Minnesota Board of Peace Officer Standards and Training

1600 University Avenue, Suite 200
Saint Paul, MN 55104-3825
(651) 643-3060 • Fax (651) 643-3072
www.post.state.mn.us

TRAINING COMMITTEE MEETING AGENDA

Location: 1600 University Avenue, Suite 200
St. Paul, Minnesota 55104-3825

Friday, February 28, 2020
10:00 AM

1. Call to Order
2. Approval of Agenda
3. Announcements
4. St. Paul PD and Metro State University – Consideration of Statement of Need – (Attachments) ACTION
5. Selection of Next Meeting Date
6. Adjournment

Minnesota Board of Peace Officer Standards and Training

1600 University Avenue
Suite 200
St. Paul, MN 55104-3825

Agenda Item: 4

To: POST Board Training Committee

From: Metropolitan State University (MSU)

Subject: Request for Approval to Apply for Expansion of the School's Professional Peace Officer Education (PPOE) Program to Include the Provision of the Skills Component at the St. Paul Police Department (SPPD)

Date: 2/28/2020

1. ACTIONS REQUESTED:

Metropolitan State University requests the training committee recommend the POST Board:

- Approve the school's statement of need for expansion of the school's POST Board-certified program of professional peace officer education to include the skills component in order to support the school's partnership plan with the St. Paul Police Department,

  and

- Agree to consider an application from Metropolitan State University that would include the provision of a significant portion of the PPOE at the St. Paul Police Department, using the facilities, equipment, instructors and resources of the department.

2. BACKGROUND:

Metropolitan State University is working in partnership with the St. Paul Police Department to create a pathway for peace officer licensure for individuals that are selected by the department for peace officer employment at the department. The proposed pathway necessitates expansion of MSU's current PPOE program to include granting the school authority to provide the skills component of the PPOE at the SPPD using SPPD equipment, instructors and resources.

According to Minnesota Rules before Metropolitan State University can apply for this program expansion the board must agree that there is a documented need for the program (Minn. Rules 6700.0400, Subp. 1). If the board agrees that there is a need for the program it will also have to grant approval for a portion of the Metropolitan State University's program to be offered at the St. Paul Police Department (Minn. Rules 6700.0400, Subp. 3.B.).

3. EFFECTS OF APPROVAL THIS ACTION:

A. If the committee moves to recommend approval of this request it will be forwarded to the POST Board for consideration at its next meeting. If the board agrees there is a need

for this expansion of the Metropolitan State University professional peace officer education program, the University will submit an application for evaluation by staff.

The application requires Metropolitan State University explain how the program will meet Rule-requirements for the provision of skills including proof of the following.

- *Adequate facilities and equipment,*
- *Employment of qualified instructors,*
- *Statutorily required policies and procedures,*
- *Appropriate oversite for educational quality, curriculum design and review,*
- *Records retention,*
- *Appropriate selection standards for candidates (medical, psychological, criminal background checks, etc.)*
- *A process for managing students who fail to become employed by the department.*

If staff finds the application is complete it will conduct a site visit to the proposed location and will inform the training committee of its findings for consideration.

B. If the training committee does not find there is sufficient need for University's request, the committee can forward their opinion to the board.

Office of the Revisor of Statutes

Minnesota Administrative Rules

Authenticate PDF

6700.0400 CERTIFICATION OF SCHOOLS.

Subpart 1. **Application.** Upon filing a proper application, a school desiring certification shall be reviewed by the board. The board will not consider certification unless the school has shown a documented need for its program. The school must also file with the board satisfactory proof that the school will offer courses meeting the prescribed learning objectives, has reasonable training equipment and facilities including library, and has qualified instructors. All applications for certification must be accompanied by evidence that the higher education system office governing the applicant school has approved the application of the school and, if required, that the application has been approved by the Minnesota Office of Higher Education.

Subp. 2. **Provisional certification.** Upon review of an application, properly filed by a school, and having determined that the school has met the requirements in subpart 1, the board shall grant provisional certification until such time as an on-site evaluation and inspection has been completed.

Subp. 3. **Certification.** The board's duties with respect to certification include the following:

A. Not later than one year from the granting of provisional certification, the board shall grant or deny certification. Certification shall remain contingent upon periodic review by the board or by the executive director in addition to the requirements for a renewal application every five years as provided by item C.

B. Before a certified school offers any course from the professional peace officer education program at another site not included in its original application, the certified school must seek written approval from the board. The board shall consider those criteria in subpart 1 in determining whether the proposal will be approved.

C. By May 1, 1990, and every five years after that, the board must send a renewal application form to all certified schools. This application form must request information regarding the criteria contained in subpart 1. The coordinator must file the completed application with the board by November 1 of the year the application form was received. All applications for renewal of certification must be accompanied by evidence that the higher education system office governing the applicant school has approved the application of the school and, if required, that the application has been approved by the Minnesota Office of Higher Education. Upon review of the properly filed application form, the board shall renew the school's certification for another five years, if the board finds that the requirements of subpart 1 have been met. If a certified school does not comply with the requirements of this subpart, the school's certification will be deemed to have expired and the school will be required to reapply for certification under the procedures in subparts 1 and 2.

Subp. 4. **Certified school disciplinary action.** Failure of a certified school to comply with any of the following requirements will result in imposition of disciplinary sanctions by the board against the certified school:

A. provision of instruction consistent with the published learning objectives in the subject areas for which the school was certified pursuant to part 6700.0300, subpart 1;

B. filing with the board all information which the board requires;

C. cooperation of the staff and faculty of a certified school with any board investigation relative to its certification status;

D. cooperation of the staff and faculty of a certified school with any board investigation of alleged misconduct by students, staff, or faculty in the giving or taking of examinations, reports, or investigations required by the board. The staff and faculty shall report any misconduct which is discovered to the board. For purposes of this requirement, the term "misconduct" includes cheating on any licensing examination or tests required by the rules of the board, or helping another to cheat; filing a false report with the board; or obstructing a board investigation; and

E. failure to comply with parts 6700.0300 to 6700.0500.

Subp. 5. **Sanctions.** Sanctions for failure to comply with the requirements in subpart 4 shall be one or more of the following: a letter of censure to the coordinator of the certified school; formal or informal probation for the certified school; or suspension, revocation, or nonrenewal of certification of the certified school.

Subp. 6. **Disciplinary proceedings.** Disciplinary proceedings under this part shall be conducted pursuant to the Administrative Procedure Act, Minnesota Statutes, chapter 14, and the rules of the Office of Administrative Hearings, parts 1400.5100 to 1400.8400.

Statutory Authority: *MS s 626.843; 626.845*

History: *14 SR 12; 18 SR 1961; L 1995 c 212 art 3 s 59; 26 SR 181; L 2005 c 107 art 2 s 60*

Published Electronically: *July 9, 2008*

STATEMENT OF NEED

LIMITED SKILLS PROVIDER STATUS

ST. PAUL POLICE

Trusted service with respect

Where life and learning meet.™

Metropolitan State University

PROPOSAL SUBMITTED FOR CONSIDERATION TO

Minnesota Board of Peace Officer Standards and Training

Quarterly Board Meeting

Thursday, January 23, 2020

Prepared By

Bryan Litsey, Assistant Professor

Director of Professional Peace Officer Education and Training

School of Law Enforcement and Criminal Justice

Metropolitan State University

Metropolitan State University

School of Law Enforcement and Criminal Justice

PARTNERSHIP FOR POLICE EXCELLENCE

INTEGRATING THEORY AND PRACTICE FOR 21ST CENTURY POLICING

ST. PAUL POLICE

TRAINING UNIT

TABLE OF CONTENTS

CATEGORY	PAGE(S)
IMPLEMENTATION TEAM	4
INTRODUCTION	5 - 6
INITIATIVE DETAILS	7 - 8
SUPPLMENTAL INFORMATION	9 - 13
Skills Providers – Twin Cities Metropolitan Area	
St. Paul Police Department Training Center	
St. Paul Police Department Professional Development	
Metropolitan State University – Historical Context	
PRIMARY WEB SOURCES	14-15
ADDENDUMS	
Addendum 1 – Metropolitan State University – POST Board Certification Documents	
Addendum 2 – Proposed Initiative – Chart and Narrative	
Addendum 3 – C-PLAN Certificates-to-Credits Program Guide	
Addendum 4 – Minnesota State System Office – Memorandum of Support	
Addendum 5 – Skills Provider Facilities	

Note: A number of hyperlinks are embedded in the following text. Clicking on them will provide additional information pertaining to the corresponding subject matter.

PARTNERSHIP FOR POLICE EXCELLENCE

IMPLEMENTATION TEAM

Metropolitan State University

Metro State Implementation Team
Provided opportunity to review document and give input prior to POST Board submission

College of Community Studies and Public Affairs

Frank Schweigert	Dean

School of Law Enforcement and Criminal Justice

Bryan Litsey	Assistant Professor – Director (PPOE Coordinator) Professional Peace Officer Education and Training
Deb Eckberg	Professor – Faculty Chair
James Densley	Professor
Susan Hilal	Professor
Chuck MacLean	Associate Professor

Administration

Paul Iovino	Deputy Chief
Julie Maidment	Deputy Chief

Training Unit

Richard H. Rowan Public Safety Training Center

Stacy Murphy	Commander
Sean Zauhar	Sergeant
Seth Snedden	Officer

ST. PAUL POLICE

SPPD Implementation Team
Provided opportunity to review document and give input prior to POST Board submission

INTRODUCTION

This Statement of Need is centered around an educational alliance between the St. Paul Police Department (SPPD) and Metropolitan State University (Metro State). It is exactly the kind of forward-thinking approach advocated for in the Final Report of The President's Task Force on 21st Century Policing (May 2015). Among the many pertinent recommendations and action items in this report, the two in the call-out box below are particularly germane to this proposal.

PILLAR 5 – TRAINING AND EDUCATION

5.1 RECOMMENDATION: The Federal Government should support the development of partnerships with training facilities across the country to promote consistent standards for high quality training and establish training innovation hubs.
(Final Report - Page 53)

5.1.2 ACTION ITEM: The training innovation hubs should establish partnerships with academic institutions to develop rigorous training practices, evaluation, and the development of curricula based on evidence-based practices.
(Final Report - Page 53)

The ideals expressed in the above recommendation and action item are fundamental to this initiative, which originated from the efforts of the SPPD working group formed in early 2019. This collaborative and strategic partnership between SPPD and Metro State makes it possible for a diverse range of applicants to pursue a policing career in the City of St. Paul. It also removes barriers that might otherwise prevent someone from realizing their aspiration of serving others in the oldest and second largest police agency in Minnesota.

This initiative provides three distinctly different pathways for candidates to become SPPD police officers – (1) traditional, (2) career path academy and (3) career change practicum. These are explained in more detail under the addendum section. Which pathway candidates follow is dependent on their existing qualifications when applying.

All pathways lead to the St. Paul Training Academy which would be under the umbrella of Metro State for academic and limited skills provider status. The academic credentialing consists of a rigorous process called Pre-Assessed Certified Training (PACT) in which candidates would be eligible for PACT undergraduate transfer credits through Metro State. The skills credentialing consists of the Metro State Professional Peace Officer Education

(PPOE) Coordinator working closely with the SPPD Training Unit. This includes seeking and maintaining approval of the Minnesota Board of Peace Officer Standards and Training (MN POST Board) to serve as a limited skills provider for the SPPD Training Academy. Additionally, the Metro State PPOE Coordinator is responsible for (1) validating that the POST learning objectives delivered through the Academy are adequately being met and (2) approving eligible candidates to take the Minnesota peace officer licensing exam. There has already been a preliminary pairing of POST learning objectives with Academy content to see where there is commonality. This review revealed there is considerable overlap in the four major subject areas and underlying learning objectives mandated by the MN POST Board.

This initiative has similarities to other agency–academic law enforcement partnerships in Minnesota. One such partnership, Pathways to Policing, was recently featured in Minnesota Cities Magazine (March-April 2019). According to the article, Pathways to Policing was launched in 2017 and is modeled after a similar program through the Minnesota State Patrol in partnership with Rasmussen College as the skills provider. Pathways to Policing is a consortium of suburban police agencies in the Twin Cities area working in partnership with Hennepin Technical College (HTC). Candidates hired by one of the participating agencies attend a 22-week training program at HTC to become eligible to take the Minnesota peace officer licensing exam. The program is tailored toward people with an interest in law enforcement, who for a variety of reasons, went to college for a career in another discipline and never circled back to law enforcement. There is a broad spectrum of diversity among candidates in the program with a variety of life experiences and expertise.

The delivery of the skills component is where the SPPD initiative differs from existing agency–academic partnerships. Under this proposed model, the SPPD Training Academy would serve as a limited skills provider through an educational alliance with Metro State as the POST-certified Professional Peace Officer Education (PPOE) School. SPPD is uniquely positioned to take on this responsibility with their state-of-the-art training center supported by a highly capable training staff with post-secondary and advanced degrees. The Academy curriculum is continually being evaluated and adjusted based on best practices identified through numerous sources including the Las Vegas Metropolitan Police Department (Nevada) and Madison Police Department (Wisconsin).

The SPPD Training Academy currently qualifies for POST continuing education credits, which totaled 587 hours for the 16-week academy held in 2018. This validates the high standards already being adhered to in the Academy. Add the higher learning component through Metro State, and this becomes an exemplary example of the training innovation hub envisioned in the Final Report of The President's Task Force on 21st Century Policing.

INITIATIVE DETAILS

Metropolitan State University (Metro State) is certified by the Minnesota Board of Peace Officer Standards and Training (MN POST Board) to provide Professional Peace Officer Education (PPOE). **[SEE ADDENDUM 1]**. As a PPOE provider, Metro State currently offers degree and certificate programs leading to licensure as a peace officer in Minnesota. One is a Bachelor of Science Degree in Law Enforcement and the other is the Law Enforcement Licensing Certificate Program. Both have a demonstrated record of student success in becoming license-eligible once completing one of these programs. These programs are explained in more detail on the Metro State School of Law Enforcement and Criminal Justice website.

Early in 2019, Metro State was invited to participate in a working group through the St. Paul Police Department (SPPD) centered on its recruitment, selection and training of new recruits. The focus was on expanding current efforts to remove barriers and create opportunities for a diverse range of people with a sincere desire to serve the City of St. Paul as police officers. As articulated on its career web page, SPPD is "looking for people with a wide variety of backgrounds, talents, and experience to meet the complex challenges of policing in the 21st Century."

SPPD recognized the importance of inviting higher education to the table given its role in preparing potential candidates for a law enforcement career in Minnesota. Metro State was ideally positioned to be part of this working group, having a well-established School of Law Enforcement and Criminal Justice with faculty and staff willing to embrace innovative and strategic partnerships. Metro State's presence in the east metro area was also viewed as advantageous with its main campus just a short distance from the SPPD Training Center.

Metro State approached this potential alliance with the SPPD as an opportunity to collaborate with a law enforcement agency with both the resources and track record of advancing the professionalism of its organization and the profession. It also aligned nicely with Metro State's responsibility as a public university to be the impetus for social change that benefits both the profession and the greater public good. Being part of this working group presented Metro State with another avenue to fulfill this role at a time of intense public debate over policing practices nationwide.

The working group and subgroup meetings during the first half of 2019 moved this initiative from concept to development. This led to the framework for a preliminary plan being advanced in May 2019. Under this construct, eligible candidates aspiring to be police officers in St. Paul would be directed through one of three pathways depending on their qualifications. **[SEE ADDENDUM 2].** They would receive some level of compensation while attending to help remove economic barriers that might have otherwise prevented them

from participating. Although each pathway has different requirements and timelines, all qualifying cadets would end up attending the SPPD Training Academy. Upon graduating, those cadets needing MN POST license eligibility could use their collective education and training acquired through this process to take the state licensing exam.

An element of this initiative is the SPPD Training Academy being recognized by the MN POST Board as a limited skills provider under the umbrella of Metro State as the academic partner and POST-certified school. Metro State's role in this arrangement would serve a dual purpose. First, it validates that higher education standards are being met in the SPPD Training Academy through a process called Pre-Assessed Certified Training (PACT). This requires faculty review, input and approval of the SPPD Training Academy curriculum before it becomes eligible for PACT undergraduate transfer credits at Metro State. PACT is affiliated with a broader initiative through Minnesota State called the C-PLAN Certificates-to-Credits Program. This recognizes credentials earned through non-collegiate training designed to expand learners' skills and knowledge for application in work or community settings. **[SEE ADDENDUM 3)**. Academy cadets also benefit from PACT, since the credits earned are transferable to academia for use toward a degree or other educational opportunities.

Metro State's other role would be for the PPOE Coordinator to affirm that all the POST learning objectives delivered through the SPPD Training Academy are being adequately met. This means working closely with Training Unit staff on curriculum, learning outcomes and documentation. In sum, the rigorous credentialing of the SPPD Training Academy through PACT and the MN POST Board ensures that the highest standards are being met both academically and for purposes of meeting the POST learning objectives delivered through the curriculum.

MN POST Board staff, having been present for much of the working group process, recommended seeking approval from the MN POST Board if Metro State wanted to expand its current PPOE certification to include being a limited skills provider specific to the SPPD partnership. It was also suggested that Metro State first seek support from the Minnesota State System Office before presenting this proposal to the MN POST Board for consideration. This support was received after careful deliberation and subsequently formalized in a memorandum dated November 4, 2019 from Ron Anderson, Senior Vice Chancellor for Academic and Student Affairs. **[SEE ADDENDUM 4]**.

MN POST Board staff advised the first step in the approval process was preparing a Statement of Need. Initially, the plan was to start with the Training Committee comprised of members from the full MN POST Board. However, due to timing considerations this sequencing changed and the Statement of Need will first be presented to the full Board for consideration at their meeting on January 23, 2020.

SUPPLEMENTAL INFORMATION

SKILLS PROVIDERS IN THE TWIN CITIES METROPOLITAN AREA

Current Skills Providers

The educational institutions listed below are the only two skills providers within the most populous region of Minnesota (Minneapolis-St. Paul Metropolitan Area).

Hennepin Technical College - (Public Educational Institution)
Location – Northwest Metro
Law Enforcement Program
Law Enforcement and Criminal Justice Education Center
9110 Brooklyn Boulevard, Brooklyn Park, Minnesota 55445

PPOE Coordinator Tom Draper
tom.draper@hennepintech.edu
(763) 657-3726

Rasmussen College – (Private Educational Institution)
Location – Southeast Metro
Law Enforcement Program
3500 Federal Drive, Eagan, Minnesota 55122

PPOE Coordinator Michael Ardolf
michael.ardolf@rasmussen.edu
(651) 259-8185

Proposed Skills Provider

Metropolitan State University – (Public Educational Institution)
Location – East Metro (St. Paul Central Corridor)
Richard H. Rowan Public Safety Training Center
600 Lafayette Rd, St Paul, Minnesota 55130

PPOE Coordinator Bryan Litsey
bryan.litsey@metrostate.edu
(763) 657-3752

Under this initiative, the SPPD Training Academy would be recognized through Metro State as just the third skills provider within the Twin Cities metropolitan area. The training center is strategically located near the St. Paul Central Corridor (east metro) and attendees would be SPPD police officer cadets. This partnership with Metro State would serve a specific need for the oldest and second largest police organization in the State of Minnesota. It also strengthens the connection with higher education in providing training based on evidence-based practices.

ST. PAUL POLICE DEPARTMENT TRAINING CENTER

The Richard H. Rowan Public Safety Training Center (SPPD Training Center) in St. Paul became fully operational in October 2017. This state-of-the-art facility houses the SPPD Training Unit and would be the primary site for the skills training provided under this proposal. **[SEE ADDENDUM 5]**. Wold Architects and Engineers, which was involved in this project, provides the following description of the SPPD Training Center on their company website along with photos of the facility.

> With the immediacy surrounding police training, the St. Paul Port Authority and the City of St. Paul came together to provide a new Public Safety Training Facility. This 40,000 sf facility aspires to create a positive identity for the police and connect the culture of the nearby St. Paul Police headquarters with a state-of-the-art training facility. The training facility includes office space for training division staff, locker rooms for staff and cadets, two lecture classrooms, a reconfigurable scenario-training suite with moveable walls, and a 12-lane firing range used for training and certification. The training facility serves as the base for an on-going, in-service training for St. Paul officers; with 17-week long police sessions and a professional development institute for continuing education seminars, the facility has the capacity for St. Paul police as well as outside law enforcement agencies to train and take classes.

There have also been numerous articles written about the evolution and debut of this $18 million training center funded through a public–private partnership. One such article appeared in the Star Tribune concerning the ribbon-cutting ceremony. St. Paul Police Chief Todd Axtell declared, "This facility will make it easier for all of us to provide the kind of training that helps our officers keep the community, and themselves, safe...." Then St. Paul Mayor Chris Coleman noted, "When we are trying to recruit the best to serve in this department, we know that we need to continually make sure that we are investing in them and making sure they have the best training." This is a testament to the resolve by the City of St. Paul and its leaders to invest in one of the most essential of all services provided by local government.

A preliminary audit of the SPPD Training Center was recently conducted using as a template the "PPOE Facilities and Equipment Inventory" form required by the MN POST Board. This confirmed that that the SPPD Training Center is extremely well positioned to be a skills provider site in terms of their facility and equipment. Off-site locations would be used for such skills as the driving range (Dakota County Technical College) and traffic stops (State Fairgrounds).

ST. PAUL POLICE DEPARTMENT PROFESSIONAL DEVELOPMENT

SPPD has a long and distinguished history of advancing the professionalism of their organization and the profession. This is exemplified in their commitment toward achieving the goals outlined in the "Final Report of the President's Task Force on 21st Century Policing" released in 2015. On the SPPD website there is a dedicated link entitled 21st Century Policing Report, which articulates their ongoing efforts to strategically incorporate within their organization each of the six pillars in the report. Most pertinent to this discussion is Pillar 5 – Education and Training where it states among other things:

> **SPPD believes in continuing and higher education.** All personnel are encouraged to achieve a bachelor's or master's degree from an accredited college or university. To support academic study, the department will accommodate modification of employee shift assignments when possible and practical.

There are numerous other examples such as the SPPD highly acclaimed Professional Development Institute (PDI), which offers year-round training opportunities for SPPD police officers and the broader law enforcement community. PDI has already posted nearly fifty courses on their web page for 2020. These courses address a wide range of topics such as Decision Making and Foundations of Reasonable Force, Police Wellness Instructor Certification and Internal Affairs; Conducting Proper and Effective Investigations just to name a few.

There is also the Law Enforcement Career Path Academy (LECPA), which helps ensure that young adults who aspire to serve as peace officers have the resources they need to achieve their dreams. LECPA participants who complete initial skills training have the opportunity to commit to a year of service as AmeriCorps members at the Saint Paul Police Department (SPPD). Members earn while they learn, volunteering in projects across the St. Paul, while pursuing a degree in law enforcement through

Century College. Participation in the program is aimed at adults between the ages of 18 to 24, who reside in St. Paul or a surrounding community and come from a low-income family or face a barrier to employment.

METROPOLITAN STATE UNIVERSITY – HISTORICAL CONTEXT

As a matter of historical context, Metro State's relationship with the law enforcement profession dates back to a legislative directive in the early 1990s. It was written into Minnesota Statute 626.856 that by July 1, 1992, the state university system develop a school of law enforcement in the metropolitan area to advance the profession of law enforcement. This was defined as professional peace officer education, graduate degree programs, peace officer continuing education programs and applied research. Metro State answered this call to provide a four-year degree option at the university level for those students interested in a law enforcement career. This led to the establishment of the School of Law Enforcement, which first began offering a law enforcement major fall quarter 1993. The School of Law Enforcement later morphed into the School of Law Enforcement and Criminal Justice (SLC), with law enforcement education and training remaining central to the mission.

Fast forward to today, Metro State is continually improving its law enforcement program to advance best practices for the new norms in law enforcement. This includes its responsibility as a public university to be the impetus for social change that benefits both the profession and the greater public good. This is particularly important given the current focus on police-community relations and public appeals for a different approach to policing. The goal is not just preparing students for entry into the profession, but taking a more holistic approach that prepares them for a successful and lasting career full of opportunities. The focus is on preparing law enforcement practitioners who are ethical, impartial and astute critical thinkers on the job and embrace procedural justice as a non-negotiable trademark of their profession.

Fundamental to this approach is working toward more integrated theory and skills-based applications so that students simultaneously study, practice and demonstrate what they have learned. This not only helps students to consider all parts of the equation, but also invokes critical thinking skills when deciding what action to take in any given situation. Metro State took a notable step in this direction with the revisions made to its law enforcement curriculum beginning fall semester 2017. This impacted the summer skills practicum(s) and the amount of content delivered by Hennepin Technical College (HTC) Customized Training on a contractual basis. Some of this content was reallocated to newly created lab courses aligned with select PPOE theory classes delivered through Metro State.

The idea is to learn, practice and demonstrate concurrently rather than in fragmented segments over a more extended period of time.

Proactive measures to address the challenges of policing in the 21st century can be impeded by resistance to change and reluctance to deviate from past practices. The ongoing debate between innovation and business as usual does not have to be an all or nothing proposition. Both can coexist and be the impetus for adopting new best practices moving forward. Higher education in Minnesota is very much part of this discussion as the provider of Professional Peace Officer Education for pre-service law enforcement students. Metro State has been a leader in this area ever since becoming a PPOE provider through the MN POST Board.

PRIMARY WEB SOURCES

(Order Hyperlink Sources Appear in Text)

Final Report of The President's Task Force on 21st Century Policing

https://www.justice.gov/archives/opa/blog/president-s-task-force-21st-century-policing-recommendations-print-action

MN POST Board – Learning Objectives For Professional Peace Officer Education

https://dps.mn.gov/entity/post/becoming-a-peace-officer/Documents/peace-officer-education-learning-objectives.pdf

Minnesota Cities Magazine – Pathways to Policing Program

https://www.lmc.org/page/1/IdeasInActionMarApr2019.jsp?ssl=true

Minnesota State Patrol LETO Program

https://dps.mn.gov/divisions/msp/join-the-state-patrol/trooper-careers/Pages/leto-program-information.aspx

Rasmussen College – Law Enforcement Program

https://www.rasmussen.edu/degrees/justice-studies/law-enforcement/

Hennepin Technical College – Law Enforcement Program

https://www.hennepintech.edu/academic-programs/emergency-and-public-service/law-enforcement/index.html

Las Vegas Metropolitan Police Department (Nevada) – Recruit Information

https://www.lvmpd.com/en-us/ProtectTheCity/Pages/PO-CO-Recruit-Information.aspx

Madison Police Department (Wisconsin) – Recruitment Information

https://www.cityofmadison.com/police/jointeam/

Metropolitan State University – School of Law Enforcement and Criminal Justice

https://www.metrostate.edu/academics/community-studies/law-enforcement-and-criminal-justice

St. Paul Police Department – Careers Information

https://www.stpaul.gov/departments/police/administration-office-chief/community-engagement-division/youth-outreach-2

City of St. Paul Central Corridor

https://www.stpaul.gov/DocumentCenter/Government/Planning%20&%20Economic%20Development/Planning/Green%20Line/Sec1_2-1_3WhatistheCentralCorridor.PDF

Wold Architects and Engineers – St. Paul Police Training Center

https://www.woldae.com/project/st-paul-police-training-center/

Star Tribune Article (10-31-2017) – St. Paul opens $18 million police training facility

http://www.startribune.com/st-paul-opens-18-million-police-training-facility/454339753/

Dakota County Technical College – Driving Range

https://minnesotatraining.com/programs/transportation-safety/law-enforcement-driver-training/

Minnesota State Fairgrounds – Interactive Map
https://www.mnstatefair.org/map/

St. Paul Police Department – Professional Development Institute

https://www.stpaul.gov/departments/police/professional-development-institute

St. Paul Police Department – Law Enforcement Career Path Academy (LECPA)

https://www.stpaul.gov/departments/police/administration-office-chief/community-engagement-division/youth-outreach-3

St. Paul Police Department – AmeriCorps Program

https://www.stpaul.gov/departments/police/step-forward/start-career/different-paths/career-path-academy/lecpa-year-service

STATEMENT OF NEED

ADDENDUM 1

SUBJECT MATTER

Metropolitan State University

Certification Documents

Professional Peace Officer Education Program

Minnesota Board of Peace Officer Standards and Training

Minnesota Board of Peace Officer Standards and Training

1600 University Avenue, Suite 200
St. Paul, MN 55104-3825
(651) 643-3060 • Fax (651) 643-3072
www.post.state.mn.us

July 29, 2016

Coordinator Bryan Litsey
Metropolitan State University
School of Law Enforcement and Criminal Justice
9110 Brooklyn Blvd.
Brooklyn Park, MN 55445

Dear Mr. Litsey:

Congratulations! On July 28, 2016, the Minnesota Board of Peace Officer Standards and Training renewed the certification of your professional peace officer education program for another five years.

Thank you for all your time and hard work. Enclosed is a certificate of renewal.

Sincerely,

Margaret M. Strand
Education Coordinator
peggy.strand@state.mn.us
651-201-7782

State of Minnesota

Board of Peace Officer Standards & Training

Awards this certificate to

Metropolitan State University

Professional Peace Officer Education Program

In recognition of successful recertification

July 28, 2016

POST BOARD

Nathan R. Gove
Executive Director

Margaret M. Strand
Education Coordinator

© 2004 GOES 441
All Rights Reserved

LITHO. IN U.S.A.

Metropolitan State University

ST. PAUL POLICE

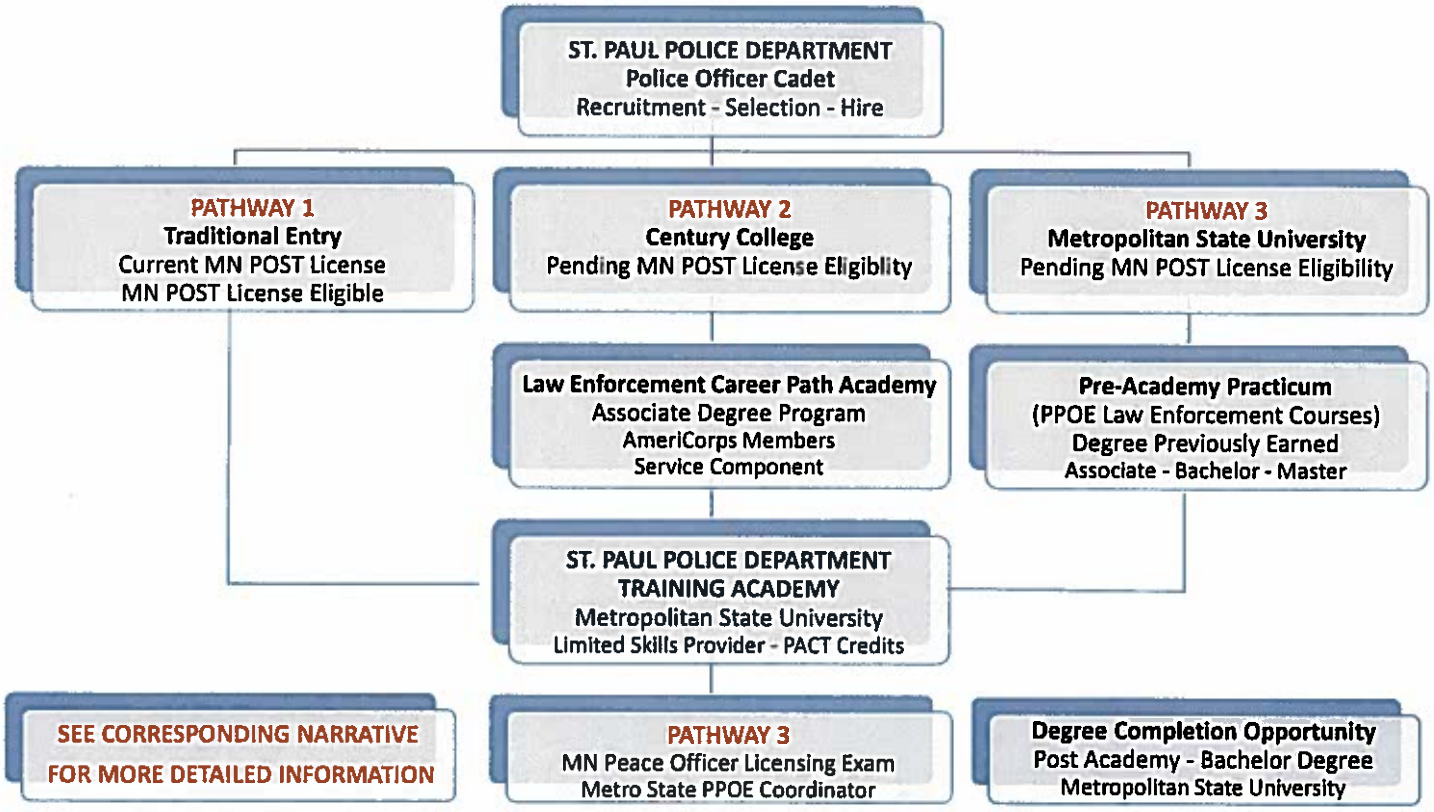
STATEMENT OF NEED
ADDENDUM 2

SUBJECT MATTER

Proposed Initiative

Chart and Narrative

PARTNERSHIP FOR POLICE EXCELLENCE – INTEGRATING THEORY AND PRACTICE FOR 21ST CENTURY POLICING



Proposal Subject to Change

CHART NARRATIVE

Partnership for Police Excellence

ONBOARDING PHASE

St. Paul Police Department (SPPD), in concert with their Office of Human Resources, is responsible for the recruitment and selection of applicants seeking to work as police officers in the City of St. Paul. Under this proposed initiative, each candidate would be evaluated based on their existing qualifications to determine the appropriate pathway. Once this determination is made, the candidate would advance to cadet status and be enrolled in the selected pathway contingent on space availability and other determining factors. The amount and form of compensation would be specific to each pathway.

PATHWAYS

Pathway 1 – This has traditionally been the applicant pool for hiring new police officers. These are candidates who already possess or meet the eligibility requirements for a peace officer license through the Minnesota Board of Peace Officer Standards and Training (MN POST Board). Included in this group are currently licensed police officers in Minnesota; military or police officers from other states who meet the reciprocity requirements for licensure; and aspiring police officers who have completed a Professional Peace Officer Education (PPOE) Program through a MN POST approved college or university and are eligible to be licensed. Candidates accepted into this pathway as cadets start at the SPPD Training Academy.

Pathway 2 – These are candidates who have been accepted into the Law Enforcement Career Path Academy (LECPA) through the City of St. Paul. They are enrolled in the PPOE Program delivered by Century College and earn an associate's degree while committing to public service as a member of AmeriCorps. LECPA students who successfully complete the program may be selected to move on to the SPPD Training Academy to become full-fledged police officers. Under this proposed initiative, Century College students could potentially apply Pre-Assessed Certified Training (PACT) undergraduate credits earned through the SPPD Training Academy toward a four-year degree. This increases the likelihood of these students continuing their education at the university level.

Pathway 3 – These are candidates who have previously earned from a regionally accredited college or university an associate's degree or higher in any discipline. However, they have not completed a MN POST approved PPOE program and thus are not eligible in Minnesota to be licensed as a peace officer. Candidates accepted into this pathway would

first attend through Metropolitan State University (Metro State) a credit-bearing practicum consisting of academic theory courses in tandem with a practical application component (learn-practice-demonstrate). Although subject to change, the preliminary construct of this practicum would be eight credits delivered over seven weeks (all-day Monday thru Friday) using existing Metro State PPOE courses with the embedded POST learning objectives. Once successfully completing this practicum, cadets would move on to the SPPD Training Academy and receive the skills component along with PACT credits. Graduating cadets who meet the eligibility requirements would be approved by the Metro State PPOE Coordinator to take the MN POST peace officer licensing exam.

ST. PAUL POLICE DEPARTMENT TRAINING ACADEMY

As part of this proposed initiative, the SPPD Training Academy would have limited skills provider status under the umbrella of Metro State as a MN POST certified PPOE School. The current Academy model, which is 16-weeks, would likely be expanded to between 20 and 24 weeks and qualify for 12 academic transfer credits through Metro State. Metro State's role in this arrangement would serve a dual purpose. First, it validates that higher education standards are being met through a process called Pre-Assessed Certified Training (PACT). This requires faculty review, input and approval of the SPPD Training Academy curriculum before it becomes eligible for PACT transfer credits at Metro State. PACT is affiliated with a broader initiative through Minnesota State called the C-PLAN Certificates-to-Credits Program. This recognizes credentials earned through non-collegiate training designed to expand learners' skills and knowledge for application in work or community settings. Metro State's other role would be for the PPOE Coordinator to affirm that all the POST learning objectives delivered through the SPPD Training Academy are being adequately met. This means working closely with Training Unit staff on curriculum, learning outcomes and documentation. In sum, the rigorous credentialing of the SPPD Training Academy through PACT and the MN POST Board ensures that the highest of standards are being met both academically and for purposes of meeting the POST learning objectives delivered through the curriculum.

Metropolitan State University

ST. PAUL POLICE

STATEMENT OF NEED

ADDENDUM 3

SUBJECT MATTER

Minnesota State

C-PLAN Certificates-to-Credits Program

Review Guide for Training Sponsors/Agencies

MINNESOTA STATE

C-PLAN Certificates-to-Credits Program
Review Guide for Training Sponsors/Agencies

The Certificates-to-Credits Program, outlined in this review guide, helps recognize certified training and learning that can count for credit toward students' academic progress in Minnesota State partner institutions.

The program is sponsored by the Minnesota State Credit for Prior Learning Assessment Network (C-PLAN), a collaboration that provides students system-wide access to Credit for Prior Learning (CPL) assessment opportunities. C-PLAN recognizes prior learning as a tool to support students' progress to educational goals and degree attainment.

The Certificates-to-Credits program focuses on certifications and other credentials earned through non-collegiate training, typically designed to expand learners' skills and knowledge for application in work or community settings. Prior learning that is approved for transfer-credit can provide certificate earners a ladder to degree programs and to degree completion. Such credit for prior learning can also help to close the equity gap in educational attainment for underserved learners.

In the program, qualified subject-area faculty from Minnesota State conduct reviews of learning resulting from non-credit certificates, trainings, licenses and other credentials. Faculty then make recommendations on whether the learning from these educational activities should be awarded academic transfer credit. In general, the assessment reviews:

- what is taught,
- how it is taught,
- the credentials of who teaches it,
- and most importantly, how the learning outcomes are assessed.

C-PLAN invites agencies and training sponsors to apply for Certificates-to-Credits Reviews. If an agency is interested in a certificates-to-credits review, please read both the qualifying self-assessment section and the review process before you proceed complete the application. Further information about the benefits of this program, including its benefits to students, your agency, and our campuses are listed at the end of the guide, along with a list of key terms and definitions.

NOTE: If a certificate is based only on attendance or participation, the training does not qualify for this pre-assessment for credit. See qualifications for reviews, in next section.

The Review Process

Pre-Review/Agency Self-Assessment

1. **Determine if Your Certificate or Certification is Eligible for Credit Review**

   Some certifications and credentials that have been developed to meet industry/professional standards at national, state or industry levels may be eligible for review for credit recommendations for transfer. These are non-credit or non-collegiate educational activities that are designed to expand learners' skills and knowledge, and may be eligible for college credit assessment. Examples include non-credit classes, workshops, independent study programs, conferences and online courses, non-credit technical and professional courses, in-service training programs, staff development programs, and programs sponsored by professional associations through the university [that are designed to upgrade members in occupational or technical areas].

   For purposes of the Certificates-to-Credits Pilot in Summer 2019, educational programs *must include assessment* in order to qualify for review for college/university level credit recommendation.

   In addition, in order for a certification or credential to be eligible to participate in this program, the following criteria needs to be met (or will be met during the review):

   a. **Administration**
      i. The organization has been fully engaged in enrolling learners and delivering courses and programs for the last two years.
      ii. The organization can provide documentation of proof of learners successfully earning certification/credential through assessment or passing the certification exam.
      iii. The organization has a systematic process in place for securely maintaining learner records.
      iv. There is a written policy regarding the retention and release of learner records.
      v. The sponsoring organization demonstrates administrative control over the courses, meaning that the organization has approval on course content and keeps student records.

b. **Learning Outcomes**
   i. The learning outcomes associated with the certification or credential have been established, are comparable with college-level learning, and are measurable.
   ii. The learning outcomes meet generally accepted learning requirements for certifications and credentialing learners in this subject or field.
c. **Learning Evaluation/Assessment**
   i. The assessment(s) align with the learning outcomes.
   ii. The assessment methods are measurable or observable, clearly stated, and focused on the performance of the learner.
   iii. The passing score or other measures are aligned with college-level academic standards.
d. **Instructional and Training Development Personnel**
   i. The sponsoring agency will assure that the lead instructors, learning facilitators, curriculum developers, and training development staff possess appropriate educational qualification and tested experience in their positions and roles.
   ii. Updated CVs or resumes of lead instructors are on file.
   iii. The lead instructors are regularly evaluated to determine evidence of teaching effectiveness.
e. **Design/Delivery**
   i. The process used to develop the certifications or credentials aligns with academic standards.
   ii. Security measures are taken to maintain the integrity of the entire assessment process.
   iii. The training sequence or course must be a minimum of 15 hours OR learning outcomes are potentially comparable to at least one college/university credit.

2. Complete the Review Application

Complete and submit the Review Application if your agency and training meet the pre-assessment qualifications. It will generally take 3-4 weeks for C-PLAN faculty to review and provide feedback regarding review eligibility and results.

During the Review

The faculty reviewer will examine the application which includes: course description, course syllabi, lesson plans, instructor qualifications, and other curriculum materials. The reviewer might request an on-site or virtual visit (if the class is online) of the training site to evaluate the learning environment and other resources for learning. The reviewer might also need to request additional information.

Post-Review

After the review is completed, a recommendation report will be issued.

The final recommendation will include:

1. Information about whether the certification or credential is recommended for credit.
2. The academic level of credit to be awarded (lower-division; upper-division; or graduate level).
3. The number of credits recommended for transfer.
4. The course equivalencies that should be considered, if any.
5. What application to a major/minor or program should be considered, if any? (This will prompt another review step at the academic institution(s).)
6. What application to General Education and/or Goal Areas should be considered, if any? (This will prompt another review step at the academic institution(s).)
7. Any rationale, considerations, issues or concerns that are part of the assessment review.
8. The time period to the next review (if sooner than three years).*

As follow-up, the SME will either promote or deny the course, certification, or credential for pre-assessed credit for prior learning. If accepted, the faculty reviewer might ask for an annual check-in, and will alert you if the credit recommendation expires less than three years from the next evaluation date. Finally, the organization must report any changes to the curriculum so that the program or faculty SME may decide whether another assessment needs to be done.

Key Terms within Application

- **Certificate** –Credential earned by acquiring competence through study and training with a set of learning outcomes and formal assessment, and recognized by business, industry, workforce or other training organizations.
- **Certificate of Participation** – An award for participation in a learning experience with or without assessed learning outcomes. Such learning outcomes achieved may be applied to a formal competency-based assessment.
- **Certification** – A credential earned by an individual through "high-stakes" assessment that is governed by a board and determined to meet specific competencies.
- **Competence** – What you know and what you can do. Demonstrates knowledge, skills and abilities which may include theoretical and practical components of what you know and can apply.
- **Competency-based Education** – Focuses on learning and the application of that learning, rather than on the time spent in class or on materials. Progress is measured by learners demonstrating what they know and can do, through a system of rigorous assessments.
- **Evaluator** --The educational institution or organization that conducts the assessment of Non-Collegiate Instruction.
- **Industry Credential** – Within the context of workforce development generally, the term credential refers to a verification of (qualification) certification or competence issued to an individual by a third party (such as an educational institution or an industry or occupational certifying organization) with the relevant authority or assumed competence to issue such a credential.
- **Learning Experience** -- The specific Non-Collegiate Instruction or related learning that is being evaluated.
- **Learning Levels** – College-level learning represents the ability to take knowledge and relate it within a particular context and to other contexts both within and outside a given field. College-level learning involves acquiring new information, engaging critical inquiry, analyzing, synthesizing and integrating the information, situating the knowledge within a broader context, and demonstrating the ability to apply the learning. There are four possible learning levels in C-PLAN: Developmental, Lower Division, Upper Division, and Graduate.
- **Learning Outcomes** -- Learning outcomes describe the learning that will take place across the curriculum through concise statements, made in specific and measurable terms, of what students will know and/or be able to do as the result of having successfully completed a course.

- **License** -- A process by which an agency grants permission to persons to engage in a given profession or occupation by certifying that those licensed have attained the minimal degree of competency necessary to ensure that the public health, safety, and welfare will be reasonably well protected.
- **Non-Collegiate Instruction** -- Organized, structured learning experiences not sponsored for credit by an accredited college or university. Non-Collegiate Instruction can take different forms including instructor-led training programs such as workplace learning and/or experiential learning verified through exam or other measurement of competencies such as professional licenses or credentials.
- **Sponsor** -- The organization that administers and delivers the organized, structured learning experience or issues the credential being evaluated.
- **Tested Experience**: In certain circumstances, the training instructor may have unique experience and expertise in their discipline, with or without commensurate attainment of a related academic credential. Strong evidence is required to support that the individual has the required experience and expertise to serve as the instructor of record for the training. Documentation of tested experience may include:
    - Current appropriate certification(s) or licenses in the discipline;
    - Honors or awards in the field within the last five years;
    - Continuous documented excellence in teaching within the last five years;
    - Demonstrated competencies and achievements contributing to effective teaching and student learning outcomes in the last five years.

Benefits of the Certificates-to-Credits Program

Benefits to Students:

- Provides a new or additional pathway for students' prior learning to be recognized
- Provides a ladder from trade, professional or community training into higher education
- Eliminates duplication of cost and effort for students
- Reduces cost for education for students
- Promotes progress toward graduation
- Saves students time and potentially speeds progress to graduation
- Leads to a motivation boost and institutional satisfaction boost in students

Benefits to Faculty and the Academic Institution:

- Affirms the central faculty role in assessment, in a process developed by faculty and aligned with faculty criteria, standards, and program assessment
- Avoids duplication of faculty effort in individual assessments
- Front-loading of assessment work improves efficiency and saves significant faculty and staff time overall
- Improves student retention
- Increases visibility of quality, faculty-reviewed credit recommendations
- Provides opportunities for partnerships with employers, community agencies, and professional- or career-training organizations, which could result in new students attending Minnesota State because of approved C-PLAN credit recommendations

Benefits to Agencies and Sponsors of Training:

- Improves description and documentation of workforce knowledge and skills for employers, or improves knowledge of civic, advocacy, and/or non-profit skills for community/volunteer agencies
- Increases participation in employer, trade or profession-based trainings/certificates
- Provides career pathways and employee advancement, and potential pathways into higher education
- Improves quality of training and assessment by providers, and certifies it as comparable to college/university-level learning
- Potential for improved employee/volunteer retention by providing meaningful knowledge and skills development

Items Requested for Submission within the Application

Items marked with an asterisk are required submission within the application. All other items are encouraged but not required. Overall, there are twenty-four items and sixteen of them are required.

Website Links

1. Organization's main website*
2. Historical information (see Operational Information Requested)
3. Marketing websites (see Operational Information Requested)

Items Requested for Upload (in order of questions):

1. Organizational chart for education/training unit
2. Student profile example
3. Course or training syllabus
4. Copies of assessment scores, certificates of attainment, certificates of completion, rubric notations, and/or student transcripts
5. Instructors' resumes for program being evaluated*
6. Documentation of principal trainer's certification to teach course (i.e., diploma, current certification and licenses, honors and awards within last 5 years, etc.*
7. Instructor Evaluation forms*
8. Instructor handbook or training manual

Operational Information Requested (in order of questions):

1. Legal status*
2. Public affiliations*
3. Link to history of organization, or brief paragraph about history of organization*
4. Length of course delivery how long organization has been enrolling learners (in years)
5. Evaluation level/Grading policy*
6. Student records retention policy, and what records are retained*
7. Approximate number of students currently enrolled year-to-date*
8. Approximate number of students served since inception of certification being reviewed*
9. Total hours of the certificate or training per program being evaluated*
10. How learning objectives and key competencies are assessed*
11. Instructors credentials for program being evaluated*
12. How instructors, course content, and instructional materials are assessed*
13. Promotional and marketing methods*

End of review guide.

Metropolitan State University

ST. PAUL POLICE

STATEMENT OF NEED

ADDENDUM 4

SUBJECT MATTER

Minnesota State System Office

Memorandum of Support

Metropolitan State University

Limited Skills Provider Status

MINNESOTA STATE

MEMORANDUM

Date: November 4, 2019

To: President Arthur, Metropolitan State University

From: Ron Anderson, Senior Vice Chancellor for Academic and Student Affairs

Subject: Support for Limited Skills Provider status

This memo serves as the Minnesota State system office's official response to Metropolitan State University's request for support in seeking limited skills provider status with the Minnesota Police Officer Standards and Training (POST) Board, in partnership with the Saint Paul Police Department.

Based on discussions with President Arthur, President Irving, and Saint Paul Police Deputy Chief Paul Iovino, and in consideration of the concerns expressed by President Irving, the system office offers its support to Metropolitan State University in seeking limited skills provider status based on the understanding and expectations outlined below.

Background Understanding

1. The Saint Paul Police Department operates an internal police academy, annually training 30-50 recruits to serve as police officers in the city of Saint Paul. This program is particularly aimed at increasing diversity in the police force by proactively recruiting and enrolling individuals who have been historically underserved by higher education, some of whom have no prior college degree.
2. The academy includes law enforcement skills training, and participants are paid a salary of $60,000/year throughout the training period and into their initial employment.
3. The Saint Paul Police Department has reached out to Metropolitan State University to assist in providing academic oversight to the program, and in particular, to provide assessment and validation of law enforcement skills acquired by participation in the academy through credit for prior learning. This prior learning assessment will involve a small sub-group of academy participants who have not completed a traditional law enforcement skills program, and as such require skills validation by a POST Board approved entity. In addition, Metropolitan State University will work with the Saint Paul Police Department to identify any theory gaps in the academy curriculum, and will offer a classroom-based course of up to 8 credits to address those gaps and fulfill the theory-based component of skills training.
4. The Saint Paul Police Department estimates that the number of academy participants to be assessed through Metropolitan State University's credit for prior learning process and participate in the theory-based course would range from 5-7 recruits each year. As a result, the system office sees limited impact on enrollment in Hennepin Technical College's skills program, and views this as an important partnership that will assist in diversifying the Saint Paul Police department and creating more equitable access to a career in law enforcement. If this number grows beyond 10

students per year, Metropolitan State University will notify the system office so that the arrangement can be reviewed in cooperation with Hennepin Technical College.

5. The intent of this partnership is to create a credit for prior learning pathway to skills assessment for academy participants without prior skills training, thus eliminating the need for these participants to enroll in a credit-bearing skills program that replicates the training they complete through the academy.
6. Given that this partnership will not result in the development of a new academic program or the conferral of a degree from Metropolitan State University, there is no need for the University to seek formal program approval from the Minnesota State system office.

Minnesota State system support and expectations

1. The Minnesota State system supports Metropolitan State University in seeking approval from the POST Board to serve as a limited skills provider through credit for prior learning assessment as described above.
2. It is our expectation that Metropolitan State will continue to partner with Hennepin Technical College for the delivery of law enforcement skills for its law enforcement programs, and that the two institutions will collaborate in the exploration of alternative structures and delivery of skills training.

c: Chancellor Devinder Malhotra, Minnesota State
President Merrill Irving, Hennepin Technical College
Deputy Chief Paul Iovino, Saint Paul Police Department

Metropolitan State University

ST. PAUL POLICE

STATEMENT OF NEED

ADDENDUM 5

SUBJECT MATTER

St. Paul Police Department – Skills Provider Facilities

Richard H. Rowan Public Safety Training Center

Dakota Technical College Driving Range

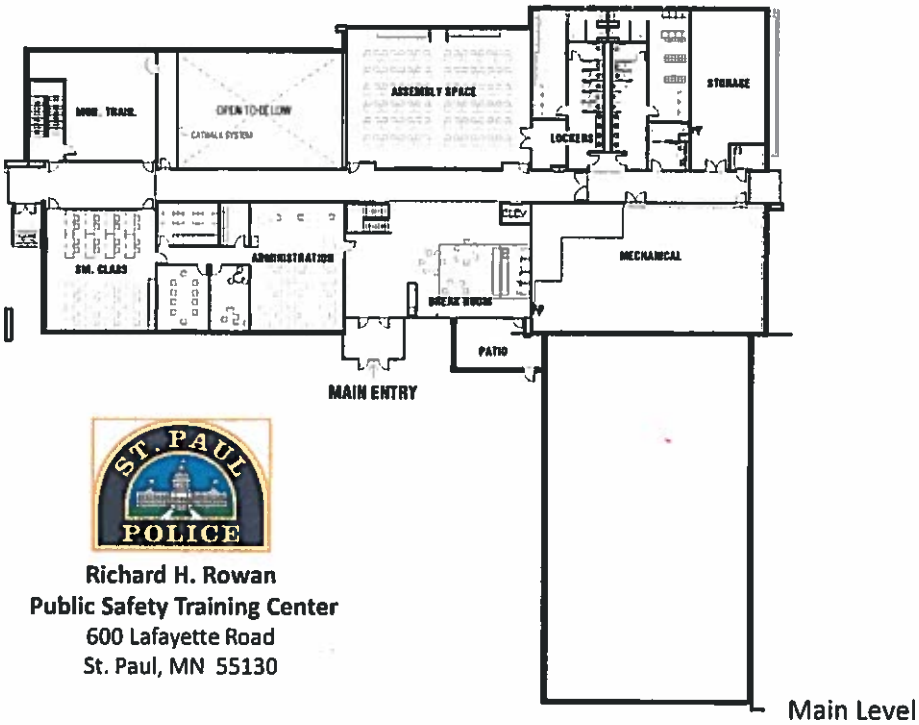
Minnesota State Fair Map

ST. PAUL POLICE TRAINING CENTER

With the immediacy surrounding police training, the St. Paul Port Authority and the City of St. Paul came together to provide a new Public Safety Training Facility. This 40,000 sf facility aspires to create a positive identity for the police and connect the culture of the nearby St. Paul Police headquarters with a state-of-the-art training facility. The training facility includes office space for training division staff, locker rooms for staff and cadets, two lecture classrooms, a reconfigurable scenario-training suite with moveable walls, and a 12-lane firing range used for training and certification. The training facility serves as the base for an on-going, in-service training for St. Paul officers; with 17-week long police sessions and a professional development institute for continuing education seminars, the facility has the capacity for St. Paul police as well as outside law enforcement agencies to train and take classes.

Richard H. Rowan Public Safety Training Center

Building Layout – Main Level



Richard H. Rowan
Public Safety Training Center
600 Lafayette Road
St. Paul, MN 55130

Main Level

Richard H. Rowan Public Safety Training Center

Building Layout – Lower Level

Richard H. Rowan
Public Safety Training Center
600 Lafayette Road
St. Paul, MN 55130

Lower Level

St. Paul opens $18 million police training facility

State-of-the-art center a major upgrade, chief says.

By Jessie Van Berkel – Star Tribune
October 31, 2017

St. Paul Mayor Chris Coleman, Police Chief Todd Axtell and others celebrate the opening of the Richard H. Rowan Public Safety Training Center at 600 Lafayette Road.

St. Paul debuted its new police training center Tuesday, which features virtual training equipment, an expanded gun range and more space for officers to practice their responses to different scenarios.

"This facility will make it easier for all of us to provide the kind of training that helps our officers keep the community, and themselves, safe," Chief Todd Axtell said, adding that

everything from crisis intervention to de-escalation to firearms training will occur at the Richard H. Rowan Public Safety Training Center.

The $18 million training facility was named after a former police chief who led the department from 1970 to 1980. It was largely funded by the city, plus a $3 million donation from St. Paul residents John Nasseff and Helene Houle.

There's a "night and day" difference between the new 40,000-square-foot building, located in the Railroad Island neighborhood and only a half-mile from police headquarters, and the old downtown public safety annex where officers previously trained, said officer Seth Snedden, who works with the St. Paul police academy.

"It was to the point there where you didn't want to bring other agencies in," Snedden said of the annex.

The training center has twice as many lanes in the gun range as the annex did, and virtual equipment that tests officers' responses to different scenarios. There is also a large room filled with movable walls that can be configured in different shapes — to resemble hallways or homes — allowing police to practice how they respond to various scenarios.

"When we are trying to recruit the best to serve in this department, we know that we need to continually make sure that we are investing in them and making sure they have the best training," Mayor Chris Coleman said at a ribbon-cutting event Tuesday.

St. Paul previously planned to demolish the downtown annex next to Pedro Park as officers shifted to the new facility. The city has long planned to expand Pedro Park once the building was removed. But earlier this year, Coleman proposed selling the annex instead and allowing companies to use it as office space — an idea that upset many residents in the area who were counting on a park by their homes.

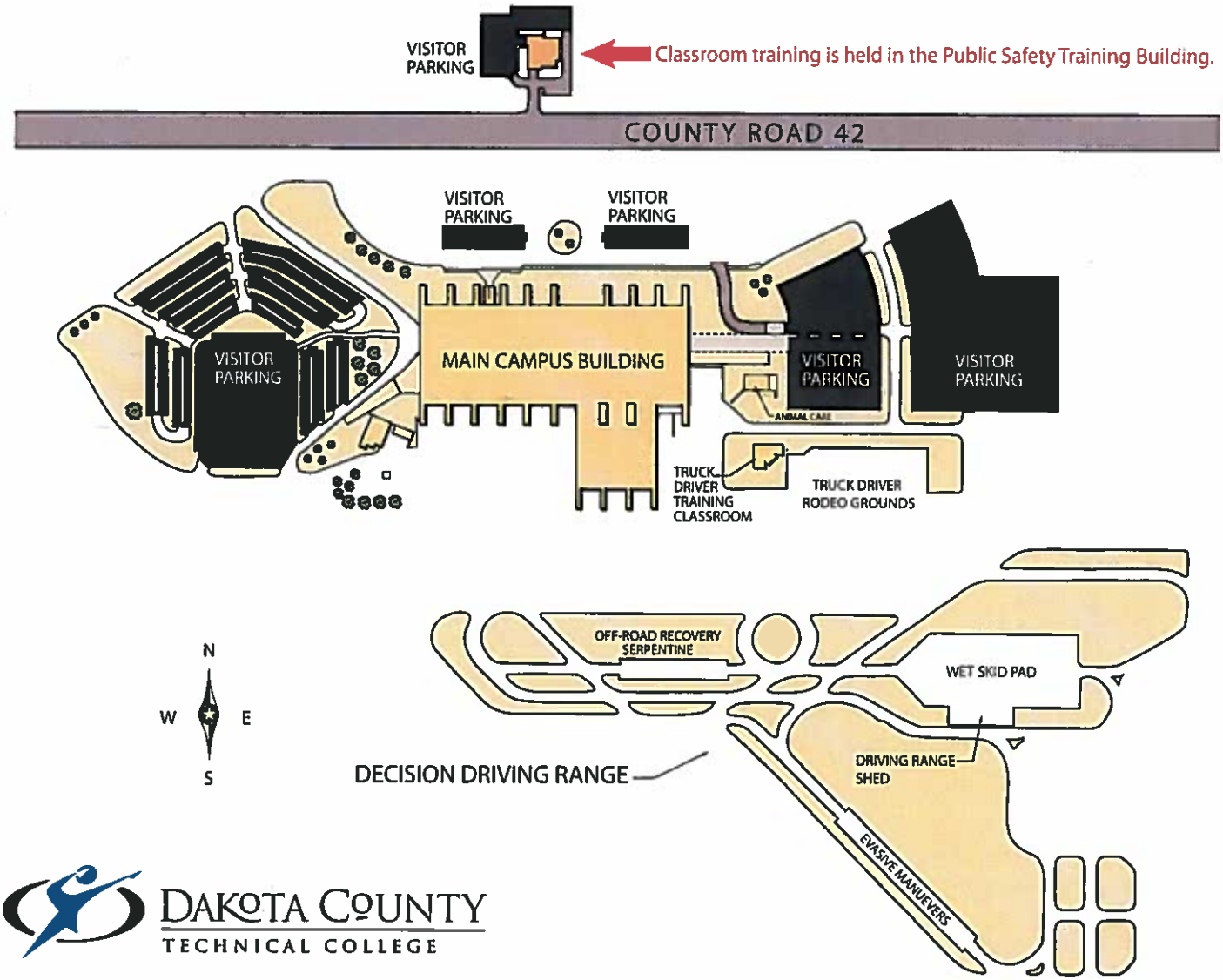
Next week, the city's Housing and Redevelopment Authority will consider a private development proposal by the Ackerberg Group, which would add 219 jobs at the former public safety annex.

"It's not a vote to sell the property," said Mollie Scozzari, spokeswoman for the city's department of Planning and Economic Development.

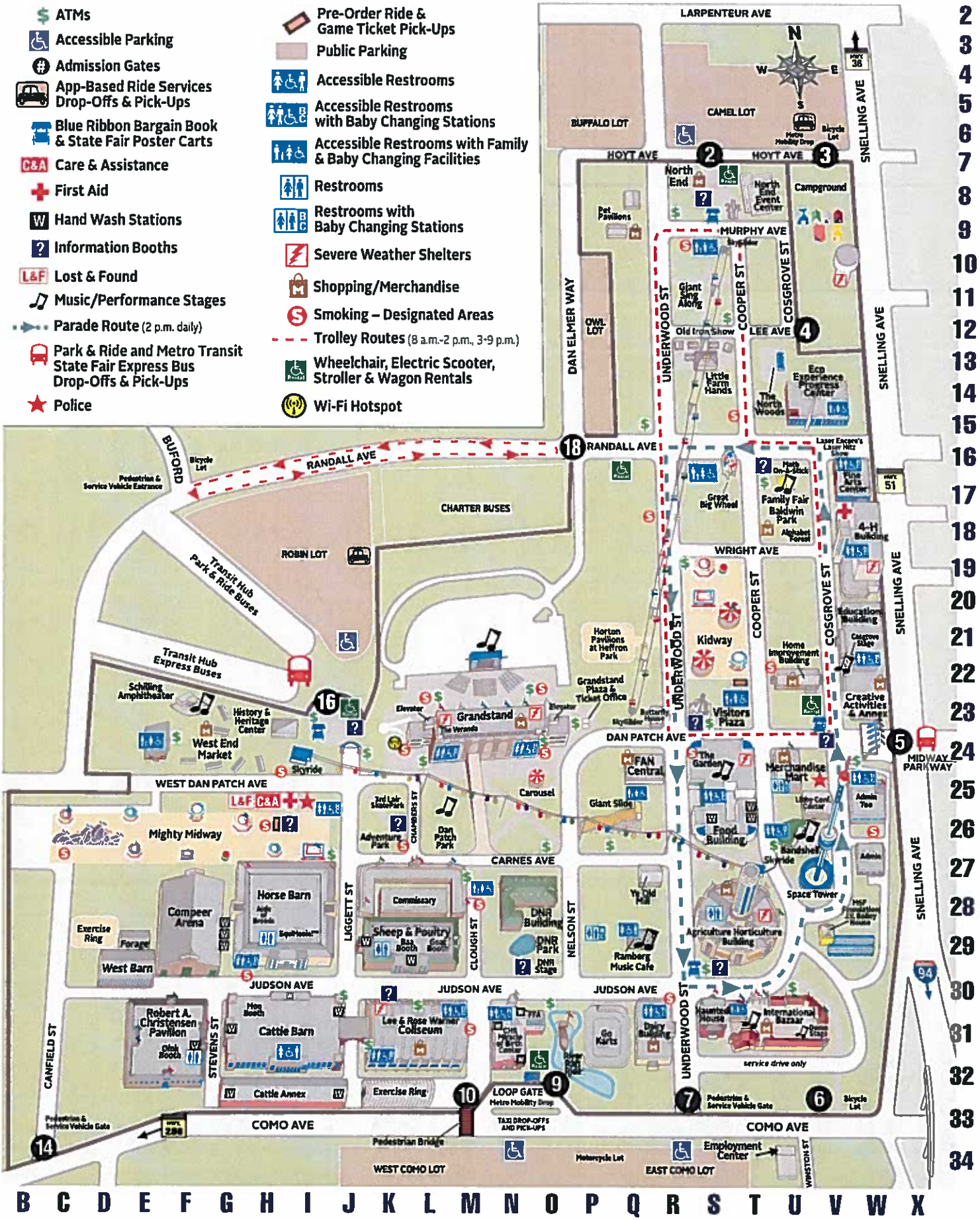
Instead, city leaders will vote next week on whether to give Ackerberg "tentative developer status." City officials would vote later on whether to sell the building to Ackerberg.

Jessie Van Berkel writes about Minnesota government and politics at the Star Tribune. She previously covered St. Paul City Hall and local government in the south metro.

Web Link:
http://www.startribune.com/st-paul-opens-18-million-police-training-facility/454339753/



DAKOTA COUNTY
TECHNICAL COLLEGE

MINNESOTA STATE FAIR 2019

- ATMs
- Accessible Parking
- Admission Gates
- App-Based Ride Services Drop-Offs & Pick-Ups
- Blue Ribbon Bargain Book & State Fair Poster Carts
- Care & Assistance
- First Aid
- Hand Wash Stations
- Information Booths
- Lost & Found
- Music/Performance Stages
- Parade Route (2 p.m. daily)
- Park & Ride and Metro Transit State Fair Express Bus Drop-Offs & Pick-Ups
- Police
- Pre-Order Ride & Game Ticket Pick-Ups
- Public Parking
- Accessible Restrooms
- Accessible Restrooms with Baby Changing Stations
- Accessible Restrooms with Family & Baby Changing Facilities
- Restrooms
- Restrooms with Baby Changing Stations
- Severe Weather Shelters
- Shopping/Merchandise
- Smoking – Designated Areas
- Trolley Routes (8 a.m.-2 p.m., 3-9 p.m.)
- Wheelchair, Electric Scooter, Stroller & Wagon Rentals
- Wi-Fi Hotspot