recruits I have dealt with over the last 5 years are ill prepared, have zero confidence in themselves and were told constantly by higher education and skills programs that they should be so overly worried about liability that they second guess themselves all the time. This is putting them, other officers and the general public in danger. Most recruits have required remedial training as they can not retain information during FTO.
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- I would like to see the hiring agencies pay the officer's salary when they attend an 8-12 week academy. This is difficult for the smaller cities and would be great if there are grants available to assist with these expenses/investments.
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- I am in support of updating curriculum, standardized across post, secondary learning, institutions and strongly support degree programs. The academic purview coming out of higher education is much better than just a police specific focus.
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- I believe an academy system should either be all open or all closed. My concern is that agencies that are not well funded will have a difficult time competing if both options are available.
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- I think the system needs to be updated. I believe input from current officers is needed.
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- Rural agencies are suffering with current hiring rules and the good officers leaving the state. The part time licenses are basically gone, to hire anyone part time, they have to be full time licensed. Rural small agencies can not compete with everything larger agencies can do. By forcing new recruits to be "sponsored" will cut small agencies out of most future hirings. Our budgets are already suffering trying to keep up with pay, equipment and training. My agency operates with 4 part time slots, I haven't been able to fill 1 slot for over 3 years. Small rural agencies are being crushed by previous things listed and adding more will only put the nail in the coffin for small rural agencies. Unless the POST board brings back the PT license with a population cap to prevent what happened before and relax some things for small rural agencies, the state will be headed to county run or regional depts. Its a new phenomenon the recruitment is low and persons arnt upto par and although I agree schooling needs to focus more on important things, the answer for poor recruitment isnt to fundamentally change the post board. Sometimes the POST board needs to be reminded, there are few Minneapolis, Rochester, Duluth departments and there are far more small rural depts that seemingly have little voice in matters
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- Good luck
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- Thank you for exploring alternative pathways to licensure. I prefer to have both a traditional MNSCU-type process for traditional candidates and a "closed" central or regional training facility for non-traditional candidates who have a job but need credentials.
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- I think something needs to change, but I think the direction should not be dictated by the POST Board. I believe some members of the POST Board staff have taken a very broad interpretation of their powers from state law!
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- This survey was very intentional in leaning towards academy. I would strongly suggest a follow up asking for comments related to the answers provided.
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- - Who would run the academy? - Who would be allowed to become instructors at the academy? - How can we ensure that the academy doesn't become a recruitment hub for metro agencies, if it is held in the metro area? - Would cadets have to live on campus during the duration of the academy (like MSP academy)? - What would happen if a student fails the academy? Would the state help reimburse the cost of the training received at the academy? - Would the state help covering the cost of sending a new hire to the academy? - Who will have input as to what is being taught at the academy (curriculum)(i.e., use of force [PPCT v. STORM v. others, etc]) - Instead of an academy, another option would be for the POST Board to actually enforce the standards at the colleges that currently offer a SKILLS program, so they are all on the same page, and we all get the same quality of applicants.
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- I have tried to initiate legislation that would eliminate a degree requirement in order to be a police officer. I feel this is the single best way to diversify our LE workforce and at the same time increase our employment application numbers. If the elimination of the degree would not fly, I feel that it should be able to be replaced by a higher age requirement (say 25 years old) or years of active military service. With our pending cliff of retirements, this is the only realistic way of replacing our rapidly aging workforce. A degree does not equal a better candidate when it comes to LE.
 - Part time availability is necessary, financial aid is necessary, and an open academy is needed. Small departments cannot afford a closed academy unless there is funding coming from other sources.
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- I believe the Minnesota system of having a 2-Year degree in law enforcement is the best practice. A more standardized approach could be looked at for all schools. I am a graduate of a state-run police academy. I believe that MN officers are better prepared than some of their counterparts in other states. It does take ability to graduate with a degree. They also had to pay for their college rather than having the agency pay for it. This seems to work better in my opinion for overall career success.
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