



City of Minneapolis  
Police Department- Training Division

# Training Plan 2025





# 2025 Annual Training Plan

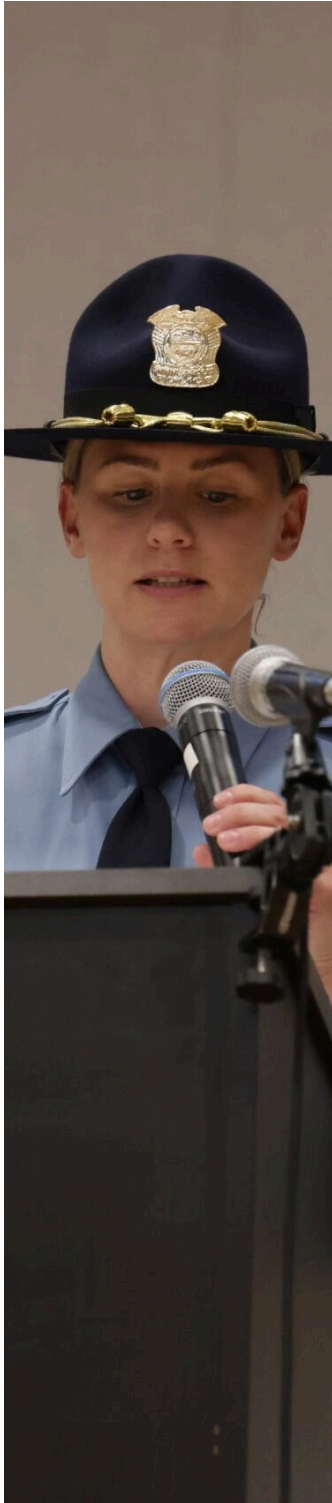
---



Approved by: Chief Brian O'Hara



# Table of Contents



Introduction	4
Training Division Organizational Structure	6
MPD Philosophy of Training	9
Critical Decision-Making Model	11
7-Step Training Process	14
MPD Training Development Process	15
2024 In-Service Training	19
Training Advisors & Partnerships - Professional Advisory Committee	24
Training Advisors & Partnerships - Training Needs Assessment Focus Groups	25
Community Partnerships	26
Administration	29
State Mandated Training	37
Minnesota Department of Human Rights Settlement Agreement Requirements	38
Introduction to MPD Training	40
2025 Academy	41
Community Mentorship Program	43
2025 Field Training Officer	44
2024-2025 Field Training Officer Review	45
2025 In-Service Training Overview	47
2025 Training Calendar	56
Looking to the Future	57
Glossary	59
Appendix	60



# Introduction

---



**“MPD’s success in making Minneapolis a safer city hinges on our ability to deliver high-quality training to our officers. By investing in our officers through effective training, we can reduce crime, strengthen community relationships, and enhance the overall well-being of our department. Our officers are dedicated public servants, and quality training empowers them to perform their duties professionally and effectively.”**

**-MPD Police Chief Brian O’Hara**

The Minneapolis Police Department (MPD) is committed to transforming its culture and operations to deliver more effective, equitable, and community-oriented policing. To achieve this goal, MPD will leverage the Training Needs Assessment and Annual Training Plan to develop innovative training programs that address critical areas for improvement. These programs will focus on enhancing officer standards, policies, and training, while also institutionalizing the expectations outlined in the MDHR Settlement Agreement. By investing in comprehensive training, MPD aims to create a more holistic and service-based police department that is better equipped to serve and protect the community.

The Minneapolis Police Training Division maintains a strong collaborative relationship with the Police Implementation Unit (IU). This partnership ensures that the training programs developed are aligned with the department's evolving policies and procedures. By working together, the Training Division and IU can leverage research-based policing methods and best practices to create training that is both relevant and effective. This collaborative approach fosters a culture of continuous improvement and ensures that MPD officers are equipped with the knowledge and skills necessary to provide high-quality, community-oriented policing services.



# Introduction Continued



This Annual Training Plan outlines MPD's core training components, including academy/pre-service training, field training, and in-service training. The goal is to ensure that all MPD officers are trained to safely and effectively perform their duties in compliance with state, federal, and local laws, MPD policies, best practices, and the MDHR Settlement Agreement. Through rigorous training, MPD seeks to foster a culture of professionalism, accountability, and respect for human rights.



This plan reviews the training initiatives implemented in previous years, while incorporating recommendations of the current and former Training Needs Assessments. By carefully considering these assessments, the Training Division can identify key training priorities, principles, and broad goals that align with MPD's vision, mission, values, and goals. This will help MPD develop targeted training programs that address specific areas of need and contribute to a more just and equitable police department.



## Training Division Organizational Structure

---

The MPD Training Division is comprised of two primary units: pre-service (academy and field training) and in-service (continuing education, range instruction, and patrol operations). Within these units, training staff oversees the development, implementation, and evaluation of all MPD-led training programs. Additionally, they manage training records and requests, schedule department-wide instruction, and disseminate training-related communications. The Training Division also assists the IU with developing and revising policies that specifically feed into all training for the police department.

The Training Division plays a pivotal role in ensuring compliance with the Minnesota Peace Officer Standards and Training Board (MN POST Board) requirements by diligently managing submissions, renewals, and documentation. Beyond MN POST Board mandates, the Curriculum Development Specialist collaborates closely with instructors to guarantee that all MPD lesson plans not only meet but surpass the standards outlined in the MDHR Settlement Agreement. This meticulous attention to detail ensures that MPD officers receive comprehensive training that aligns with both state regulations and the department's commitment to ethical and equitable policing practices.





## Training Division Organizational Structure (Continued)

---

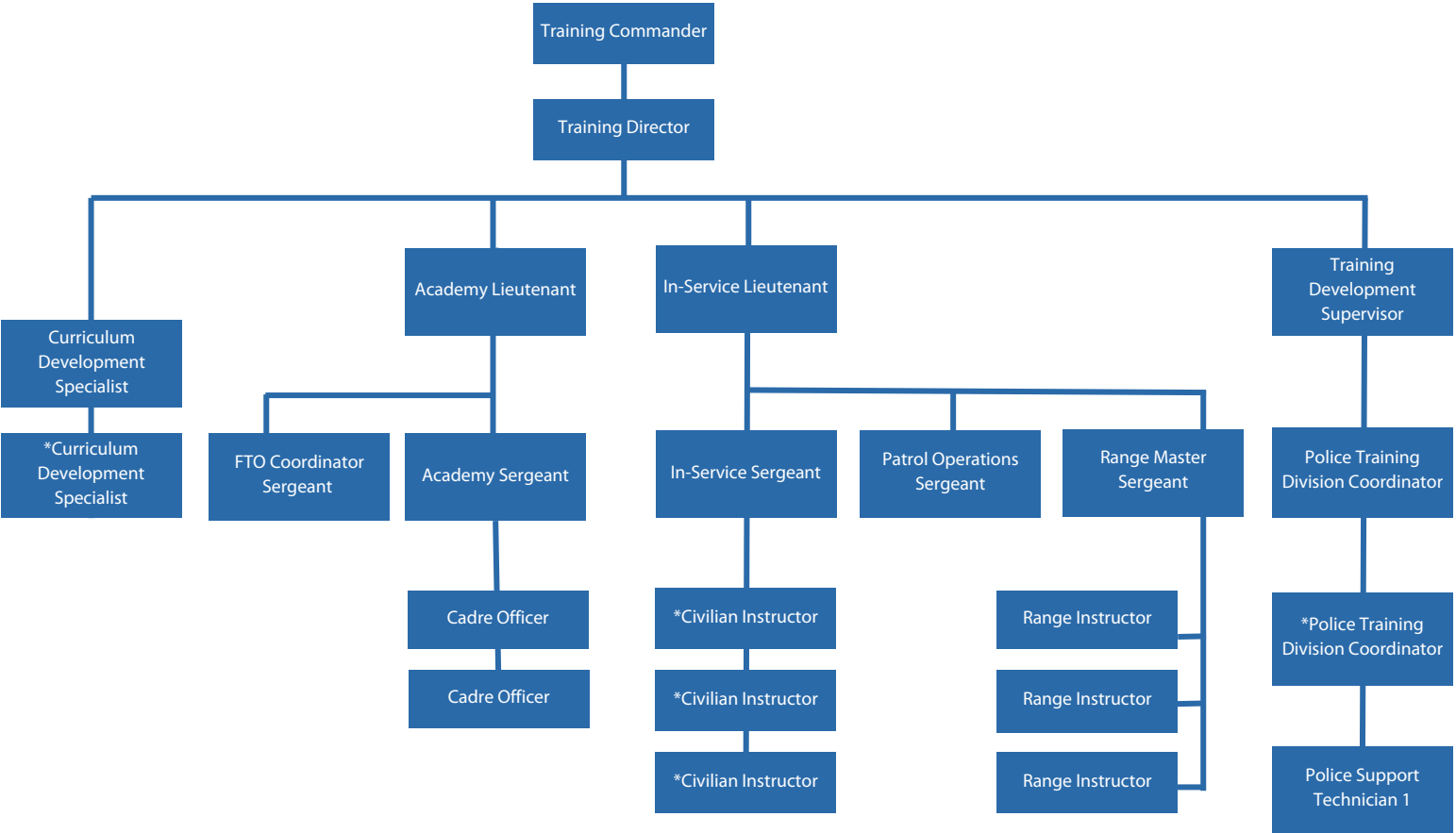


The Academy staff plays a crucial role in overseeing the growth and development of new officers, both in the classroom and in the field. Staff collaborates with community partners, city attorneys and other public service professionals to deliver comprehensive and effective education for new recruits. The In-Service Team works collaboratively across the department to identify training needs and to develop relevant and applicable training programs for all current MPD officers. The Range Team provides firearms training to both academy recruits and current MPD staff through a variety of formats, utilizing both a live range at the Fourth Precinct and a scenario simulation system (VIRTRA). In addition, the Training Division ensures that all appropriate tactical and firearms training meets Minnesota POST Board Standards and maintains safe officer to instructor ratios.

In the fall of 2023, the Training Division adopted a new training philosophy that aligns with a holistic approach to police training. This comprehensive model emphasizes the development of a broad range of skills, knowledge, and competencies essential for effective and ethical policing. The MPD Training Division is committed to this holistic approach, invests in instructor development, and implements scenario-based, adult learning methodologies across all training programs. As MPD continues to expand, the Training Division will advocate for proportionate growth to maintain optimal student-instructor ratios and ensure the delivery of a safe and effective training environment.



# Training Division Organizational Structure (Continued)



Staffing numbers within the MPD Training Division fluctuate due to promotions, retirements, and department reorganization. Currently, there are approximately 17 full-time personnel. Sworn positions include: one Commander, two Lieutenants, five Sergeants, and five Officers. Civilian positions include: one Training Director, one Training Development Supervisor, one Curriculum Development Specialist, one Training Division Coordinator, and one Administrative Support professional.

\*positions are dependent on Mayors 2025 Budget



# Minneapolis Police Department Philosophy of Training



# Philosophy of Training

The Minneapolis Police Department Training Division commits to developing and facilitating training that is transformative and stands at the forefront of best practices within law enforcement. The MPD Training Division is committed to training the whole person, represented by a triangle that encompasses three key components. The whole person approach to training emphasizes a guardian mindset that prioritizes community partnerships. By training to all three sides of this triangle, the MPD Training Division strives to develop officers to engage in policing that is non-discriminatory and constitutional, rooted in critical thinking, and tactically sound.



At the base of the whole person model of training stands our vision, mission, values, and goals. These are the guiding principles that give police work its foundation. Instilling the pillars of procedural justice, imparting the importance of sanctity of life and de-escalation, and placing a firm emphasis on officer wellness will stand at the heart of all MPD training.



The left side of the triangle is comprised of the critical decision-making model. This model teaches our officers to gather information, analyze the situation, consider their legal authority to act, and use all available resources to achieve public safety outcomes that align with the core tenets of sanctity of life, respect, proportionality, ethics, and values.



Standing on the right side of the triangle are tactics. These are the physical and mental skillsets needed to recognize the best approach to challenging situations. Tactics are essential to an officer's ability to act in stressful moments and properly use the tools and techniques upon which we train.

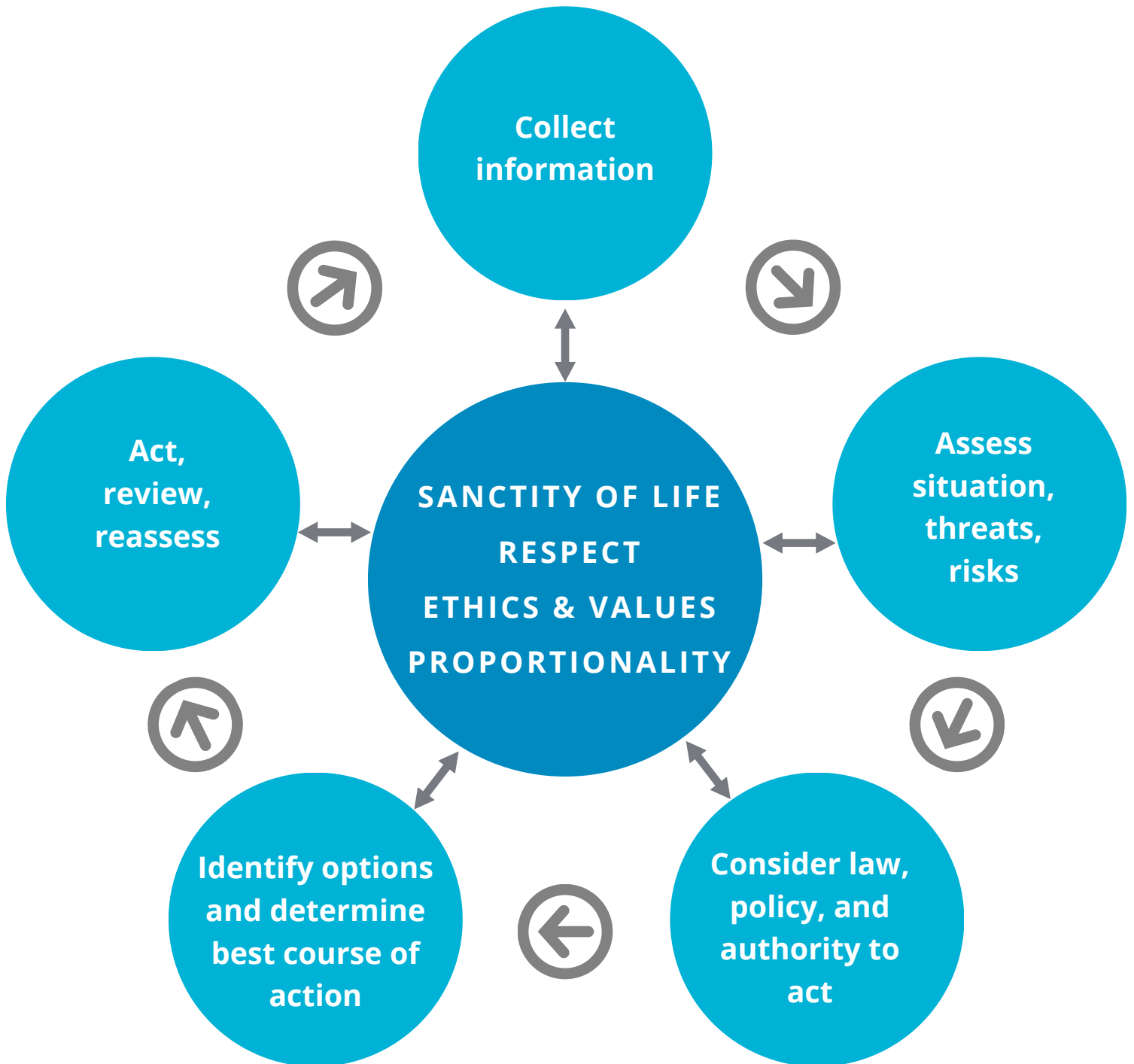
Through the whole person approach, the MPD Training Division will implement and exceed the training requirements outlined in the MDHR settlement agreement. Courses will lean heavily on adult learning concepts, incorporate scenario-based training to the greatest extent possible, and promote community involvement. This comprehensive approach to police training is paramount to accomplishing the organizational goals of the Minneapolis Police Department and continuing the work of reducing crime, earning community trust, and rebuilding the department.





MINNEAPOLIS POLICE DEPARTMENT

# CRITICAL DECISION MAKING MODEL



## MINNEAPOLIS POLICE DEPARTMENT

# CRITICAL DECISION-MAKING MODEL

The MPD Training Division has chosen the Critical Decision-Making Model (CDM Model) to help officers make critical decisions in policing. The CDM Model is a system of thought organization that must reside at the heart of how we process information and make decisions as police officers.

Adopted from the Police Executive Research Forum's (PERF) Integrating Communication, Assessments, and Tactics (ICAT) course, the CDM Model identifies five core steps of gathering information, assessing the situation for threats and risk, considering legal authority to act, identifying options, and finally acting, reviewing, and reassessing. Central to our consideration during all five of these steps is the core of our CDM Model, which is sanctity of life, respect, ethics, values, and proportionality. During all police incidents, our members are taught to use the CDM Model to guide their decision-making and to spin the model whenever new information becomes available.



The CDM Model is being thoughtfully incorporated into all courses taught by the MPD Training Division. Put in the simplest of terms, every police interaction requires a decision to be made – whether it be a simple conversation with a youth in a gas station or a complex scene involving a barricaded suspect with a weapon. The decision can be as simple as thinking of a thoughtful response to a comment or as complicated as coordinating the movement of a SWAT team. Regardless of the complexity, the CDM Model provides a uniform and consistent means for our members to make informed decisions that align with law, policy, and, most importantly, the mission, vision, values, and goals of the MPD.



## MINNEAPOLIS POLICE DEPARTMENT

# CRITICAL DECISION-MAKING MODEL

Implementation of this vision begins in the MPD Academy. In ICAT training recruits are taught to use the CDM Model to articulate their actions during debriefs in all reality-based training scenarios. They quickly learn to explain the information they received, how the threats they assessed informed their approach, and how their legal authority to act guided them to make sound and lawful decisions. They frequently refer to the CDM Model core, providing for how sanctity of life and respect guided their thoughts. At inflection points within the scenarios, they seamlessly spin the model and articulate with ease how the calculus has changed given new information they receive.



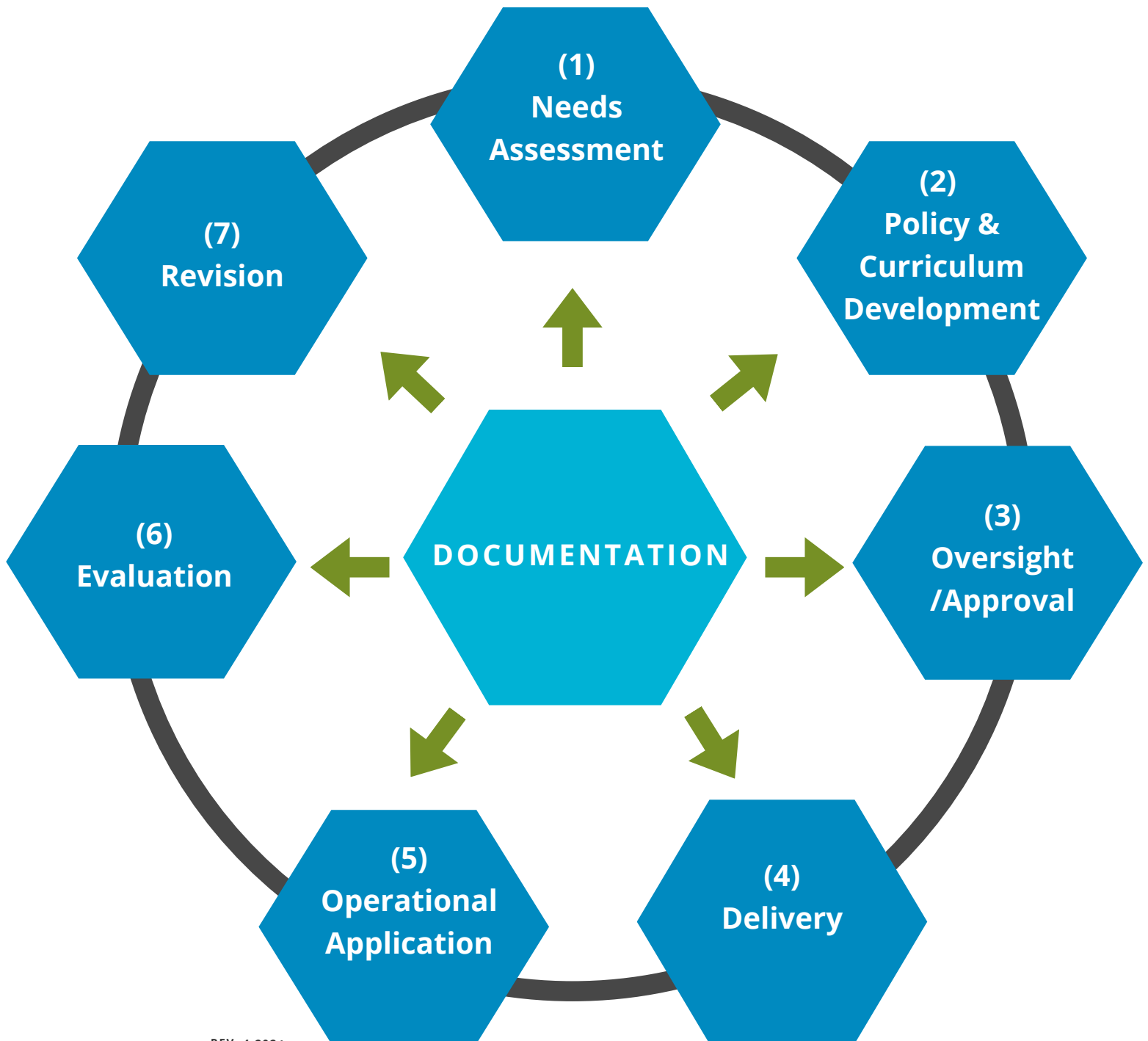
Work is currently underway to adopt the CDM Model into MPD policy. Already featured in the MPD’s Engaging with Minors and Crisis Intervention Trainings in 2024, the CDM Model stands to serve an even more prominent role in future courses such as Use of Force and Stops, Searches, Citations, and Arrests. As curriculum development is progressively reformed to align with adult learning principles, MPD courses will feature more problem-based and scenario-driven content. At every step of the way, the CDM Model will be at the forefront of thoughtful decision-making, ensuring that our members can navigate all aspects of the complex landscape of present-day policing in a manor that reflects our care for the community we serve.





MINNEAPOLIS POLICE DEPARTMENT

# 7-STEP TRAINING PROCESS



REV. 4-2024





## MINNEAPOLIS POLICE DEPARTMENT

# MINNEAPOLIS TRAINING DEVELOPMENT PROCESS

\*Throughout this process, there is continued need for documentation to increase transparency and demonstrate the process for external evaluation.

### STEP 1

#### NEEDS ASSESSMENT:

#### (1) Needs Assessment

- On an annual basis, the Training Division will identify training required by MN POST Board, the Settlement Agreement and department objectives.
- On an annual basis, the Division will conduct a Training Needs Assessment (TNA), to determine organizational needs, training gaps, and national trends to identify opportunities for improvement in training methodology, quality and delivery. The TNA will include feedback from police administration, other city departments and the community.
- The TNA is foundational and will inform the Annual Training Plan (ATP).
- The ATP will be developed at the end of this stage.

### STEP 2

#### POLICY AND CURRICULUM DEVELOPMENT:

#### (2) Policy & Curriculum Development

- The Training Division will work with MPD's Implementation Unit (IU) to develop a policy and training sequence that will ensure policy is found in compliance prior to training development.
- The Division staff will work with the IU to revise and develop policy to ensure that it will fully and effectively train staff using best practices.
- Once policy is generally complete, the Division and IU will begin curriculum development.



## MINNEAPOLIS POLICE DEPARTMENT

# MINNEAPOLIS TRAINING DEVELOPMENT PROCESS

### STEP 3

#### OVERSIGHT AND APPROVAL:

(3)  
Oversight  
/Approval

- Minneapolis City Attorney Office (MCAO) staff consults with the Division and IU throughout the 7-step policy and training cadence.
- MPD Command Staff approves training prior to submission to MDHR for review and feedback and to Effective Law Enforcement For All (ELEFA) for compliance.
- MCAO submits training to MDHR for review and feedback and to ELEFA for Compliance. Once training is found in compliance with the Settlement Agreement, training is delivered to City and MPD staff.

### STEP 4

#### DELIVERY:

(4)  
Delivery

- The Training Division will schedule the approved training curriculum.
- The Training Division will require that staff sign in to training and attendance will be entered into the training management system as quickly as feasible due to staffing levels.
- The Training Division will also provide reintegration training to officers returning from long-term leave and any officers requiring remedial training.
  - This training includes scheduling make-up courses for relevant topics.





## MINNEAPOLIS POLICE DEPARTMENT

# MINNEAPOLIS TRAINING DEVELOPMENT PROCESS

### STEP 5

#### (5) Operational Application

#### OPERATIONAL APPLICATION:

- Whether officers are applying the training to patrol functions and to interactions with the community will be measured by:
  - The Quarterly Review Panel (QRP), which reviews calls and officer/community interactions and feeds information to the Training Division. The QRP also tracks negative use of force trends and patterns which can reflect in revisions to policy and/or training.
  - Officer complaints will be forwarded to the IU and the Training Division to address policy and training deficiencies.
  - The IU and ELEFA will perform audits measuring operational compliance based on the recommendations of the Independent Evaluator, ELEFA.
  - The TNA focus groups will also identify operational compliance:
    - Office of Police Conduct and Review (OPCR)
    - Community Commission on Police Oversight (CCPO)
    - MPD Internal Affairs
    - MPD Quarterly Review Panel
    - Minneapolis City Attorney's Office (MCAO)
    - Unity Community Mediation Team (UCMT)
- Officers will be referred to the Training Division for remedial training as identified through compliance reviews.

### STEP 6

#### (6) Evaluation

#### EVALUATION:

- This evaluation process includes the following year's TNA to fully identify all training needs identified by the assessment and training feedback.
- The Training Division will develop an external Professional Advisory Committee (PAC) to evaluate future training and revisions to current training. The PAC will be given an overview of the results of the Annual Training Plan and their input will feed into training priorities in upcoming training.
- MPD Training Division is also subject to annual audits from the MN Police Officers Standards and Training (POST) Board. In 2024, the MPD Training Division successfully passed a MN POST Board audit of mandatory training for all sworn members. Feedback from the MN POST Board audit will be used to evaluate our training and priorities.





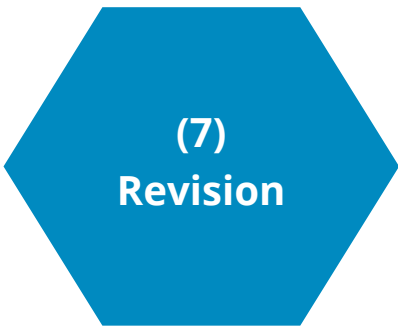
# MINNEAPOLIS POLICE DEPARTMENT

## MINNEAPOLIS TRAINING DEVELOPMENT PROCESS

### STEP 7


#### REVISION:

- Using the valuable information from the annual TNA, the Training Division will develop and revise training curriculum to adhere to the changes in state, federal, and local law, department policy, organizational goals, in order to gain Settlement Agreement compliance.
- The 7-Step Training Development Process will be evaluated to gather feedback and to address concerns from all relevant stakeholders. This comprehensive assessment will inform the development of holistic and service-based police training programs that align with the department's commitment to providing high-quality, community-oriented policing services.



# 2024 In-Service Training



	REQUIREMENT	* NUMBER OF COURSES HELD	COURSE LENGTH	* NUMBER OF EMPLOYEES ATTENDED	POST MANDATORY LEARNING REQUIREMENT
 CRISIS INTERVENTION TRAINING	Annual requirement for all sworn staff	25 Courses	8 Hours	537 employees	Yes: Crisis

Crisis Intervention Training is an 8-hour refresher course designed to continue to develop the officers' skills in de-escalation and communication when responding to a person in crisis call. This training will be taught by the MN Crisis Intervention Team and involves classroom exercises and scenarios at their training facility to provide a better learning environment for students while involving actors as role players in various CIT situations.

 EMERGENCY VEHICLE OPERATIONS (EVOC)	Required every three years	12 Courses	8 Hours	240 employees	Yes: Emergency Vehicle Operations
--	----------------------------	------------	---------	---------------	-----------------------------------

The Emergency Vehicle Operations Course (EVOC) gives officers tools to identify and act during high stress, rapidly evolving situations by utilizing the Critical Decision-Making Model, de-escalation, and appropriate use of force when legally justified. The scenario-based training foundation includes non-emergency and emergency vehicular situations with a heavy emphasis on officer and citizen safety. EVOC is required every three years per MPD policy. MPD requires completion of four online training modules and online exam along with four hours in-vehicle driving.

 TASER OPERATOR COURSES	Annual requirement for users - or must certify with other less lethal option	30 Courses	4-7 Hours	453 employees	Yes: Use of Force
---	--	------------	-----------	---------------	-------------------

The Taser Operator courses offered include Instructor, New User, Annual Re-certification, Academy and Lateral Officer certifications. Taser courses vary depending on the audience, but most include a form of online pre-work, classroom instruction, exam, and practical exercises to include scenario-based learning. Taser recertification is an annual requirement for users.



 ASP COLLAPSIBLE BATON COURSE	Annual requirement for users - or must certify with other less lethal option	22 Courses	4 Hours	508 employees	Yes: Use of Force
---	--	------------	---------	---------------	-------------------

The ASP Collapsible Baton course is an annual required training for carriers of the ASP collapsible baton. Officers receive in-person instruction on policy, de-escalation, objectively reasonable force, and the critical decision-making model. Officers participate in drills and show proficiency in reality-based scenarios. ASP baton certification is an annual requirement for users.

\*Data is current as of 10/30/24 and subject to change as courses take place

# 2024 In-Service Training











	REQUIREMENT	* NUMBER OF COURSES HELD	COURSE LENGTH	* NUMBER OF EMPLOYEES ATTENDED	POST MANDATORY LEARNING REQUIREMENT
 <p><b>INSTRUCTOR DEVELOPMENT- TRAIN THE TRAINER</b></p>	Required for all Training Instructors	3 Courses	40 Hours	48 employees	No: general credits only
<p>The instructor development course provides MPD Instructors with an adult learning instructional model, space to practice presentation and facilitation skills, and training how to use learning activities with a facilitated debrief as an instructional methodology.</p>					
 <p><b>NEW SUPERVISOR ORIENTATION</b></p>	Required for all new supervisors	1 Course	8 Hours	19 employees	No
<p>This orientation was provided to newly-promoted supervisors and covered leadership, ethics and scenarios, Police Federation, critical incident response, use of force, decision-making, de-escalation, pursuits overview, internal affairs overview, MDHR Settlement Agreement requirements for supervisors, and supervisor force review overview.</p>					
 <p><b>CROWD MANAGEMENT</b></p>	Required for mobile field team members	4 Courses	8 Hours	76 employees	No: general credits only
<p>These courses covered topics to enhance skills on understanding key concepts of crowd management, crowd control, and managing large scale civil unrest. Subject matter experts through Tactical Centurions provided instructional training on core concepts such as use of force policies, crowd control concepts, de-escalation, and proper deployment of non-lethal systems. This was mandatory training for select staff.</p>					
 <p><b>PATROL ONLINE ANNUAL REQUIREMENTS</b></p>	Required for all sworn employees	7 Courses	7 Hours	varies by course	Yes: multiple
<p><b>PATROL ONLINE LICENSE RENEWAL REQUIREMENTS</b></p>	Required for POST license renewal	12 Courses	12 Hours	varies by group	Yes: multiple
<p>PATROL Online annual requirements included: Use of Force Parts 1, 2, 3, Vehicle Impounds and Inventories, Vehicle Searches, and Policing Protests. The PATROL Online license renewal requirement list of courses are specific to each officer's year of POST Board license renewal and covers MN POST Board mandatory learning objectives outlined in statute.</p>					

\*Data is current as of 10/30/24 and subject to change as courses take place








# 2024 In-Service Training

	REQUIREMENT	* NUMBER OF COURSES HELD	COURSE LENGTH	* NUMBER OF EMPLOYEES ATTENDED	POST MANDATORY LEARNING REQUIREMENT
	ENGAGING WITH MINORS Required for all sworn employees	21 Courses	8 Hours	589 employees	No
	<p>The Engaging with Minors course provided officers training on the appropriate response to engaging with minors and people with known or perceived disabilities, and how to assess all inherent factors without prejudice. This course combined approximately 4 hours online with 8 hours of adult learning exercises and scenarios to better equip officers with critical-thinking skills and de-escalation tactics. This course was developed by The Bowman Group. The course was co-taught by MPD training staff and The Bowman Group with MPD solely conducting future trainings on this topic.</p>				
	INTRODUCTION TO EMERGENCY MANAGEMENT Required for all new and returning city employees	1 Course	1 Hour	14 employees (ongoing)	No
	<p>This online course was required for all department staff and covered the basics of emergency management, continuity of operations, and personal emergency preparedness.</p>				
	TIRE DEFLATION DEVICE Required for all new and returning sworn employees	1 Course	1 Hour	13 employees (ongoing)	No
	<p>This online course was required for all sworn staff and provided an introduction to the tire deflation device in light of safety considerations reflected in the MPD tire deflation policy, in order to mitigate the risk associated with vehicle pursuits.</p>				
	SLUMPER TRAINING VIDEO Required for all sworn employees	1 Video	10 minutes	438 employees	No
	<p>This online training video was required for all sworn staff and provided guidance on MPD best practices when responding to "slumper" calls on patrol.</p>				

\*Data is current as of 10/30/24 and subject to change as courses take place

# 2024 In-Service Training




	REQUIREMENT	* NUMBER OF COURSES HELD	COURSE LENGTH	* NUMBER OF EMPLOYEES ATTENDED	POST MANDATORY LEARNING REQUIREMENT
	Requirement for all sworn employees	1 Video	10 Minutes	157 employees (ongoing)	No
<p>This online training video was required for all sworn staff and provides guidance and updates on MPD mobile field force movements.</p>					
	Required for POST license renewal for all sworn employees	16 Courses	2 Hours	554 employees	Yes: Use of Force
	Required for POST license renewal for all sworn employees	16 Courses	2 Hours	554 employees	Yes: Use of Force
	Required for POST license renewal for all sworn employees	22 Courses	2.5 Hours	508 employees	Yes: Use of Force
<p>These three required courses are held in-person and provide hands-on interactions and methods of arrest and control. Officers will learn both single and two officer handcuffing techniques and tactics.</p>					
	Requirement for all sworn employees	16 Courses	2 Hours	554 employees	Yes: Use of Force
<p>This required in-person course is meant to build confidence in officer's' ability to organize resources and make sound tactical decisions in high-risk incidents, strongly focusing on de-escalation.</p>					


\*Data is current as of 10/30/24 and subject to change as courses take place

# 2024 In-Service Training



	REQUIREMENT	* NUMBER OF COURSES HELD	COURSE LENGTH	* NUMBER OF EMPLOYEES ATTENDED	POST MANDATORY LEARNING REQUIREMENT
 <p>ACTIVE BYSTANDERSHIP FOR LAW ENFORCEMENT</p>	Annual requirement for all sworn staff	22 Courses	1.5 Hours	508 employees	No: general credits only

This required in-person course teaches students skills related to peer intervention from the earliest signs of a need up through escalating situations that require immediate intervention.

 <p>DE-ESCALATION &amp; OBJECTIVELY REASONABLE FORCE</p>	Requirement for all sworn employees	16 Courses	1 Hour	554 employees	Yes: Use of Force
--	-------------------------------------	------------	--------	---------------	-------------------

This required in-person course serves to instill in officers the importance of de-escalation tactics and techniques and how the use of these tactics factor into objectively reasonable force based on the totality of the circumstances.



\*Data is current as of 10/30/24 and subject to change as courses take place



# Training Advisors and Partnerships

## Professional Advisory Committee

Minneapolis Police Department is establishing a Professional Advisory Committee (PAC) to support the Training Division's academic and training practices. The PAC will serve as a resource to provide recommendations on police instructional methods and offer guidance on effective learning strategies.

The primary responsibilities of the PAC include:

- Providing feedback on MPD's Training Needs Assessment and Annual Training Plan.
- Developing strategies to incorporate community input into current and future training needs.
- PAC will offer curriculum feedback and input on core training programs such as Use of Force, SSCA, and Non-Discriminatory Policing.
- PAC may observe training and will be ambassadors to share police training insights to the community.

The PAC supports the Training Division's mission to develop and evaluate MPD's training needs and to implement educational best practices. The PAC meets quarterly in-person or remotely; meetings are facilitated by the Training Division Commander or the Director of Training and Education.

The committee will be composed of the following volunteers:

1. One MPD Curriculum Development Specialist
2. One or two community representatives from each of the five precincts (business owners and precinct residents)
3. Three representatives from area colleges and universities
4. One representative from the City Attorney's Office





## Training Needs Assessment Focus Groups

The Minneapolis Police Training Division conducted a Training Needs Assessment (TNA) to gather information from ten diverse focus groups across the City enterprise and the community to feed into the learning objectives for MPD’s 2025 police training.

Each of the focus groups were tasked with identifying areas of specific need or deficiency in the Minneapolis Police Department that can be addressed through developing learning objectives in training. The training needs identified by the focus groups will help to “train to the gap” and meet the organizational goals and values to comply with MN Police Officers Standard and Training (POST) licensure requirements and the MDHR Settlement Agreement.

The TNA information is used to develop the MPD Annual Training Plan (ATP) by ensuring that the training needs and learning objectives identified from the TNA are used in the design phase of the annual training.

Focus groups interviewed for the TNA include:

- One representative from the MPD Quarterly Review Panel (QRP)
- Twenty representatives from Unity Community Mediation Team (UCMT) and Community Mentorship Program
- Four representatives from MPD Internal Affairs Unit and Force Review Unit
- Four representatives from Office of Police Conduct Review (OPCR) and Community Commission On Police Oversight (CCPO)
- Three representatives from Minneapolis City Attorney’s Office (CAO) and Hennepin County Attorney’s Office (HCAO)
- Four training staff representatives offered reflections of local and national trends (PERF, NIJ)
- Seven MPD Instructors and Training Division staff
- Five representatives of MPD patrol; comprised of officer(s), sergeant(s), lieutenant(s), and inspector(s).
- Five MPD Investigators from various units
- Five representatives of MPD Command Staff



# Community Partnerships

MPD regularly collaborates with MDHR, subject matter experts, and community stakeholders in course development and delivery. Several ongoing partnerships with the MPD Training Division include:

	<p>Bureau of Criminal Apprehension (BCA) – The MPD Training Division works collaboratively with the BCA to have MPD-sworn personnel attend trainings offered by the BCA.</p>
	<p>Bowman Group – The MPD contracted with The Bowman Group (TBG) to develop the Engaging with Minors training. In 2024, TBG taught staff how to facilitate these trainings.</p>
	<p>Canopy Roots/ Behavioral Crisis Response Team – The MPD Training Division works collaboratively with Canopy Roots, an organization that provides mental health crisis response within the City of Minneapolis to promote patrol cooperation and understanding of the Behavioral Crisis Response model.</p>
	<p>Dakota County Technical College – The MPD Training Division works closely with Dakota County Technical College who provides instruction and the use of their facilities for Emergency Vehicle Operations training.</p>
	<p>Ellie Mental Health – The MPD contracted with Ellie Mental Health to provide ongoing training and services related to officer wellness.</p>
	<p>Ethical Leaders in Action – The MPD has contracted with Chad Weinstein, founder of Ethical leaders in Action, to provide moral courage and emotional intelligence training to all new recruits and Field Training Officers.</p>
	<p>Exceptional Edge Consulting – The MPD Training Division has worked with this team to develop the Instructor Development Course as noted under the Instructor Development section of this plan.</p>
	<p>Forest Lake Sportsman’s Club – The MPD Training Division works collaboratively with the Forest Lake Sportsman’s Club to utilize their facilities for firearms trainings.</p>







# Community Partnerships (Continued)



	<p>Hennepin Technical College – The MPD Training Division sends police cadets who still need Skills training to Hennepin Technical College for that portion of their education.</p>
	<p>Jensen Hughes – The MPD hired Jensen Hughes to conduct a training needs assessment to determine MPD’s greatest training priorities. The Jensen Hughes team spent a considerable amount of time interviewing a variety of MPD staff and prepared an initial Training Needs Assessment report.</p>
	<p>Jewish Community Relations Council of Minnesota and the Dakotas – The MPD works with the Jewish Community Relations Council to coordinate a trip each year to the Holocaust Museum in Washington, D.C. for select MPD staff.</p>
	<p>Minneapolis City Attorney’s Office – The MPD Training Division works collaboratively with city attorneys to provide legal instruction in both academy and in-service curriculum. City attorneys also provide consultation on curriculum development.</p>
	<p>Minneapolis Fire Department – The MPD Training Division works with the Fire Department to utilize facilities and to assist with a variety of different trainings.</p>
	<p>Hennepin County Embedded Social Workers - The MPD now has embedded social workers in each precinct to support community needs through a police referral process. The social workers present training during the MPD academy.</p>
	<p>Hennepin County Behavioral Health Center (BHC) - The MPD Training Division works closely with the BHC to promote the services offered at the center and ensure patrol staff know how to utilize those services.</p>
	<p>Hennepin County COPE - The MPD Training Division works closely with Hennepin County COPE, a mental health crisis response organization, to continue developing relationships between our staff and theirs.</p>

# Community Partnerships (Continued)



	<p>Minneapolis Emergency Management Department (EMD)– The MPD Training Division partners with the Emergency Management Department to provide trainings and excercises related to incident command and large-scale emergency planning.</p>
	<p>MN CIT – The MPD Training Division works with MN CIT to send all new police recruits through its 40-hour crisis intervention training program, which includes instruction on a variety of different mental health conditions, a panel of local mental health resources and services, a panel of community members impacted by mental health, and realistic scenario training with professional actors specifically to portray various mental health conditions and developmental disorders.</p>
	<p>Rasmussen University - The MPD Training Division sends Community Service Officers (CSOs) to obtain their academic degree and law enforcement Skills Training to Rasmussen University.</p>
	<p>Step Up Program – The MPD works with the Step Up Program to hire local high school students for paid internships within the MPD Training Division and other MPD departments.</p>
	<p>STORM (Strategies and Tactics On Redirecting Movement) Training Group – The MPD Training Division contracts with STORM to support academy and in-service use-of-force instruction. They specialize in strategy and tactics on redirecting movement for the purpose of lawful control and effective self-defense.</p>
	<p>First Response Actors (real actors for realistic trainings)- The MPD Training Division contracted with First Response Actors to provide actors for scenario-based trainings in both the academy and in-service trainings.</p>



---

Effective mid-October 2024, Dr. Shawn Williams accepted the role of Director of Training and Education. Dr. Williams brings a wealth of experience in law enforcement, including a distinguished tenure with the MPD. Most recently, he served as Dean of Police Training and Education at Alexandria Technical and Community College in Alexandria, Minnesota.

As Director of Training and Education, Dr. Williams will oversee the curriculum development function within the MPD. His responsibilities will encompass instructor and curriculum development, planning, organization, direction, and coordination of all aspects of sworn police officer training, ensuring strict compliance with Police Operations Standards and Training, and the Settlement Agreement.





## Training Cadence:

In 2025, with exception of a few selective training courses, MPD staff will be conducting most of the instruction. MPD Training Division has contracted with several incredibly talented organizations who have or will assist in the development and framework of the training, but nearly all training will be instructed by MPD staff in 2025.

The development and implementation of a comprehensive training calendar involves multiple complex stages, including concept generation, policy drafting, evaluation, compliance measures, training creation and/or revision, and delivery. The 2025 MPD Annual Training Plan is a meticulously designed framework where the strength of the entire plan hinges on the robustness of each individual component.

To mitigate the potential impact of minor scheduling disruptions, the ATP incorporates a flexible approach that allows for the adjustment of training dates in line with each 28-day police sworn schedule. This strategy ensures that delays in one training session, which limits the cascading effect where trainings would only need to be delayed briefly, not canceled, or pushed into the following year. If any individual training was delayed, that training and subsequent trainings would be delayed by one 28-day work cycle.

This process has but one exception, in the August 10th 28-day scheduling cycle, MPD will be conducting Handgun Skills and Medical Training for all-sworn at an off-site outdoor firearms training facility, and the dates cannot be altered once set.



As part of a comprehensive effort to prepare and inform officers about current and upcoming training, the Training Division distributes a detailed training calendar to all staff before the end of the preceding year. This proactive approach aims to enhance organizational transparency while providing leaders and supervisors with the necessary information to plan staffing levels accordingly.

Approximately one to two months prior to each scheduled training, the Training Division shares an overview of the training curriculum with all staff. This communication includes the specific dates and times for the training, along with instructions for supervisors to enroll their assigned officers. This ensures timely coordination and maximizes preparedness for all involved.





## Curriculum

2024

2025

- Development and standardization of lesson plans

The Training Division is actively working to address the request from the Independent Evaluator, ELEFA, to integrate relevant paragraphs of the Settlement Agreement (SA) into MPD's lesson plans. This initiative aims to ensure that MPD's core principles and expectations are effectively communicated and understood by officers throughout their training. Additionally, the Training Division is working to standardize the format and structure of both MPD-created training and vendor-assisted training to promote consistency and coherence in the overall training curriculum. This will continue to be the Training Divisions plan into 2025.

- Formalize protocols for instructor selection and maintenance of instructor credentials

The Training Division is developing a Standard Operating Procedure (SOP) to outline the instructor selection process. This SOP will establish clear guidelines for identifying and selecting qualified instructors who possess the necessary expertise and skills to deliver effective training programs. Candidates must have successfully completed the Instructor Development Course and have their blue cards evaluated to ensure they meet the department's stringent requirements. There will be an annual refresher provided to current instructors.



## Curriculum Continued

2024

- Develop new training curriculum review and approval processes

2025

The Training Division has established a comprehensive 7-Step Training Development Process to ensure the delivery of high-quality training programs for patrol operations. This process incorporates the Training Needs Assessment (TNA) and Annual Training Plan (ATP), along with relevant new policies and procedures.

To enhance accountability and measure effectiveness, the training process is subject to assessments, audits and evaluations. The insights gained from these evaluations are used to inform revisions and improvements for future training initiatives, ensuring a continuous cycle of improvement and adaptation.

- Review and revise all academy curriculum to include adult learning techniques to meet the requirements outlined in the Settlement Agreement

The Training Division is actively revising the Academy training curriculum to align with the principles of adult learning and holistic development. By incorporating the Critical Decision-Making Model and emphasizing the core tenets of sanctity of life, respect, proportionality, ethics, and values, the Training Division aims to equip officers with the necessary skills and mindset to effectively navigate complex policing situations. As staffing levels permit, existing fundamental Academy courses will undergo a thorough evaluation and update to ensure consistency with MPD's Philosophy of Training.



## Curriculum Continued

2024

- Curriculum development for a three-day 8-hour Use of Force training program that requires a minimum of 1,000 hours among four people

2025

The MPD Training Division is committed to providing the level of expertise necessary to deliver high-quality training programs that equip officers with the knowledge and skills necessary to make sound decisions appropriately in complex policing scenarios.

## Data & Technology

2024

- Training data request centralization
- Expansion of data management
- Convert all historical records into METR data management system
- Digitalization of outside training request and approval process for staff

2025

The Training Division is nearing completion of a project to centralize all training data into a unified system. MPD is currently transitioning to the LEFTA system METR to document both new and historical training records. The Training Division is working with the Implementation Unit to develop policy where all outside training requests will follow the same approval and documentation process. This centralized approach will streamline data management and provide a comprehensive overview of all officer training activities.



## Procedures

2024

- Development of a Training Division Staff Handbook (Standard Operating Procedures (SOP))
- Implement safety recommendations listed in the McKinstry Facilities Assessment

- Streamline communications between MDHR, City Attorney's office, and the MPD Training Division

2025

In 2024, a preliminary working list of items to be included in the Training Division's Standard Operating Procedure (SOP) was established. Training staff will continue to work on further developing and finalizing the SOP project throughout 2025. In addition to outlining the standard operating procedures for the Training Division, the SOP will also include a dedicated section or handbook covering safety protocols as recommended by ELEFA. This comprehensive approach will ensure that the SOP provides clear guidelines for both training operations and safety measures.

The MPD Training Division maintains regular weekly meetings with the City Attorney's Office, MDHR, and ELEFA. These standing meetings provide a platform for collaboration, information sharing, and addressing emerging issues related to training and compliance. As needed, additional stand-alone meetings are convened to address specific topics or concerns that require more in-depth discussion.





## Procedures Continued

2024

- Create process for after-action review of critical incidents and near-miss incidents that involves identifying deficiencies in training

- Contract negotiations

2025

The MPD Training Division Commander serves as an active member of the Quarterly Review Panel, which conducts in-depth investigations of all critical incidents and Level 3 Use of Force incidents. The panel's findings and recommendations are routinely analyzed to identify potential training needs. When necessary, these identified training requirements are incorporated into the current training curriculum or future Training Needs Assessments, ensuring that the department's training programs remain responsive to the lessons learned from real-world incidents.

The majority of training vendor contracts at MPD are procured through a competitive Request for Proposals (RFP) process managed by the City's Procurement Department. This ensures a fair and transparent bidding process. In limited circumstances, where contracts possess a high degree of specificity and there is a clear lack of suitable alternatives, the City's Procurement Department may authorize a Sole Source process, allowing the selection of a vendor without competitive bidding. To develop these vendor contracts, the MPD Training Division, Implementation Unit, and City Attorney's Office collaborate closely to ensure that the agreements meet the department's specific needs and goals.



## Personnel

2024

- Hire a Civilian Director of Training

- Hire additional civilians as training personnel

- Identify and procure professional actors for scenario-based training

2025

As of October 2024, Dr. Shawn Williams is the new Director of Training and Education for the Minneapolis Police Department.

In 2024, the Training Division expanded its capabilities by adding one civilian Police Support Technician (PST) position. Recognizing the growing need for additional support, the Training Division has requested the inclusion of two civilian Training Coordinators, two civilian Curriculum Development Specialists, and four civilian Training Instructors in the 2025 City Budget. However, it is important to note that the 2025 City Budget has not yet been approved at the time of this report.

In July 2024, MPD entered a contract with a professional acting firm to enhance its scenario-based training capabilities. This specialized vendor provides highly-skilled actors who participate in emergency response-based scenarios, significantly contributing to the department's efforts to provide realistic and effective training experiences for officers.



# State Mandated Training

## Peace Officer License Renewal Every 3 Years

**48**

### GENERAL CREDITS

The Minnesota POST Board requires sworn police officers to complete a total of 48 training credits every 3 years in order to renew their peace officer license.

**16**

### MANDATORY LEARNING OBJECTIVES

Of those 48 required training credits, 16 hours must be in specific categories per Minnesota statute. These mandatory learning objectives are specific topics determined by the MN POST Board.

Mandatory Learning Objectives	Credits Required
Crisis Intervention and Mental Illness Crisis	6
Autism	4
Conflict Management & Mediation	1
Recognizing & Valuing Community Diversity & Cultural Differences to Include Implicit Bias	1
*Crimes Motivated by Bias	1
*Officer Wellness	1

\*Denotes a new Mandatory Learning Objective in 2024

Two credits are elective and can be taken in any of these categories

Mandatory Training	Credits Required
In-Service Use of Force & Firearms	1 yearly
Emergency Vehicle Operations Course (EVOC)	8 every 5 years

On July 13, 2023, the City of Minneapolis and Minneapolis Police Department entered into a court enforceable Settlement Agreement with the Minnesota Department of Human Rights (MDHR). This agreement follows the MDHR investigation where it found that MPD engaged in a pattern or practice of racially discriminatory policing.

The Settlement Agreement aims to hold the City accountable for reforming the Minneapolis Police Department and outlines a framework for lawful, non-discriminatory policing and better support for public safety in Minneapolis. The Agreement has 13 parts focusing on various topics such as policy, outreach, training, and more. Each part is a roadmap for how the City will move forward to institute cultural change. Many of the requirements are consistent with current MPD policies and reform measures.



Part 7 of the Agreement provides the guiding principles and objectives for the MPD's Training Division to reach compliance. This part includes the training needs assessment, training plan, training development, delivery, and evaluation, and specific trainings by subject area. The table on the next page lists the required trainings.



# Minnesota Department of Human Rights Requirements



SETTLEMENT PARAGRAPH	COURSE DESCRIPTION	MANDATED COURSE DURATION	REQUIRED COMPLETION DATE	ANNUAL MANDATED FOLLOW-UP TRAINING	ADDITIONAL REQUIREMENTS
199-204	Use of Force	16 Hours	03/17/2026	8 Hours	Force Review & De-Escalation Principles
207	Active Bystandership for Law Enforcement	8 Hours	03/17/2026	2 Hours	
209	Stop, Search, Citation, & Arrest	16 Hours	03/17/2026	4 Hours	Training on review of officer enforcement contacts
211	Obstruction of Legal Process & Disorderly Conduct	Not Specified	03/17/2026	Required	
210, 214-215	Non-Discriminatory Policing	16 Hours	03/17/2026	8 Hours	
216, 221	Field Training Program: Field Trainers	40 Hours	03/17/2026	8 Hours	
43, 208, 212, 231	Supervisor Training	Not Specified	03/17/2025	Required	Required for new & current Supervisors
234	Police Misconduct Investigator Training	16 Hours	03/17/2026	8 Hours	Requirement is for Investigators
235	Engaging with Minors	Not Specified	03/17/2025		
236	Crisis Intervention Training (In-Service Training)	8 Hours	03/17/2026	8 Hours	Recruits required to take 40-hour course
237	Crisis Intervention Training (City Dispatch In-Service)	Not Specified	03/17/2026	Required	
Total Training Hours		152		Required Annual Training Hours	52



## Academy

**Recruits attend a 16-week training academy (600 hours)**

- Expectations, values, responsibilities
- Foundation skill courses
- Law enforcement data systems and permissions
- Investigative instruction
- CIT & community relations
- Procedure instruction
- Officer wellness and preparedness
- Civil disturbance preparedness
- Medical training instruction

## Field Training

**Academy graduates move on to a 5.5-month field training program**

- Two-week orientation for transition to the patrol environment
- Monthly field training officer rotations to include different precincts throughout the City of Minneapolis
- Monthly training throughout with a focus on empowerment, performance, health/wellness, de-escalation, briefings, and procedural justice
- Monthly meeting with FTO Coordinator and anonymous feedback surveys

## In-Service

**All ongoing training for licensed police officers**

- Meets MN POST Board credit requirements for Peace Officer license renewal
- Utilizes online learning platforms to supplement in-person training
- Topics include:
  - Crisis intervention
  - Defensive tactics
  - Patrol operations
  - Range and less-lethal
  - Medical support team
  - Leadership training
  - Instructor development

Pre-Service

## Academy

The profession of policing is exceedingly challenging. Being a police officer is an immense responsibility: to serve everyone equally, justly, and constitutionally. Officers bring their own core values and ethos to the department. The Minneapolis Police Department sets expectations within our core values of trust, accountability, and professional service as well as in our department policy. The Training Division is committed to continually reassessing and improving our training to provide new officers with the foundational skills and knowledge necessary to be a successful and professional police officer. The MPD Training Division is engaged in implementing adult learning and innovative approaches to further develop recruit officers' critical thinking and decision-making skills. The Minneapolis Police Academy is committed to curriculum development within the 16-week training course to improve and to implement the following:

- Provide training and testing to ensure each student demonstrates character, knowledge, problem-solving abilities, human relations, and communication to meet the professional standards of a police officer.
- Integrating or reinforcing foundational and overlapping content to help people retain critical knowledge and skills and improve learning outcomes.
- Reinforce foundational skills, communication skills, critical thinking and decision-making skills through use of an integrated curriculum.
- Align all course instruction curriculum with the principles of adult learning.
- Reinforce MPD values of trust, accountability, and professional service through overlapping academy curriculum and content delivery.
- Reinforce strong interpersonal skills.
- Integrating and reinforcing our CDM model throughout all curriculum and academy evaluations.
- Well-designed lesson plans to include core topics, learning objectives, and how student proficiency is measured.
- Integrate a culture of wellness within the academy - "It's OK to not be OK."
- Academy internal procedural justice. Training staff and recruits are respected, valued, and get a voice.



2  
0  
2  
5

## Academy Classes

February  
June  
October

## Lateral Officer Orientation

January  
May  
July  
October



### FOUNDATIONAL POLICE CURRICULUM

- Patrol Operations
- Use of Force
- De-escalation
- ABLE - Active Bystandership for Law Enforcement
- Emergency Medical Response
- Emergency Vehicle Operations
- Arrest & Control
- Scenario-Based Learning
- Taser Certification
- Chemical Aerosols
- DWI Procedures
- Gas Exposure
- ICAT - Integrating Communication, Assessment & Tactics



### CULTURAL COMPETENCE

- Procedural Justice/Non-Discriminatory Policing
- Humanizing Unsheltered Individuals
- Engaging with Minors
- Cultural Awareness Project
- Crisis Intervention Training
- Community & Diversity Awareness
- Moral Courage
- Ethics



### INVESTIGATIONS

- Domestic Abuse
- Crimes Against Children
- Sex Crimes
- Homicide
- Robbery
- Assault
- Property & Evidence
- Crime Lab Procedures
- Vehicle Searches
- Internal Affairs
- Canine Procedures
- Traffic Unit
- Bureau of Criminal Apprehension
- Bait Car Program



### TECHNOLOGY

- Body Worn Cameras
- 911 Dispatch & Radio Procedures
- Public Information & Media
- Criminal Justice Information Services
- National Incident Management System
- Report Writing System
- Training Record Management



### LEGAL

- Search & Seizure
- Constitutional Law
- Criminal Court Process
- Brady & Testifying
- Use of Force Policy
- Report Writing
- Federation



### HEALTH & WELLNESS

- Nutrition
- Personal Training
- Emotional Intelligence
- Stress Management
- Substance Abuse
- Financial Wellness
- Critical Incidents
- Emotional Wellness



# Community Mentorship Program



The Minneapolis Police Department (MPD) has partnered with the Unity Community Mediation Team (UCMT) to establish the Police Community Relations Council (PCRC), as outlined in the Memorandum of Understanding (MOU) signed on August 8, 2022.

The PCRC, composed of seven MPD staff members selected by the Chief of Police and ten Minneapolis business owners and/or community members selected by the UCMT, is focused on improving the relationship between MPD and the communities it serves.

A key initiative of the PCRC is the Community Mentorship Program, which pairs new MPD recruit officers with community mentors. The goal of this program is to provide recruits with insight into the experiences of living and working in Minneapolis, as well as their experiences with law enforcement. The PCRC believes that strong relationships and open communication between the police and the community are essential for building trust and empathy.

On May 23rd, the Minneapolis Police Academy hosted the first Community Mentorship Event, marking the beginning of a journey to foster understanding and connection between new recruits and their community mentors.

Following this initial event, mentors were assigned to recruit officers who were about to enter the Field Training Officer (FTO) phase of their training. Mentors and officers are expected to meet 3-5 times during the FTO period to continue building relationships and sharing insight.

The ultimate goal of this program is to cultivate a department of officers who are deeply connected to their communities from the outset of their careers. MPD aims to foster strong and lasting relationships between officers and the communities they serve.



## Field Training Officer

The FTO program is continuing to develop to meet the needs of the Minneapolis Police Department. One area that the FTO program continues to struggle with is providing the quarterly training as well as training for the new Field Training Officers.

In 2024, the MPD FTO program and training staff participated in a workshop with Exceptional Edge Consulting, LLC, to create an MPD-specific 40-hour, adult learning-based certification course. The MPD FTO program that is being designed will instruct an 8-hour FTO refresher course. Both courses will develop FTOs to coach, mentor, lead and evaluate Officers-In-Training (OIT) through the FTO phases. FTOs will be given clear expectations of the training process and how to guide and evaluate the OIT to be critical thinkers and constitutional police officers. The 40-hour FTO course and 8-hour refresher course are currently in the last phase of development with an anticipated delivery of training in early 2025. The MPD Instructor Development Course (IDC) will be essential in assisting instructors with the understanding and framework necessary to design, instruct, and facilitate both the certification and refresher courses.

The FTO program will continue to diligently work on the communication from the program to the FTOs, OITs, and Field Training Supervisor (FTS) to maintain consistency within the program. The FTO program created a feedback process through LEFTA in 2022. The FTO program has created a completely anonymous survey for both FTOs and OITs to utilize at any time throughout the year. The FTO program will message the desire for feedback on a quarterly basis and simultaneously review and document the feedback received. The feedback will be evaluated for possible changes within the program and possible training options.



2  
0  
2  
4  
-  
2  
0  
2  
5

## Personnel

The MPD Training Division hired a Field Training Program Coordinator (FTPC) to oversee the program and provide stability. The FTPC was required to have prior experience as an FTO and a patrol supervisor and have a commitment to improving the FTO program. The FTPC updates the current FTO list and communicates in advance to obtain officer availability and willingness to FTO in the upcoming months. LEFTA tracks each FTO and lists the months they trained OITs. OITs complete FTO evaluations at the end of each month through LEFTA. Evaluations are only viewed by the FTPC. FTPC then evaluates FTO performance through DORs and Body Worn Camera (BWC) footage. Internal affairs complaints are compared to the FTO list annually and the Deputy Chief of Professional Standards determines if any involved FTO will be placed on “pause” from the FTO list.

## FTO Hiring Process

When current officers apply to become an FTO, they must submit two letters of recommendation, obtain shift lieutenant approval, and precinct inspectors must be notified. An oral panel is conducted and internal affairs files are reviewed.

## Recruitment & Retention

The MPD Training Division was able to secure a \$650 quarterly stipend for all FTOs and authorization for FTOs to wear an FTO pin on their uniform.

## Research

Record keeping software was researched and LEFTA Shield Suite was selected for record keeping and analysis of OIT and FTO experiences. For FTO programs, the MPD Training Division looked at the NAFTA (National Association of Field Training Officers) course which is certified by IADLEST (International Association of Directors of Law Enforcement Standards and Training) and an FTO course developed by IPTM (Institute of Police Technology & Management). The LEFTA Shield Suite software meets the needs of the program and accurately captures data required to make informed decisions regarding OIT performance.



## Professional Development

FTOs are provided quarterly training to improve overall performance and professional development as an FTO. Course curriculum has included: Leaders and Followers, Power and Motivation, Human Behavior and Motivation, Conflict Resolution and Tough Conversations, and our FTO records management system LEFTA(METR). FTO training is held in-person with all OITs, FTOs, and patrol supervisors.

## Feedback

The FTPC holds monthly meetings with both the OIT and the FTO to provide an opportunity for timely feedback about the program. The FTPC also conducts meetings with patrol supervisors and provides LEFTA system training. OIT's are emailed monthly anonymous feedback surveys. Surveys are interpreted by the FTO Coordinator and pre-service lieutenant

## Manuals

The OIT manual provides clear expectations throughout the entire program. The FTO manual reflects MPD values and expectations and is updated to include clear expectations that FTOs demonstrate professionalism, competency, and ethics. The FTS manual reflects new changes to the program and supervisor responsibilities.

## Daily Observation Reports

DORs were updated to reflect best practices and department values. The updated DOR includes a 5-point grading scale for more consistent scoring and to allow the OIT to see improvement. The following categories were added: Display Trust, Accountability, and Professional Service; Ability to De-escalate; and Unbiased Interaction with Public.

## Communication

The FTPC's role includes answering questions from patrol supervisors and providing support for all issues. Shift sergeants are required to notify the FTPC when a substitute FTO, who is not on the FTO list, needs to be used. LEFTA Shield Suite offers a safety form feature that automatically notifies the FTPC and pre-service lieutenant by email, that allows for efficient information sharing.

2

0

2

4

-

2

0

2

5





## CRISIS INTERVENTION TRAINING (CIT)



- Crisis Intervention Training is an 8-hour refresher course designed to continue to develop the officers' skills in de-escalation and communication when responding to a person in crisis call. This training will be taught by the MN Crisis Intervention Team and involves classroom exercises and scenarios at their training facility to provide a better learning environment for students while involving actors as role players in various crisis situations.
- In 2025, MN CIT is actively revising its 40-hour course for new officers to align with MPD's updated learning objectives and strategies. This collaborative effort aims to significantly improve the initial CIT training that recruits receive at the academy. MPD's CIT 8-hour refresher in-service course will benefit from integrated feedback from MDHR, ELEFA, and officers who have shared valuable insights on how to enhance the training.



# 2025 In-Service Training Overview



## ACTIVE BYSTANDERSHIP FOR LAW ENFORCEMENT (ABLE) TRAINING

- ABLE Training will be taught in conjunction with Spring 2025 Use of Force Training. ABLE consists of interactive classroom training, small group discussions, and table-top exercises regarding wellness, duty to intervene, and overall health and well-being of law enforcement officers.

## USE OF FORCE TRAINING



- Use of Force Training is designed to develop safe tactics and expectations for officers to apply constitutional use of force and de-escalation tactics. Officers will show proficiency in applying skills in de-escalation, policy knowledge, critical-thinking, ethical decision-making and peer intervention through exercises and scenario-based training. This is a three-day, 24-hour training that will also include Taser and ABLE refreshers. The course will be co-taught by STORM Training Group and MPD training staff.
- Use of Force training is firmly grounded in MPD's Critical Decision-Making Model. Officers will engage in scenario-based exercises, applying the key steps of the CDM model and participating in debriefing sessions to analyze outcomes and identify areas for improvement. This approach will foster a culture of continuous learning and improvement in the use of force.

The following is a brief breakdown of the Use of Force schedule:

- DAY 1: This day will primarily focus on MN POST-mandated training for 2025, encompassing soft-empty hand techniques within the context of use of force. Additionally, officers will receive a comprehensive introduction to the new Axon Taser 10 platform, including scenario-based learning to familiarize themselves with its capabilities and appropriate applications.
- Day 2 and 3: These two days will feature hands-on, scenario-based learning focused on operational use of force. The training will be deeply rooted in MPD's new Use of Force policy and existing laws. The Training Division will extensively utilize two gymnasiums in its training facility, equipped with portable training walls (Portable Training Facility (PTF)) to create a realistic training environment.

# 2025 In-Service Training Overview



## THE FOLLOWING FOUR COURSES WILL BE TAUGHT IN A SINGLE 8-HOUR TRAINING DAY

### POLICE MISCONDUCT TRAINING

- MPD's Internal Affairs Unit will conduct a comprehensive training session on policies related to police misconduct and investigations. The training will cover officers' duty to identify and report misconduct, as well as the policies governing failure to report violations and retaliation against those who report misconduct. Additionally, the training will provide information about the available resources for reporting misconduct.

### EARLY INTERVENTION SYSTEM (EIS)

- MPD's EIS Unit will deliver a training session on the EIS program. This training will provide baseline knowledge on how the program will improve support and wellness to its officers, which includes identifying which supports and interventions are most helpful to officers and develop support and training based on MPD feedback and evidence-based practices. Used primarily as a function of wellness, the EIS program will be used by supervisors to identify at-risk behavior by officers under their command, and to provide individualized interventions and support to address the at-risk behavior before larger problems, such as policy violations arise. The system is not punitive or disciplinary in nature. Rather, it is meant to identify officers who may need assistance or guidance. The system is entirely separate from the City's and MPD's accountability systems for officers and other employees.

### OFFICER WELLNESS

- This training will recognize that officer health and wellness is integral to officers' responding effectively and lawfully in high-stress situations. Training will include topics on stress management, alcohol and substance abuse, officer psychological and emotional wellness and information on support services that Minneapolis provides its officers.

### SETTLEMENT AGREEMENT

- This training will address the policy, training, and operational requirements of the MDHR Settlement Agreement for all MPD staff. Conducted by the City Attorney's Office, the training will promote transparency regarding the steps MPD is taking to reinforce an agency culture that values humanity, dignity, de-escalation, and the civil rights of individuals.



## HANDGUN SKILLS AND MEDICAL AID



- This firearms course will include an 8-hour training day integrated with mandatory medical training at the Forest Lake Sportsman's Club (FLSC). The course will cover the MN P.O.S.T.-required firearms training necessary to fulfill individual officer license requirements. This training will also address training unit-identified firearm and tactic deficiencies, along with equipment updates and potential additional equipment. Range staff will inspect duty equipment to ensure officers comply with policies and have equipment in serviceable condition.
- Medical training will be conducted by the MPD Medical Team and will cover appropriate law enforcement responses to administering Narcan, tactical responses to medical trauma, the use of Automated External Defibrillators (AEDs), and cardiopulmonary resuscitation (CPR).



## STOP, SEARCH, CITATION AND ARREST (SSCA); NON-DISCRIMINATORY POLICING (NDP); DISORDERLY CONDUCT AND OBSTRUCTING THE LEGAL PROCESS



- Stop, Search, Citation, Arrest, and Non-Discriminatory Policing are foundational to MPD's core values of providing professional, constitutional policing to all individuals. Disorderly Conduct and Obstructing the Legal Process will also be integrated into this 32-hour training course.
- MPD's Training Division intends to partner with Exceptional Edge Consulting LLC to develop this coursework. Following a train-the-trainer course, MPD instructors and the Minneapolis City Attorney's Office will provide the instruction.
- This course will establish a policy-driven framework that officers can safely use when developing reasonable articulable suspicion and probable cause under the law. Additionally, officers will receive in-depth training on non-discriminatory policing practices, promoting a more procedurally just MPD.
- These courses will be taught over four days through a combination of training modalities, including classroom instruction and scenario-based education.





# 2025 Additional Training Overview



## POLICE MISCONDUCT INVESTIGATOR TRAINING



- This 16-hour training course is designed for current police misconduct investigation personnel. It leverages adult-learning techniques and provides numerous opportunities for investigators to enhance their interviewing and investigative skills. The course covers a range of learning objectives, including effective complaint intake, principles of procedural justice, evidence handling, thorough documentation, assessing witness credibility, and other related topics.



# 2025 Additional Training Overview



## EMERGENCY VEHICLE OPERATIONS COURSE (EVOC)



- EVOC (Emergency Vehicle Operator Course) is a specialized training program designed to teach MPD officers how to operate police vehicles safely and effectively in emergency situations. A portion of the course is taught online addressing vehicle dynamics, defensive driving techniques, and policy and procedures. Practical driving exercises simulating real-world scenarios, such as pursuit driving, emergency braking, and vehicle maneuvering, are conducted on the track at Dakota County Technical College in Rosemount, MN. MPD conducts policy training both online and in-person, while the 4-hour EVOC driving component is contracted out to the college. The goal of EVOC training is to enhance officer safety and reduce the risk of accidents during emergency responses.
- This course is a MN POST Board requirement every 5 years. MPD mandates this course every 3 years for all sworn personnel.

## INSTRUCTOR DEVELOPMENT COURSE (IDC)



- The goal of this 40-hour IDC is to develop an active adult learning instructional model, practice presentation and facilitation skills, and utilize learning activities with facilitated debriefs as an instructional methodology. Students will acquire facilitation skills and an understanding how to employ adult learning methodologies appropriate for various law enforcement topics. This course is mandatory for all current full-time and part-time instructors and optional for all adjunct instructors.
- In Fall 2025, all IDC-trained staff who became certified in 2024 will attend an 8-hour IDC refresher course, which will be developed in 2025.





## CUSTOMER SERVICE TRAINING



- Based on extensive feedback from the 2025 Training Needs Assessment, it was determined that there is a strong need for the Training Division to deliver a customer service training program aimed at fostering community trust with MPD.
- The 2024, MPD Command Staff and the Training Division will participate in a Customer Service training conducted by the City of Charlotte, North Carolina, Police Department. Following this training, a decision will be made regarding whether MPD will contract with Charlotte PD to develop an online training program or if the MPD Training Division will develop its own training to address the immediate needs of the department and community.
- Customer Service training will be delivered in 2025.



## TRAINING FOR NEW FTOS

- This 40-hour course will develop Field Training Officers (FTOs) to effectively coach, mentor, lead, and evaluate Officers-In-Training (OITs) throughout the FTO phases. FTOs will receive clear guidelines on the training process and how to guide and evaluate OITs to become critical thinkers and constitutional police officers.
- Curriculum development is anticipated to be completed and approved in January 2025. The 40-hour coursework will be used to develop the 8-hour FTO refresher course, tentatively scheduled for Fall 2025.



## MPD RANGE QUALIFICATION



- Throughout 2025, MPD's Range Unit will conduct several qualifications for equipment that officers are required to carry or have optional certification requiring annual qualifications. These trainings will include:
  - Handgun Qualifications for all sworn personnel
  - Patrol Rifle Qualifications for all patrol rifle operators
  - 40-mm Operators course, new and renewals
  - Red Dot Sight (RDS) optics course for operating a RDS equipped handgun





# 2025 Mandatory Supervisor Training Overview



## SUPERVISOR FORCE REVIEW

- This 10-hour course, taught by MPD staff, will address the policies and expectations of supervisors when responding to a use of force incident. The course will emphasize the critical role supervisors play in promoting humanity, dignity, and civil rights of all individuals, fostering community trust in MPD. Additionally, this training will provide the framework and policies for collecting and documenting all use of force applications.
- Due to potential policy changes and evolving supervisor needs, a tentative refresher training for Supervisor Force Review may be scheduled for Fall 2025, either in-person or online.

## EARLY INTERVENTION SYSTEM (EIS) FOR SUPERVISORS



- This 2–4-hour course, taught by the MPD EIS Unit, will focus on the supervisor's role in supporting officers under their command through individualized interventions to address at-risk behaviors. Supervisors will learn how to effectively use the EIS dashboard to facilitate appropriate intervention and support, emphasizing non-disciplinary corrective actions.

## STOP, SEARCH, CITATION, & ARREST; NON-DISCRIMINATORY POLICING FOR SUPERVISORS

- This course is tentatively scheduled to be 4-hours, providing supervisors with training on the new policies and procedures for SSCA and Non-Discriminatory Policing. The training will focus on how to best support officers under their command in implementing constitutional and procedurally-just policing practices. This training will include both in-class and scenario-based learning modalities.



# 2025 Mandatory Supervisor Training Overview



## NEW SUPERVISOR ORIENTATION COURSE



- This 40-hour course is designed to provide all newly-promoted supervisors with comprehensive training to facilitate a successful transition into their supervisory responsibilities.
- With the assistance of two new Curriculum Development Specialists hired in late 2024 and early 2025, the curriculum will be adapted to adult learning modalities, including table-top group exercises and scenario-based learning.
- Curriculum
  - Coaching/Mentoring
  - Tactical Leadership
  - Supervisor Force Reviews
  - Pursuits and Traffic Investigation
  - Negotiators and Drone Program
  - Payroll Systems
  - SWAT Overview
  - Human Resources
  - Settlement Agreement Overview
  - Health and Wellness
  - Internal Affairs Overview
  - Report Writing System (PIMS)
  - Search Warrants
  - Ethics
  - Procedural Justice and Duty to Intervene
  - Critical Incidents
  - BWC Audits
  - Patrol Operations for Supervisors
- New Lieutenants will be pulled out during BWC Audits training receive training on Watch Commander duties

## SUPERVISOR LEADERSHIP COURSE



- This is an 8-hour course designed to equip supervisors with tools to be effective leaders in the MPD. Courses will enhance supervisors' skills in coaching, mentoring, projecting expectations and accountability, building community partners, constitutional policing, and identifying potential misconduct.







## 2025

MDHR TRAINING	QUARTER 1			QUARTER 2			QUARTER 3			QUARTER 4		
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Instructor Development Course (IDC)	█											
Crisis Intervention	█	█										
Field Training Officer (FTO)		█	█									
Use of Force			█	█	█	█						
Supervisor Force Review				█	█							
Supervisor Early Intervention System (EIS)						█						
Early Intervention System (EIS)							█	█				
Police Misconduct							█	█				
Wellness							█	█				
Supervisor Leadership								█	█			
Stop, Search, Citation, Arrest									█	█	█	█
Non-Discriminatory Policing									█	█	█	█
Instructor Development Course (IDC) Refresher									█	█		
Supervisor Stop, Search, Citation, Arrest										█	█	
Supervisor Non-Discriminatory Policing										█	█	



# Looking to the Future

---

The goal of the MPD Training Division is to ensure that all MPD officers are training using industry best practices. The Training Division will continue to invest time and resources into continuous improvement of its training program, including the development of industry leading trainings, comprehensive lesson plans, and curriculum.

## Roll Call Trainings

The Minneapolis Police Training Division seeks to augment its officer training programs with innovative, flexible methods that do not necessitate full-day training sessions. To achieve this, the Division has requested additional staffing in the 2025 City Budget, including three civilian training instructors. These instructors will be responsible for developing a rollcall training program designed to provide MPD officers with ongoing, continuous training that complements traditional in-person courses.

This initiative aims to address the robust demand for ongoing training within the MPD while accommodating officers' schedules and maximizing efficiency. The rollcall training program will offer a valuable supplement to existing training modalities, ensuring that officers receive the necessary instruction and updates to maintain their skills and knowledge.

## Continuous Improvement

The MPD Training Division is committed to excellence in training, ensuring it aligns with the evolving needs of both MPD personnel and the community. Through a rigorous TNA, observation, and active development of community engagement, the Training Division continually assesses and adjusts its training programs. The MPD leverages the annual TNA as a strategic framework for guiding training initiatives and fostering ongoing community partnerships. To maintain the highest standards of instruction, the Training Division conducts annual evaluations of both department instructors and training courses, ensuring that optimal outcomes are consistently achieved.



## Personnel

The Minneapolis Police Training Division is requesting additional sworn and civilian staffing for the 2025 training year to enhance its capacity for curriculum development, instruction, and administrative support.

**Sworn Positions:**  
The Training Division is requesting full-time sworn personnel to contribute to curriculum development and instruction.

To ensure a smooth transition as Academy Cadre Officer Matt Hobbs retires in 2025, the MPD seeks to transfer a permanent replacement early so that they can shadow Officer Hobbs and gain valuable insights.

Additionally, the Training Division requests a sworn Supervisor Training Coordinator to manage the supervisor cohorts being established for the fall 2025 Supervisor Leadership Training. This Coordinator will play a crucial role in developing curriculum and instructors to deliver relevant training that supports the diverse duties and levels of supervisors within the MPD.

Furthermore, the Division is requesting a minimum of two full-time sworn instructors to assist in creating a robust curriculum and ensure continuity of instruction through repetition. The reliance on part-time instructors has strained patrol numbers and can easily compromise the consistency of training delivery.

**Civilian Positions:**  
The Training Division currently employs four civilian staff members to assist with curriculum development, public data requests, training announcements, and the administrating of the training management system.

The Mayor's 2025 Budget proposal requests granting the MPD three additional civilian positions: one Curriculum Development Specialist, one Training Coordinator, and three civilian Instructors. These positions will significantly bolster the Training Division's ability to meet the department's training needs.



- ABLE - Active Bystandership for Law Enforcement
- AED - Automated External Defibrillator
- ATP - Annual Training Plan
- BCA - Bureau of Criminal Apprehension
- BJA - Bureau of Justice Assistance
- BWC - Body Worn Camera
- CDM - Critical Decision-Making Model
- CIT - Crisis Intervention Training
- CPR - Cardio-Pulmonary Resuscitation
- CSO - Community Service Officer
- DOR - Daily Observation Reports
- EVOC - Emergency Vehicle Operations Course
- FTE - Full Time Equivalent
- FTO - Field Training Officer
- FTPC - Field Training Program Coordinator
- FTS - Field Training Supervisor
- HTC - Hennepin Technical College
- IADLEST - International Association of Directors of Law Enforcement Standards and Training
- ICAT - Integrating Communication, Assessment, and Tactics
- IDC - Instructor Development Course
- IPTM - Institute of Police Technology and Management
- LEFTA - Law Enforcement Field Training
- MDHR - Minnesota Department of Human Rights
- METR - Managing Employee Training Records
- MPD - Minneapolis Police Department
- MN POST - Minnesota Peace Officer Standards and Training
- NAACP - National Association for the Advancement of Colored People
- NAFTAO - National Association of Field Training Officers
- OIT - Officer In Training
- OEM - Office of Emergency Management
- SOC - Special Operations Center
- STORM - Strategies and Tactics On Redirecting Movement
- SSCA - Stop, Search, Citation, and Arrest
- TNA - Training Needs Assessment
- QRP - Quarterly Review Panel



## Appendix

Training Needs Assessment	<b>A1</b>
Lesson Plan Checklist	<b>A72</b>
Course Evaluation Survey Example	<b>A73</b>
Pre and Post-Test Assessment for Officer Training	<b>A74</b>
Example Pre-Test	<b>A75</b>
Example Post-Test	<b>A76</b>



# Training Needs Assessment

---

## MINNEAPOLIS POLICE DEPARTMENT TRAINING DIVISION

### 2025 TRAINING NEEDS ASSESSMENT

August 2nd, 2024



## TABLE OF CONTENTS

### Section:

- I. 2025 MPD Training Needs Assessment – Summary Report
- II. 2025 MPD Training Needs Assessment – Priority Ranking Matrix
- III. 2025 MPD Training Needs Assessment Attachments -  
Focus Group Summaries

# Training Needs Assessment Continued

---

## Section I.

### 2025 Training Needs Assessment Summary Report

#### Purpose

The Minneapolis Police Training Division conducted a Training Needs Assessment (TNA) to gather information from ten very diverse focus groups across the City enterprise and the community to feed into the learning objectives for MPD's 2025 police training.

Each of the focus groups were tasked with identifying areas of specific needs or deficiencies in the Minneapolis Police Department that can be addressed through developing learning objectives in training. The training needs identified by the focus groups will help to "train to the gap" and meet the organizational goals and values, as well as comply with MN Police Officers Standard and Training (POST) licensure requirements and the MDHR Settlement Agreement.

The TNA information will be used to develop the MPD Annual Training Plan (ATP) by ensuring that the training needs and learning objectives identified from the TNA are used in the design phase of the annual training.



# Training Needs Assessment Continued

## Settlement Agreement Requirements for Training Needs Assessment

Paragraph 183. Annual Training Needs Assessment. Within 180 calendar days of the Effective Date, and on an annual basis thereafter, MPD's Training Division will complete a Needs Assessment, which will, among other things identify and consider:

- a. Information reviewed by the MPD Review Panel, such as information collected from use of force or stops, searches, and arrests reviews, discipline and police misconduct complaints, and reports of officer safety issues;
- b. Recommendations from MPD oversight entities, including, but not limited to the Office of Police Conduct Review and the independent community oversight commission;
- c. Changes in the law, MPD policy, and to the Minnesota Board of Peace Officer Standards and Training requirements, as well as new applicable court decisions or litigation, if any;
- d. Research reflecting the latest in training benchmarks, procedures, and methods being implemented across the country;
- e. Input from trainees and MPD officers of all ranks, where appropriate, including information obtained from evaluation of training courses, instructors, and the Field Training Officer Program; and
- f. Trainee-to-instructor ratios



# Training Needs Assessment Continued

## Settlement Agreement Requirements for Annual Training Plan

Paragraph 184. Within 30 calendar days of completing the annual Needs Assessment, the Training Division will develop a written Training Plan for MPD's Academy/pre-service training, field training, and in-service training so that MPD officers are trained to safely, effectively, and lawfully carry out their duties in accordance with the law, MPD policy, and this Agreement. MPD will implement the Training Plan in accordance with the timelines identified in the Plan.

The Annual Training Needs Assessment (TNA) identifies the training needs of the MPD so that curricula can be developed to meet the needs of the Department and help them accomplish their training objectives. Paragraph 183.

Paragraph 185, sub a,b,c,h,i,j,k,l. This outlines the necessity for lesson plans to be consistent with the Annual Training Plan. Training needs identified in the Training Needs Assessment translate and are one in the same as the "learning objectives" in a lesson plan. Lesson plans will describe the teaching strategies employed to convey these targeted learning objectives. All MPD's Training Plan will integrate adult learning techniques.

## Methodology

Structured Methods For the 2025 TNA process, various approaches were employed to solicit input and gather data to identify training needs. These approaches included focus group discussions and interviews centered in different disciplines so that issues specific to their assigned tasks and individual goals were explored. This interview and feedback mechanism is key in seeking opinions from across the City enterprise. As well as from the community on how the instructional curriculum should be enhanced and how the Training Division can provide the optimum delivery of learning.

Minneapolis Police Training Division identified ten focus groups to provide feedback on MPD's 2025 training from the community and across the City's enterprise. The list below is comprised of representatives from different disciplines and their feedback was summarized in Section III of this report.

- A. MPD Quarterly Review Panel (QRP)
- B. Unity Community Mediation Team (UCMT) and Community Mentorship Program
- C. MPD Internal Affairs Unit and Force Review Unit
- D. Office of Police Conduct Review (OPCR) and Community Commission On Police Oversight (CCPO)
- E. Minneapolis City Attorney's Office (CAO) and Hennepin County Attorney's Office (HCAO)
- F. Reflections of local and national trends (PERF, NIJ)
- G. MPD Instructors and Training Division Staff
- H. MPD patrol officer(s), sergeant(s), lieutenant(s), inspector(s) in Precincts
- I. MPD Investigators from various units
- J. MPD Command Staff

# Training Needs Assessment Continued

---

## Understanding the Priority Ranking Matrix

Section II Priority Ranking Matrix structures the training needs identified in the focus group discussions in categorized by topical areas. Each training need is identified as being a Settlement Agreement (SA) mandated training, MN Police Officers Standard in Training (POST) required training and/or MPD training. All training needs identified are then ranked by priority to include in the training curriculum for MPD's 2025 ATP.

### Ranking:

- HIGH - these courses include topic areas mandated by the SA, MN P.O.S.T. Board and/or MPD policy training.
- MEDIUM – these are topic areas that are critical to training needs identified that affect officer safety or directly influence the organizational goals and values.
- LOW – these training courses that are desired to enhance job performance and assist in the achievement of Department goals and objectives.

## Summary

Training needs identified as high-ranked will serve as learning objectives to be considered in new/revised lesson plans, as well as in the development of scenario-based practical exercises for the 2025 MPD Annual Training Plan (ATP). As remaining training hours are available, the ATP will seek to include medium-ranked training needs of into the schedules for each respective program curriculum. Lastly, the ATP will then consider any low-ranked training needs into courses that could be presented if schedule allocations allow.

Several organizational needs were identified by focus groups that are more appropriately implemented administratively or by another agency Division. These organizational needs were identified in the summaries with an asterisk (\*) and will be referred to the appropriate Division.

Once the initial TNA is completed, the assessment will be analyzed by MPD's Professional Advisory Committee (PAC) that is currently being developed. The PAC is comprised of university and college professors, as well as Minneapolis community members. The PAC'S feedback will then be considered before the TNA is finalized and incorporated into MPD's Annual Training Plan.





# Training Needs Assessment Continued

## Section II.

### 2025 MPD Training Needs Assessment Priority Ranking Matrix

TRAINING NEED	COURSE TITLE	SA Para. #	RANK
<u>Training Division Considerations</u>			
<ul style="list-style-type: none"> <li>Policy development must be incorporated in training development.</li> </ul>	TBD	185, 193, 224	H
<ul style="list-style-type: none"> <li>Training that emphasizes that everything we do makes a difference in the community.</li> </ul>	TBD	215	H
<ul style="list-style-type: none"> <li>Training should try to include current MPD BWC videos to demonstrate good police work and areas to improve.</li> </ul>	TBD	172, 174, 204	M
<ul style="list-style-type: none"> <li>All training should emphasize the sanctity of human life, procedural justice, and the guardian mindset.</li> </ul>	TBD	59, 185, 204, 215	H
<ul style="list-style-type: none"> <li>Officers and supervisors should be utilizing the Critical Decision-Making Model in each situation.</li> </ul>	TBD	182, 218	H
<ul style="list-style-type: none"> <li>Training should consist of updated scenarios to keep content fresh.</li> </ul>	TBD	181, 199, 201, 204, 214, 446	H



# Training Needs Assessment Continued

TRAINING NEED	COURSE TITLE	SA Para. #	RANK
<ul style="list-style-type: none"> <li>There needs to be documentation on whether officers are receiving training or feedback on Chief's Announcements.</li> </ul>	TBD	221, 222	M
<ul style="list-style-type: none"> <li>MPD needs a new training facility that officers can enable immersive reality-based training.(Griffith, 2024)</li> </ul>	TBD	185, 247	H
<ul style="list-style-type: none"> <li>MPD should refocus training on presenting content that is evidence-based and peer-reviewed to shelter the department from scrutiny and to show officers why we train.(Tich, 2023)</li> </ul>	TBD	114, 271	H
<ul style="list-style-type: none"> <li>MPD should offer an Exterior Tactics course that focuses on vehicle/dismounted rescue, open area searching, movement, deconfliction, coordination, and deployment of resources.(Hansson, Borglund, 2024)</li> </ul>	TBD	115, 161, 200, 235	M
<ul style="list-style-type: none"> <li>MPD training curriculum should incorporate feedback from training attendees for annual revisions.(Zhu &amp; Carless, 2018)</li> </ul>	TBD	194, 222	H



# Training Needs Assessment Continued

TRAINING NEED	COURSE TITLE	SA Para. #	RANK
<u>Public Trust and Customer Service</u>			
<ul style="list-style-type: none"> <li>Provide training that encompasses customer service training or "excellence in police service" to help officers see the value in positive community relations.</li> </ul>	TBD		H
<ul style="list-style-type: none"> <li>Training that involves vetted community members sitting in during training and getting the word out to the community about the police department's commitment to earning the public's trust.</li> </ul>	TBD	295	M
<ul style="list-style-type: none"> <li>Training for the entire police department on the MDHR Settlement Agreement.</li> </ul>	TBD		M
<ul style="list-style-type: none"> <li>Policies must reflect community involvement and therefore training will reflect community input to build trust, in addition:                             <ul style="list-style-type: none"> <li>Training that creates better outcomes on calls that use less force.</li> <li>Training how to be empathetic to the community officers serve.</li> </ul> </li> </ul>	TBD	27, 295, 337	H
	TBD		H
	TBD	185	H



# Training Needs Assessment Continued

TRAINING NEED	COURSE TITLE	SA Para. #	RANK
<ul style="list-style-type: none"> <li>New immigrants training:                             <ul style="list-style-type: none"> <li>Training to provide resources:                                     <ul style="list-style-type: none"> <li>Immigrant and Refugee services.</li> </ul> </li> </ul> </li> </ul>	TBD	191	M
	TBD	191	M
	TBD	191	M
<ul style="list-style-type: none"> <li>Training on communication skills for officers.                             <ul style="list-style-type: none"> <li>Training on active listening skills.</li> </ul> </li> </ul>	TBD		H
	TBD		H
<ul style="list-style-type: none"> <li>Neighborhood beat knowledge training:                             <ul style="list-style-type: none"> <li>How to engage with the community in a positive way.</li> </ul> </li> </ul>	TBD		H
	TBD		H
<ul style="list-style-type: none"> <li>MPD should establish a Professional Advisory Committee (P.A.C.):                             <ul style="list-style-type: none"> <li>Show them training that we intend to conduct in MPD and request feedback.</li> <li>Implement the group's feedback to increase the quality of training.</li> <li>Use the group to demonstrate the changing culture of training in the MPD.</li> </ul> </li> </ul>	TBD	337	M
	TBD		M
	TBD		M
	TBD	339	M



# Training Needs Assessment Continued

TRAINING NEED	COURSE TITLE	SA Para. #	RANK
<ul style="list-style-type: none"> <li>Conduct training to encourage and train courteous and professional policing.</li> </ul>	TBD		H
<ul style="list-style-type: none"> <li>Officers should treat community with respect and humanity.</li> </ul>	TBD	36, 56	H
<ul style="list-style-type: none"> <li>Police training should emphasize customer service techniques.</li> </ul>	TBD		H
<ul style="list-style-type: none"> <li>Include Sanctity of Life into all police trainings.</li> </ul>	TBD	59	H
<ul style="list-style-type: none"> <li>Teach humanity training:                             <ul style="list-style-type: none"> <li>Approach everyone humanely in every situation.</li> <li>Train officers to see people not as a threat, but as human being.</li> <li>Train officers how to have difficult conversations on homicide scenes with family and friends.</li> </ul> </li> </ul>	TBD	181	H
	TBD		H
	TBD		H
	TBD		H
<ul style="list-style-type: none"> <li>Officers should be taught that having a positive attitude and a respectful tone can help create positive community interactions.</li> </ul>	TBD		H





# Training Needs Assessment Continued

TRAINING NEED	COURSE TITLE	SA Para. #	RANK
<ul style="list-style-type: none"> <li>Ensure officers hand out "blue cards" and community resource cards to community members after police contacts.</li> </ul>	TBD	266	H
<ul style="list-style-type: none"> <li>Teach officers a few greetings and phrases in foreign languages to show respect to the community members.</li> </ul>	TBD		M
<ul style="list-style-type: none"> <li>Officers should have training on active listening skills.</li> </ul>	TBD		H
<ul style="list-style-type: none"> <li>Develop an online platform that enables the broader community to identify training priorities for future MPD training.</li> </ul>	Training Needs Assessment	183	H
<ul style="list-style-type: none"> <li>Bring the community into the police trainings:                             <ul style="list-style-type: none"> <li>Have community participate in the scenarios so they can see why police make the decisions that they make.</li> <li>Hire community actors to assist in training scenarios.</li> </ul> </li> </ul>	TBD	183	M
	TBD	183	M
	TBD	183	M



# Training Needs Assessment Continued

TRAINING NEED	COURSE TITLE	SA Para. #	RANK
<ul style="list-style-type: none"> <li>• Training should include vetted high-level community leaders and they should be able to observe our training.                             <ul style="list-style-type: none"> <li>◦ Community leaders can pass on the information and observations to build community trust.</li> </ul> </li> </ul>	TBD	339	M
	TBD	337	M
<ul style="list-style-type: none"> <li>• Policies must reflect community involvement and therefore training will reflect the community input to build trust, in addition:                             <ul style="list-style-type: none"> <li>◦ Training that creates better outcomes on calls, that use less force.</li> <li>◦ Training on how to be empathetic to the community officers serve.</li> </ul> </li> </ul>	TBD	27, 295, 337	H
	TBD		H
	TBD	185	H
<ul style="list-style-type: none"> <li>• Training concepts should not be siloed.</li> <li>•                             <ul style="list-style-type: none"> <li>◦ The expectations through our CDM applies to all calls and can be viewed as respectful to the community.</li> </ul> </li> </ul>	TBD	185	H
	TBD	182	H
<ul style="list-style-type: none"> <li>• Officers should receive professional conduct training that addresses rudeness.</li> </ul>	TBD	185	H
<ul style="list-style-type: none"> <li>• Officers should have sensitivity training to increase empathy.</li> </ul>	TBD		H



# Training Needs Assessment Continued

TRAINING NEED	COURSE TITLE	SA Para. #	RANK
<u>Wellness Training.</u>			
<ul style="list-style-type: none"> <li>• Training or Wellness team should emphasize coping skills for stress on the job or after difficult dispatched calls.</li> </ul>	Wellness	204, 242	H
<ul style="list-style-type: none"> <li>• Training on resources you can use if you need help.                             <ul style="list-style-type: none"> <li>◦ Someone to talk to.</li> <li>◦ Annual refresher to remind people of resources.</li> <li>◦ Training with ELI Mental Health or current vendor to talk about process.</li> </ul> </li> </ul>	Wellness	265	H
	Wellness	266	H
	Wellness	267	H
	Wellness	258, 262	H
<ul style="list-style-type: none"> <li>• Wellness training should include:                             <ul style="list-style-type: none"> <li>◦ Sleep, family life, hobby balance</li> <li>◦ Medical testing for health problems.</li> </ul> </li> </ul>	Wellness	253	H
	Wellness	253	H
	Wellness	253	H



# Training Needs Assessment Continued

TRAINING NEED	COURSE TITLE	SA Para. #	RANK
<ul style="list-style-type: none"> <li>Police officers need more wellness training that focuses on mental health.</li> </ul>	Wellness	257	M
<ul style="list-style-type: none"> <li>Training should emphasize officer wellness and contemplate a holistic approach to meeting officers needs in the classroom and the field.</li> </ul>	Wellness	238-240	M
<u>Crisis Intervention Training_(CIT)</u>			
<ul style="list-style-type: none"> <li>Identify in training the community resources for people in crisis.</li> </ul>	Crisis Intervention Training	236	H
<ul style="list-style-type: none"> <li>Provide training on working in cooperation with the Behavioral Crisis Response Team (BCR).</li> </ul>	Crisis Intervention Training	237	H
<ul style="list-style-type: none"> <li>Crisis Invention Training:                             <ul style="list-style-type: none"> <li>Supervisors are hesitant to walk-away or disengage if necessary because it is different than in the past.</li> </ul> </li> </ul>	Crisis Intervention Training	236	H
	Crisis Intervention Training	236	H
<ul style="list-style-type: none"> <li>MPD should continue to use an outside vendor for CIT classes.</li> </ul>	Crisis Intervention Training	236	H



# Training Needs Assessment Continued

TRAINING NEED	COURSE TITLE	SA Para. #	RANK
<u>Use of Force</u>			
<ul style="list-style-type: none"> <li>• Training should incorporate the most up-to-date Taser available.</li> </ul>	Use of Force	72, 201	M
<ul style="list-style-type: none"> <li>• Training should continue to emphasize the need to slow a call down to ensure that officers have all available resources and determine the best course of action.</li> </ul>	Use of Force	72, 61	H
<ul style="list-style-type: none"> <li>• Training should ensure that officers have a full understanding of the current use of force policy.</li> </ul>	Use of Force	204	H
<ul style="list-style-type: none"> <li>• Improved training on Use of Force Reporting:</li> </ul>	Use of Force	204	H
<ul style="list-style-type: none"> <li>• Training should provide the need to explain in detail what led up to the use or force, not just what force was used.</li> </ul>	Use of Force	83	H
<ul style="list-style-type: none"> <li>• Train officers to better understand the supervisor's role in reviewing use of force.</li> </ul>	Use of Force	102	H
<ul style="list-style-type: none"> <li>• Provide patrol online instead of classroom lecture-style training.</li> </ul>	Use of Force	203	L





# Training Needs Assessment Continued

TRAINING NEED	COURSE TITLE	SA Para. #	RANK
<ul style="list-style-type: none"> <li>• Training should include mock report writing after the scenarios, so officers know that they are doing it right.</li> </ul>	Use of Force	77-81	M
<ul style="list-style-type: none"> <li>• Train officers and supervisors on the entire process of the use of force review, including detailed report writing.</li> </ul>	Use of Force	102	H
<ul style="list-style-type: none"> <li>• Identify training methods on use of force that ensures that both officers and supervisors are aware of the policies and what is expected of them.</li> </ul>	Use of Force	200	H
<ul style="list-style-type: none"> <li>• Officers should have scenario-based training to show officers different techniques to enable them to handle difficult situations that provide positive outcomes and increase customer service.</li> </ul>	Use of Force	199, 201, 204	H
<ul style="list-style-type: none"> <li>• Training geared toward avoiding disrespectful communication by officers.                             <ul style="list-style-type: none"> <li>◦ Professional customer service.</li> </ul> </li> </ul>	Use of Force	204, 239	H
	Use of Force	56, 206	H
<ul style="list-style-type: none"> <li>• Training for officers on de-escalating aggressive and irritated community members.</li> </ul>	Use of Force	200, 204, 208	H
<ul style="list-style-type: none"> <li>• Officers should have training that includes talking about their decision-making through their reports.</li> </ul>	Use of Force	84, 201, 204	H



# Training Needs Assessment Continued

TRAINING NEED	COURSE TITLE	SA Para. #	RANK
<ul style="list-style-type: none"> <li>• Training should include tactical disengagement options.</li> </ul>	Use of Force	61, 64, 156	H
<ul style="list-style-type: none"> <li>• Training should expand the use of scenarios using the ICAT training.                             <ul style="list-style-type: none"> <li>◦ Using ICAT as the guide to work through more complicated scenes.</li> <li>◦ Applying policy and state law to dictate our action.</li> </ul> </li> </ul>	Use of Force	200, 204	H
	Use of Force	200, 204	H
	Use of Force	200, 204	H
<ul style="list-style-type: none"> <li>• MPD should use evidenced-based de-escalation tactics such as Integrating, Communications, Assessment, and Tactics (ICAT) Training that was developed by Police Executive Research Forum.(PERF, 2023)</li> </ul>	Use of Force	200, 204	H
<ul style="list-style-type: none"> <li>• MPD should include training that enforces detailed report writing skills. (PERF, 2023b)</li> </ul>	Use of Force	204	H
<ul style="list-style-type: none"> <li>• MPD officers should have scenario-based training or observe exercises of appropriate peer interventions.</li> </ul>	Use of Force	199, 204	H

# Training Needs Assessment Continued



TRAINING NEED	COURSE TITLE	SA Para. #	RANK
<ul style="list-style-type: none"> <li>MPD should conduct a Tactical Leadership Course:                             <ul style="list-style-type: none"> <li>Organizing, deploying, and leading resources in high-risk environments.                                     <ul style="list-style-type: none"> <li>Interior (apartments/single family homes / commercial / large structures).</li> <li>Exterior/Vehicle based environments.(Calibre Press, 2024)</li> </ul> </li> </ul> </li> </ul>	Use of Force	199, 204	H
	Use of Force	199, 204	H
	Use of Force	199, 204	H
	Use of Force	199, 204	H
<u>Critical Decision-Making Model</u>			
<ul style="list-style-type: none"> <li>Officers need more training on identifying all available options for a situation.</li> </ul>	TBD	64	H
<ul style="list-style-type: none"> <li>Officers should have training on disengaging a situation as a method of de-escalation.</li> </ul>	Use of Force; Crisis Intervention Training	204	H
<ul style="list-style-type: none"> <li>Training should include appropriate call arrival procedures that incorporate safe levels of awareness. (Hifstein, 2024)</li> </ul>	Use of Force; Stops, Searches, Citations & Arrests	209	H
<ul style="list-style-type: none"> <li>MPD training should focus on the whole person system of learning that is being adopted by many law enforcement agencies. Agencies are recognizing that training in silos toward specific topic proficiencies is an antiquated model of training.(Flink, 2024)</li> </ul>	TBD		H



# Training Needs Assessment Continued

TRAINING NEED	COURSE TITLE	SA Para. #	RANK
<u>Report Writing.</u>			
<ul style="list-style-type: none"> <li>• Training regarding report writing:                             <ul style="list-style-type: none"> <li>◦ Officers should not have reports that read "see my BWC" for evidence; it should be detailed in the supplement.</li> </ul> </li> </ul>	TBD		H
	TBD		H
<ul style="list-style-type: none"> <li>• Officers and supervisors should have additional training on pursuit policy and documentation.</li> </ul>	Online EVOC Training	204, 209	H
<ul style="list-style-type: none"> <li>• Training should incorporate current trends in police calls into training.                             <ul style="list-style-type: none"> <li>◦ Ensure that report writing is part of all training.</li> </ul> </li> </ul>	TBD	215,369	M
	TBD	185	M
<ul style="list-style-type: none"> <li>• Training should include all components of a call, including report writing on scenarios.</li> </ul>	TBD	185	M
<ul style="list-style-type: none"> <li>• Include report Writing in scenario-based trainings.</li> </ul>	TBD	185	M



# Training Needs Assessment Continued

TRAINING NEED	COURSE TITLE	SA Para. #	RANK
<u>Legal Updates</u>			
<ul style="list-style-type: none"> <li>Officers should have an annual cannabis update training:                             <ul style="list-style-type: none"> <li>Identifying legitimate sales in the city.</li> <li>Identifying transportation of cannabis.</li> </ul> </li> </ul>	City Attorney Legal Bulletin	136, 142	L
	City Attorney Legal Bulletin		L
	City Attorney Legal Bulletin	136	L
<ul style="list-style-type: none"> <li>Officers should have annual domestic assault training.</li> </ul>		133	M
<ul style="list-style-type: none"> <li>All sworn should be provided training that specifically outlines the current and upcoming policy and training requirements of the MDHR Settlement Agreement.</li> </ul>	Precinct Level Training by Implementation Unit	183	M
<ul style="list-style-type: none"> <li>Training about the MDHR Settlement Agreement (SA) for all officers.</li> </ul>	Precinct Level Training by Implementation Unit	183	M



# Training Needs Assessment Continued

TRAINING NEED	COURSE TITLE	SA Para. #	RANK
<u>Stop, Search, Citation, and Arrest</u>			
<ul style="list-style-type: none"> <li>• Training should include videos along with lecture to adapt to different learning styles.</li> </ul>	TBD	185	H
<ul style="list-style-type: none"> <li>• Training should go over any concerns regarding “grey areas” in the law to make sure that officers are confident they are going in the right direction with developing probable cause for arrest and to avoid the grey areas.</li> </ul>	Stops, Searches, Citations, & Arrests; Use of Force	209	H
<ul style="list-style-type: none"> <li>• Training should include educating officers on probable cause elements between burglary and trespass arrests. For example, suspect must have committed a crime after forced entry to be arrested for burglary.</li> </ul>	Stops, Searches, Citations, & Arrests	123, 129, 137, 143	M
<ul style="list-style-type: none"> <li>• Training should include educating officers on elements of probable cause for auto theft arrests, such as whether the column was peeled or if the suspect had the keys in their possession.</li> </ul>	Stops, Searches, Citations, & Arrests	143, 155	M
<ul style="list-style-type: none"> <li>• Legal update trainings can be conducted online and in-person training should be scenario-based to help officers understand how to apply the laws.</li> </ul>	Stops, Searches, Citations, & Arrests	226	H





# Training Needs Assessment Continued

TRAINING NEED	COURSE TITLE	SA Para. #	RANK
<ul style="list-style-type: none"> <li>Training should apply scenarios to get from reasonable suspicion to probable cause for arrests.</li> </ul>	Stops, Searches, Citations, & Arrests	209	H
<ul style="list-style-type: none"> <li>Training should include the need to document all elements of the vehicle stop in the police report.</li> </ul>	Stops, Searches, Citations, & Arrests	211	H
<ul style="list-style-type: none"> <li>Training should emphasize the need to document how property was recovered and by who.</li> </ul>	Stops, Searches, Citations, & Arrests	211	H
<ul style="list-style-type: none"> <li>Training should emphasize the need to document what the officers see and why he/she finds it suspicious and not solely "based on the officer's training and experience".</li> </ul>	Stops, Searches, Citations, & Arrests; Use of Force	209, 211	H
<ul style="list-style-type: none"> <li>SMEs from Gun Investigations Unit (GIU) and React Teams should provide training on how to lawfully build reasonable suspicion on pro-active police stops.</li> </ul>	Stops, Searches, Citations, & Arrests	209, 211	M
<ul style="list-style-type: none"> <li>Training should incorporate what BWC capturing capabilities and limitations are for gathering evidence.</li> </ul>	Stops, Searches, Citations, & Arrests	209, -212	H
<ul style="list-style-type: none"> <li>Training for Stop, Search, Citation and Arrest should be taught by lawyers to demonstrate the legal definitions and justifications.</li> </ul>	Stops, Searches, Citations, & Arrests	209	H



# Training Needs Assessment Continued

TRAINING NEED	COURSE TITLE	SA Para. #	RANK
<ul style="list-style-type: none"> <li>• Training should have the Gun Investigations Unit (GIU) officers as SMEs explain how they articulate reasonable suspicion.</li> </ul>	Stops, Searches, Citations, & Arrests	209, 211	M
<ul style="list-style-type: none"> <li>• Officers should be trained on vehicle search and seizures.                             <ul style="list-style-type: none"> <li>◦ Details on legal justifications for stops and searches.</li> <li>◦ Legal definitions for reasonable suspicion and probable cause.</li> </ul> </li> </ul>	Stops, Searches, Citations, & Arrests	209	H
	Stops, Searches, Citations, & Arrests	209, 211	H
	Stops, Searches, Citations, & Arrests	209, 211	H
<ul style="list-style-type: none"> <li>• Officers should have training identifying concerns about officers using the phrase, "searched for officer safety":                             <ul style="list-style-type: none"> <li>◦ Training for officers on how to document reasonable suspicion to justify searches.</li> <li>◦ Training on local and national trends regarding stop, search, and arrests regarding evidence collection.</li> <li>◦ Current local and national trends on elements for reasonable suspicion.</li> </ul> </li> </ul>	Stops, Searches, Citations, & Arrests	209-212	H
	Stops, Searches, Citations, & Arrests	209-212	H
	Stops, Searches, Citations, & Arrests	209-212	H
	Stops, Searches, Citations, & Arrests	209-212	H



# Training Needs Assessment Continued

TRAINING NEED	COURSE TITLE	SA Para. #	RANK
<ul style="list-style-type: none"> <li>Officers should be provided with training to build trust with community, specifically with the youth.</li> </ul>	Stops, Searches, Citations, & Arrests	209-212	H
<ul style="list-style-type: none"> <li>Training on using BWC for evidence collection.                             <ul style="list-style-type: none"> <li>Explain what you are thinking, verbalize it so that the attorneys know what you were thinking and thereby ensuring that you did not just make it up afterwards.</li> </ul> </li> </ul>	Stops, Searches, Citations, & Arrests	209-212	H
	Stops, Searches, Citations, & Arrests	209-212	H
<ul style="list-style-type: none"> <li>Training on what kind of search to execute based on either reasonable suspicion or probable cause.</li> </ul>	Stops, Searches, Citations, & Arrests	209-212	H
<ul style="list-style-type: none"> <li>Officers need training on transitioning from consensual encounter to reasonable suspicion:                             <ul style="list-style-type: none"> <li>Identifying and articulating when and why someone becomes suspicious.</li> <li>Officers must be able to define and differentiate reasonable suspicion and probable cause.</li> </ul> </li> </ul>	Stops, Searches, Citations, & Arrests	209-212	H
	Stops, Searches, Citations, & Arrests	209-212	H
	Stops, Searches, Citations, & Arrests	209-212	H
<ul style="list-style-type: none"> <li>County Attorneys and City Attorneys need to be advising on training needs to improve constitutional policing.</li> </ul>	Stops, Searches, Citations, & Arrests	209-212	H
<ul style="list-style-type: none"> <li>Officers need additional training on articulating the elements of the crime in police reports.</li> </ul>	Stops, Searches, Citations, & Arrests	209-212	H



# Training Needs Assessment Continued

TRAINING NEED	COURSE TITLE	SA Para. #	RANK
<ul style="list-style-type: none"> <li>Officers should have report writing training to teach them how to articulate reasonable suspicion and probable cause in their statements.</li> </ul>	Stops, Searches, Citations, & Arrests	209-212	H
<ul style="list-style-type: none"> <li>MPD should have training on report writing that instructs officers on the issues involved with incorporating opinions and bias into reports that can have an adverse effect on the prosecutor's ability to charge a case. (NIJ, 2024)</li> </ul>	Stops, Searches, Citations, & Arrests	209-212	H
<ul style="list-style-type: none"> <li>Training regarding protestor defenses in civil cases:                             <ul style="list-style-type: none"> <li>Officers should provide more detail in reports for city to defend in civil cases.</li> <li>Officers should verbally identify what they are seeing or doing in reports.                                     <ul style="list-style-type: none"> <li>Officers should verbalize what they are seeing or thinking into BWC evidence.</li> </ul> </li> </ul> </li> </ul>	Stops, Searches, Citations, & Arrests	209-212	M
	Stops, Searches, Citations, & Arrests	209-212	M
	Stops, Searches, Citations, & Arrests	209-212	M
	Stops, Searches, Citations, & Arrests	209-212	M
<ul style="list-style-type: none"> <li>Officers should be trained on BWC awareness to include:                             <ul style="list-style-type: none"> <li>Poor demeanor makes it difficult to prosecute.                                     <ul style="list-style-type: none"> <li>Inappropriate language, professionalism, or threats.</li> </ul> </li> </ul> </li> </ul>	Stops, Searches, Citations, & Arrests	209-212	M
	Stops, Searches, Citations, & Arrests	209-212	M
	Stops, Searches, Citations, & Arrests	209-212	M



# Training Needs Assessment Continued

TRAINING NEED	COURSE TITLE	SA Para. #	RANK
<ul style="list-style-type: none"> <li>Officers should be trained on BWC awareness and its effect on civil litigation.                             <ul style="list-style-type: none"> <li>Professionalism and customer service.</li> </ul> </li> </ul>	Stops, Searches, Citations, & Arrests	209-212	H
	Stops, Searches, Citations, & Arrests	209-212	H
<ul style="list-style-type: none"> <li>Broadening the understanding of policy and law when it comes to de-escalation.                             <ul style="list-style-type: none"> <li>Detail what law and policy require:                                     <ul style="list-style-type: none"> <li>Cheat sheets with the information for officers to carry on patrol.</li> <li>Inform and educate what is required for de-escalation for officers.</li> </ul> </li> </ul> </li> </ul>	Stops, Searches, Citations, & Arrests; Use of Force	209-212	H
	Stops, Searches, Citations, & Arrests; Use of Force	209-212	H
	Stops, Searches, Citations, & Arrests; Use of Force	209-212	H
	Stops, Searches, Citations, & Arrests; Use of Force	209-212	H
<ul style="list-style-type: none"> <li>Provide training for officers on current legal updates and elements for making obstructing legal process and disorderly conduct arrests.</li> </ul>	Stops, Searches, Citations, & Arrests	209-212	H
<ul style="list-style-type: none"> <li>Officers should have court room preparation for testimony training.                             <ul style="list-style-type: none"> <li>Includes what to bring to court and be aware of.</li> <li>Scenario-based court room testimony training.</li> </ul> </li> </ul>	Stops, Searches, Citations, & Arrests	209-212	L
	Stops, Searches, Citations, & Arrests	209-212	L
	Stops, Searches, Citations, & Arrests	209-212	L



# Training Needs Assessment Continued

TRAINING NEED	COURSE TITLE	SA Para. #	RANK
<u>Non-Discriminatory Policing.</u>			
<ul style="list-style-type: none"> <li>• Training should ensure officers recognize if, "I made a mistake, to change course and explain it to the subject of the encounter, then document the incident properly".</li> </ul>	Non-Discriminatory Policing	215-218	H
<ul style="list-style-type: none"> <li>• Training should ensure officers always remain professional during all encounters with the public.</li> </ul>	Non-Discriminatory Policing	215	H
<ul style="list-style-type: none"> <li>• Training should ensure officers maintain professionalism to ensure there is no blame on the officer for the conduct of the subject in custody.</li> </ul>	Non-Discriminatory Policing	215	H
<ul style="list-style-type: none"> <li>• Training should ensure officers are aware that even though officers may not be near public, their BWC is still on, and what they say still needs to remain professional.</li> </ul>	Non-Discriminatory Policing	215	H
<ul style="list-style-type: none"> <li>• Training should teach procedural justice methods to ensure proper constitutional policing.</li> </ul>	Non-Discriminatory Policing	215	H
<ul style="list-style-type: none"> <li>• All non-bias training should be evidence-based and use best practices.</li> </ul>	Non-Discriminatory Policing	215	H





# Training Needs Assessment Continued

TRAINING NEED	COURSE TITLE	SA Para. #	RANK
<ul style="list-style-type: none"> <li>• Training on non-discriminatory policing should focus on professionalism and customer service.</li> </ul>	Non-Discriminatory Policing	215	H
<ul style="list-style-type: none"> <li>• Create opportunities for officers to engage with the community, both for officers to understand the culture better and for the community to understand the police officers as well.</li> </ul>	Non-Discriminatory Policing	215	H
<ul style="list-style-type: none"> <li>• Provide history lessons to the police officers so they can eliminate historical trauma that continues.</li> </ul>	Non-Discriminatory Policing	215	H
<ul style="list-style-type: none"> <li>• Since George Floyd, MPD should have humane ways to react to situations in all types of training:                             <ul style="list-style-type: none"> <li>◦ Train that we are all individuals and deserve respect.</li> <li>◦ Train to equality of justice.</li> </ul> </li> </ul>	Non-Discriminatory Policing	215	H
	Non-Discriminatory Policing	215	H
	Non-Discriminatory Policing	215	H
<ul style="list-style-type: none"> <li>• Officers should be trained to effectively interact with youth and to be sensitive to their development and understanding.</li> </ul>	Non-Discriminatory Policing	215	H



# Training Needs Assessment Continued

TRAINING NEED	COURSE TITLE	SA Para. #	RANK
<u>Early Intervention System Training (EIS)</u>			
<ul style="list-style-type: none"> <li>• Training should emphasize the importance of making smaller changes to behavior before it gets worse.</li> </ul>	Early Intervention System	279, 281, 282	H
<ul style="list-style-type: none"> <li>• Training should emphasize that small issues do not all need to go through Internal Affairs.</li> </ul>	Early Intervention System	268, 282	M
<ul style="list-style-type: none"> <li>• Officers need to know that they can trust coming to their supervisor for assistance without it going to IAU.</li> </ul>	Early Intervention System	268, 282	H
<ul style="list-style-type: none"> <li>• E.I.S. program should ensure that there is a firewall between discipline and IAU to build trust in the process.</li> </ul>	Early Intervention System	268, 282	H



# Training Needs Assessment Continued

TRAINING NEED	COURSE TITLE	SA Para. #	RANK
<u>Police Misconduct &amp; Supervisor Force Review</u>			
<ul style="list-style-type: none"> <li>MPD should offer training where supervisors of different levels engage in scenarios for coaching officers and supervisors.</li> </ul>	Supervisor Force Review	102, 208	H
<ul style="list-style-type: none"> <li>Training for officers on the policy of completing the appropriate use of force documentation (i.e. De-escalation Template Supplement, etc.)</li> </ul>	Supervisor Force Review	83, 84, 204	H
<ul style="list-style-type: none"> <li>Officers need training to better present themselves to the public and that is focused on customer service, which will help reduce complaints regarding lack of empathy.</li> </ul>	Police Misconduct	38, 294	H
<ul style="list-style-type: none"> <li>Officers should be trained on BWC awareness and how people (i.e. attorneys, jury and community) are reacting to videos in court and the community.</li> </ul>	Police Misconduct	174	H
<ul style="list-style-type: none"> <li>Police supervisors need to have a clear message to their officers and supervise officers more closely for misconduct.</li> </ul>	Police Misconduct	163, 228	H



# Training Needs Assessment Continued

TRAINING NEED	COURSE TITLE	SA Para. #	RANK
<ul style="list-style-type: none"> <li>Supervisors need additional training on supervisor force reviews, to include:                             <ul style="list-style-type: none"> <li>Proper detailed documentation.</li> <li>Ensuring all witness parties are identified.</li> <li>Ensuring all involved officers and supervisors are advised on their duty to report misconduct.</li> </ul> </li> </ul>	Supervisor Force Review	102	H
	Supervisor Force Review	102-103	H
	Supervisor Force Review	102-103	H
	Supervisor Force Review	102-103	H
<ul style="list-style-type: none"> <li>Training to update supervisors on use of force reviews and how to detail them appropriately.</li> </ul>	Supervisor Force Review	102-103	H
<ul style="list-style-type: none"> <li>MPD should have training that details how supervisors should do proper supervisor force reviews for continuity.</li> </ul>	Supervisor Force Review	102-103	H
<ul style="list-style-type: none"> <li>Training should provide information on who they should call if they have questions or concerns when conducting a supervisor force review.</li> </ul>	Supervisor Force Review	102-103	H



# Training Needs Assessment Continued

TRAINING NEED	COURSE TITLE	SA Para. #	RANK
<u>Supervisor Training/New Supervisor Training.</u>			
<ul style="list-style-type: none"> <li>• Training Division should consider having assigned mentors for new supervisors.</li> </ul>	Supervisors Training	227	M
<ul style="list-style-type: none"> <li>• Current and new supervisors should be provided training in all aspects of the current report writing system (PIMS).</li> </ul>	Supervisors Training	227	H
<ul style="list-style-type: none"> <li>• Officers and supervisors should have additional training on pursuit policy and documentation.</li> </ul>	Supervisors Training	42-51, 227	H
<ul style="list-style-type: none"> <li>• Supervisors should have more training on coaching, ensuring that supervisors know how to coach officers and have difficult conversations.</li> </ul>	Supervisors Training	227, 234	H
<ul style="list-style-type: none"> <li>• Improve officers and supervisors understanding on the complaint process:                             <ul style="list-style-type: none"> <li>◦ Training that explains why the process exists.</li> <li>◦ Engage with officers so they have buy-in.</li> </ul> </li> </ul>	Supervisors Training	227, 234	L
	Supervisors Training	227, 234	L
	Supervisors Training	227, 234	L



# Training Needs Assessment Continued

TRAINING NEED	COURSE TITLE	SA Para. #	RANK
<ul style="list-style-type: none"> <li>Police should have leadership training that focuses on communication and supervisory skills.</li> </ul>	Supervisors Training	185, 225-230	H
<ul style="list-style-type: none"> <li>MPD should offer annual training for training software to equip supervisors to be responsible for their officers completing the required training.</li> </ul>	Supervisors Training	225-230	M
<ul style="list-style-type: none"> <li>Annual pursuit supervisor training should provide updates on policies for supervisors.</li> </ul>	Supervisors Training	225-230	M
<ul style="list-style-type: none"> <li>Training to provide supervisors with tools of how to develop healthy supervisor relationship with their officers.                             <ul style="list-style-type: none"> <li>Interpersonal communication skills training.</li> </ul> </li> </ul>	Supervisors Training	225-230	H
	Supervisors Training	225-230	H
<ul style="list-style-type: none"> <li>Training to ensure supervisors are aware of responsibilities to monitor calls from dispatch.                             <ul style="list-style-type: none"> <li>Training to ensure supervisors correct nature codes for dispatched calls.</li> <li>Training for supervisors to provide additional resources that should be responding to dispatched calls.</li> </ul> </li> </ul>	Supervisors Training	225-230	H
	Supervisors Training	225-230	H
	Supervisors Training	225-230	H





# Training Needs Assessment Continued

TRAINING NEED	COURSE TITLE	SA Para. #	RANK
<ul style="list-style-type: none"> <li>• Provide leadership training to all-sworn annually.</li> </ul>	Supervisors Training	225-230	M
<ul style="list-style-type: none"> <li>• Supervisor training should be conducted more regularly to go over national trends and current supervisory expectations.</li> </ul>	Supervisors Training	225-230	M
<ul style="list-style-type: none"> <li>• Supervisor training should include complaint triage techniques.</li> </ul>	Supervisors Training	225-230	H
<ul style="list-style-type: none"> <li>• Supervisor training should include strategies for increasing employee engagement.</li> </ul>	Supervisors Training	225-230	H
<ul style="list-style-type: none"> <li>• Leadership training:                             <ul style="list-style-type: none"> <li>◦ Mentorship and empowerment training.</li> <li>◦ Tabletop exercises.</li> <li>◦ Disengagement exercises.</li> </ul> </li> </ul>	Supervisors Training	225-230	H
	Supervisors Training	225-230	H
	Supervisors Training	225-230	H
	Supervisors Training	225-230	H



# Training Needs Assessment Continued

TRAINING NEED	COURSE TITLE	SA Para. #	RANK
<ul style="list-style-type: none"> <li>Police should have leadership training that focuses on communication and supervisory skills.</li> </ul>	Supervisors Training	225-230	H
<ul style="list-style-type: none"> <li>MPD needs more tactical leadership training for supervisors.                             <ul style="list-style-type: none"> <li>Including table-top supervisor training.</li> <li>General supervisory and leadership training for supervisors.</li> </ul> </li> </ul>	Supervisors Training	225-230	H
	Supervisors Training	225-230	H
	Supervisors Training	225-230	H
<ul style="list-style-type: none"> <li>Identify and equip leaders in the police department.</li> </ul>	Supervisors Training	225-230	H
<ul style="list-style-type: none"> <li>Investigators should have training on drafting investigative summary supplements for submitting for charges.</li> </ul>	Supervisors Training	225-230	H
<ul style="list-style-type: none"> <li>Officers should have tighter standardizations on report writing.</li> </ul>	Supervisors Orientation	225-230	H



# Training Needs Assessment Continued

TRAINING NEED	COURSE TITLE	SA Para. #	RANK
<u>Academy/Pre-Service Training.</u>			
<ul style="list-style-type: none"> <li>Academy should consider creating scenarios that reflect realistic stressful environments that officers will encounter in police work.</li> </ul>	Academy	200, 236	H
<ul style="list-style-type: none"> <li>There needs to be a Community Mentorship Program for new officers and current officers to build community trust.</li> </ul>	Academy	185	H
<ul style="list-style-type: none"> <li>Officer training should include better engagement strategies with the community.</li> </ul>	Academy	27, 185	H
<ul style="list-style-type: none"> <li>Training Division should conduct a scenario on criminal sexual conduct victim's interviewing to ensure Recruits are able to ask the uncomfortable questions necessary to identify elements of the crime for the reports.</li> </ul>	Academy	181, 232-233	H

# Training Needs Assessment Continued



TRAINING NEED	COURSE TITLE	SA Para. #	RANK
<u>Field Training Officer Program (FTO)</u>			
<ul style="list-style-type: none"> <li>MPD should consider insignia on the uniform identifying an FTO or trainers to be more easily recognizable as a resource and to build informal leaders.</li> </ul>	Field Training Officer	183, 216-224	M
<ul style="list-style-type: none"> <li>Training Division should re-implement an investigative component to the FTO phase for the OIT.</li> </ul>	Field Training Officer	183, 216-224	M
<ul style="list-style-type: none"> <li>Field Training (FTO) courses should include developing leadership skills.</li> </ul>	Field Training Officer	183, 216-224	H
<ul style="list-style-type: none"> <li>Ensure that FTO training incorporates training from In-Service to reinforce policy and training tactics.</li> </ul>	Field Training Officer	183, 216-224	H



# Training Needs Assessment Continued

TRAINING NEED	COURSE TITLE	SA Para. #	RANK
<u>Police Tools &amp; Equipment</u>			
<ul style="list-style-type: none"> <li>Provide officers with door wedges to hold doors to reduce forced entry by assisting officers.</li> </ul>	TBD	373	M
<ul style="list-style-type: none"> <li>Door tie-offs to secure a door while you evacuate the rest of the apartment building.</li> </ul>	TBD	368, 373	M
<ul style="list-style-type: none"> <li>Replace the hobble device for a restraint device.</li> </ul>	TBD		M
<ul style="list-style-type: none"> <li>Public Address (PA) systems for the rear of the squad cars so officers can use squads as cover while they use the PAs.</li> </ul>	TBD		H
<ul style="list-style-type: none"> <li>Explore additional less-than-lethal options to equip officers in the police department.</li> </ul>	TBD		H
<ul style="list-style-type: none"> <li>New Virtual Reality Simulators (multiple, since MPD does not have adequate training facilities).</li> </ul>	TBD		H
<ul style="list-style-type: none"> <li>New devices to end pursuits early or before they start:                             <ul style="list-style-type: none"> <li>Ensure that it is a device conducive to Minneapolis' environment.</li> </ul> </li> </ul>	TBD		M
	TBD		M

# Training Needs Assessment Continued



TRAINING NEED	COURSE TITLE	SA Para. #	RANK
<ul style="list-style-type: none"> <li>MPD should purchase and utilize virtual reality training equipment.</li> </ul>	TBD		H
<ul style="list-style-type: none"> <li>MPD needs to purchase additional training simulator(s) and have them at the training facility.</li> </ul>	TBD		H
<ul style="list-style-type: none"> <li>MPD should pursue a virtual-reality (VR) simulator same or similar to the VR platform made by V-Armed which is used by LAPD and NYPD.(Griffith 2024)</li> </ul>	TBD		H
<ul style="list-style-type: none"> <li>MPD should include in training a segment on the use of unmanned aerial vehicle (UAV) in police operations.(PERF, 2023a)</li> </ul>	TBD		H
<u>Medical Refresher</u>			
<ul style="list-style-type: none"> <li>Training should ensure officers are not over-using Narcan, per supplier recommendations.</li> </ul>	Medical Response Refresher	235-236	M
<ul style="list-style-type: none"> <li>After training, the department should provide officers with a protective, less flimsy packaging for Narcan on patrol.</li> </ul>	Medical Response Refresher	235-236	M
<ul style="list-style-type: none"> <li>Police training should include how to approach drug addiction and mental health calls with more sensitivity. (PERF, 2023a)</li> </ul>	Medical Response Refresher	64, 235	H

\*TBD (To Be Determined): Denotes whether the concept will be adopted into the overall training philosophy and/or incorporated in some or all of the training.



# Training Needs Assessment Continued

---

## Section III.

### 2025 Training Needs Assessment “Focus Group Summaries”

#### Understanding the “Priority Ranking Matrix”

- I. MPD Quarterly Review Panel (QRP)  
Pg. 33
  - a. Paragraph 183a.
- II. Unity Community Mediation Team (UCMT) and Community Mentorship Program  
Pg. 35
  - a. Paragraph 183b.
- III. MPD Internal Affairs Unit and Force Review Unit  
Pg. 40
  - a. Paragraph 183b.
- IV. Office of Police Conduct Review (OPCR) and Community Commission on Police Oversight (CCPO)  
Pg. 43
  - a. Paragraph 183b.
- V. Minneapolis City Attorney’s Office (CAO) and Hennepin County Attorney’s Office (HCAO)  
Pg. 46
  - a. Paragraph 183c.
- VI. Reflections of local and national trends (PERF, NIJ)  
Pg. 49
  - a. Paragraph 183d.
- VII. MPD Instructors and Training Division staff  
Pg. 53
  - a. Paragraphs 183e.; 183f.
- VIII. MPD patrol Officer(s), Sergeant(s), Lieutenant(s), Inspector(s) in Precincts  
Pg. 57
  - a. Paragraph 183e.
- IX. MPD Investigators from various units  
Pg. 62
  - a. Paragraph 183e.
- X. MPD Command Staff  
Pg. 67
  - a. Paragraph 183e.

# Training Needs Assessment Continued

## Focus Group Discussion Points

### I. MPD Quarterly Review Panel (QRP) Focus Group

Commander Kris Brown

May 24, 2024

Purpose: The purpose of this focus group is to obtain feedback and recommendations for the In-Service program curriculum from members of the Quarterly Review Panel. The participants are tasked to identify general, specialized, and remedial training for officers and supervisors that will ensure that their input is evaluated and incorporated in the Annual Training Plan. A series of focus group discussions will be conducted to identify and prioritize the most essential learning objectives to strengthen the skills and effectiveness of the organization. The assessment also evaluates what performance is desired and the responsive training that will best achieve the Department's goals. The agenda for the Training Needs Assessment interviews is targeted strictly towards the development of curriculum for the Annual Training Plan.

Method: The Quarterly Review Panel Focus Group will concentrate upon the major topic areas and the common concerns that are shared by the members of the QRP that can be address through officer and supervisory trainings. The Training Division Commander will be responsible for facilitating the sessions and note taking. A summary of the interviews and the major themes identified will be one of the contributing components in developing the Training Needs Assessment.

Process: On 5/24/2024, I received feedback from QRP member Deputy Chief Travis Glampe on the listed discussion questions. A summary of the recommendations offered by the QRP follows.



# Training Needs Assessment Continued

---

## I. MPD Quarterly Review Panel (QRP) Focus Group

May 24, 2024

### Assessment Questions:

Q: In planning for the 2025 In-Service training, in which areas should the Training Division provide course work to improve Settlement Agreement compliance and department goals and performance objectives?

- All sworn should be provided training that specifically outlines the current and upcoming policy and training requirements of the MDHR Settlement Agreement.

Q: Specifically, to constitutional policing, what are some training priorities that officers and supervisors can be taught to better protect and serve the community justly?

- Supervisor training should be conducted more regularly to go over national trends and current supervisory expectations.
- Identify training methods on use of force that ensures that both officers and supervisors are aware of the policies and what is expected of them.

Q: How can police training better reflect the department's mission, vision, values, and goals and how can this help reduce police misconduct?

- Officers and supervisors should be utilizing the Critical Decision-Making Model in each situation.
- Supervisors training should include complaint triage techniques.
- Supervisors training should include strategies for increasing employee engagement.
- Officer training should include better engagement strategies with the community.
- Training should try to include current MPD BWC videos to demonstrate good police work and areas to improve.
- Training should emphasize the sanctity of human life, procedural justice, and the guardian mindset.

# Training Needs Assessment Continued

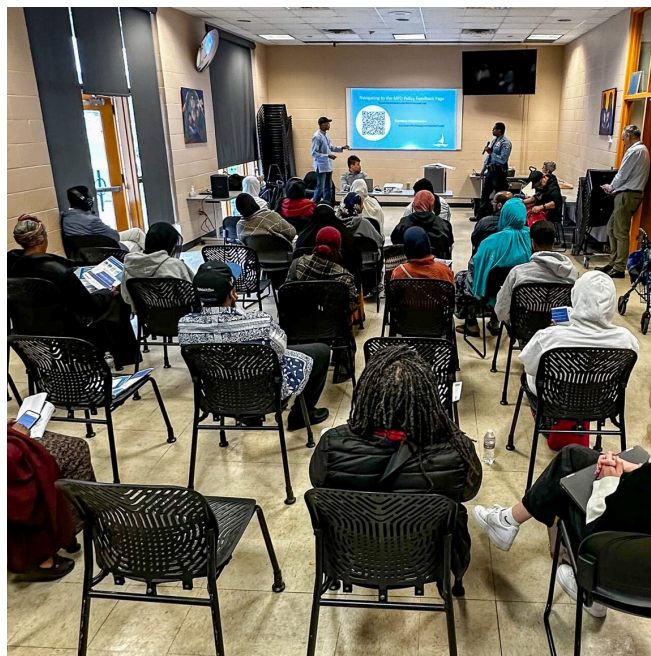
## II. Unity Community Mediation Team (UCMT) and Community Mentorship Focus Group

Commander Kris Brown

May 21st and May 23rd, 2024

Purpose: The purpose of this focus group is to obtain feedback and recommendations for the Pre-Service program curriculum and In-Service program curriculum from the Unity Community Mediation Team and members of the Community Mentorship Program. The participants are tasked to identify general, specialized, and remedial training for officers and supervisors that will ensure that their input is evaluated and incorporated in the Annual Training Plan. A series of focus groups will be conducted to identify and prioritize the most essential learning objectives to strengthen the skills and effectiveness of the organization. The assessment also evaluates what performance is desired and the responsive training that will best achieve the Department’s goals. The agenda for the Training Needs Assessment interviews is targeted strictly towards the development of curriculum for the Annual Training Plan.

Method: The UCMT and Community Mentorship Program interviews will concentrate upon the major topic areas within the MPD’s training programs for officers and supervisors, as well as identify training ideas that can improve police and community relationships. The Training Division Commander will be responsible for facilitating the sessions and note taking. A summary of the interviews and the major themes identified will be one of the contributing components in developing the Training Needs Assessment.



# Training Needs Assessment Continued

---

## II. Unity Community Mediation Team (UCMT) and Community Mentorship Focus Group Continued

Process: On 5/21/2024, an in-person meeting was conducted with the following UCMT members and ELEFA present to provide feedback:

- John Davenport – Plymouth Church
- John Humphrey – Plymouth Church
- Corey Vest – UCMT
- Sherrill Herron – UCMT
- Zachary Metoyer – UCMT
- Anthoni McMorris-Rice UCMT
- Aaron Reeves – UCMT
- Anita Urvina-Davis – UCMT
- MPD Assistant Chief Chris Gaiters
- MPD Deputy Chief Mark Montgomery
- MPD Commander Monica Hansen
- Ian D. Bethel – UCMT
- John Santorius – Plymouth Church
- MPD Commander Yolanda Wilks
- MPD Commander Abdirahman Ali
- Abdirizak Bihi – Cedar Riverside Opportunity Center
- Al Flowers – UCMT
- Kevin Carlisle – MPD Implementation Unit – Community Engagement
- Tim Peterson – Community member
- Effective Law Enforcement For All (ELEFA)

The focus group proceeded through the agenda, completing the interview process within 2 hours.

On 5/23/2024, the MPD and UCMT's program called the Community Mentorship Program conducted their first event where officers and community members met and shared their life experiences with one another. Members of the community were encouraged to share the importance of police and community relations, as well as provide important feedback to policing in Minneapolis. Notes for this event were collected and shared by Lisa Fink from Effective Law Enforcement For All. Commander Brown summarized the notes from the Community Mentorship event in this focus group summary. A summary of the recommendations offered by the panel follows.

# Training Needs Assessment Continued

---

## II. UCMT and Community Mentorship Focus Group Continued

May 21st at 1000hrs, 2024

### Assessment Questions:

Q: In planning for the 2025 Officer and Supervisor training curriculum, please identify potential training priorities that MPD should pursue.

- Develop an online platform that enables the broader community to identify training priorities for future MPD training.
- Since George Floyd, MPD should have humane ways to react to situations in all types of training:
  - Train that we are all individuals and deserve respect.
  - Train to equality of justice.
- Bring the community into the police trainings:
  - Have community participate in the scenarios so they can see why police make the decisions that they make.
  - Hire community actors to assist in training scenarios.

Q: How can MPD training improve officers' expression of empathy toward members of the community on routine and difficult police calls?

- Provide history lessons to the police officers so they can eliminate historical trauma that continues.
- \*MPD should host a Hope, Healing and Unity event open mic to share what they need in the community.
- Include Sanctity of Life into all police trainings.
- Teach humanity training:
  - Approach everyone humanely in every situation.
  - Train officers to see people not as a threat, but as human being.
  - Train officers how to have difficult conversations on homicide scenes with family and friends.
- Teach officers a few greetings and phrases in foreign languages to show respect to the community members.



# Training Needs Assessment Continued

## II. UCMT and Community Mentorship Focus Group Continued

Assessment Questions Continued:

May 21st at 1000hrs, 2024

Q: How can the MPD Training Division help to improve our department's customer service and professionalism to the community?

- Officers should have scenario-based training to show officers different techniques to enable them to handle difficult situations that provide positive outcomes and increase customer service.
- Officers should be taught that having a positive attitude and a respectful tone can help create positive community interactions.
- \*Officers should be provided opportunities for positive community engagement:
  - Play basketball with kids at the park, Police Athletic League (PAL).
- Ensure officers hand out "blue cards" and community resource cards to community members after police contacts.

\* Item will be referred to the appropriate Division or Administration for consideration.



# Training Needs Assessment Continued

---

## II. UCMT and Community Mentorship Focus Group Continued

Community Mentorship Event Notes:

May 23rd at 1800hrs, 2024

- Officers should treat community with respect and humanity.
- Officers should be provided with training to build trust with community, specifically with the youth.
- Create opportunities for officers to engage with the community, both for officers to understand the culture better and for the community to understand the police officers as well.
- Police training should emphasize customer service techniques.
- \*Police misconduct should be investigated, and the community should have follow-up from supervisors or investigators on dispositions.
- \*Police dispatch should gather more information so that officers are better informed when they arrive on the scenes.
- Police supervisors need to have a clear message to their officers and supervise officers more closely for misconduct.
- Police officers need more wellness training that focuses on mental health.
- Police training should include how to approach drug addiction and mental health calls with more sensitivity.
- \*Police and community should have retreats and events together to increase joint awareness of their roles.
- Police should have leadership training that focuses on communication and supervisory skills.
- Officers should have training on active listening skills.

# Training Needs Assessment Continued

---

## III. MPD Internal Affairs and Force Review Unit Focus Group

Commander Kris Brown

May 15th, 2024

Purpose: The purpose of this focus group is to obtain feedback and recommendations for the In-Service program curriculum from the Internal Affairs Unit (IAU) and the Force Review Unit (FRU). The participants are tasked to identify general, specialized, and remedial training for officers and supervisors that will ensure that their input is evaluated and incorporated in the Annual Training Plan. A series of focus groups will be conducted to identify and prioritize the most essential learning objectives to strengthen the skills and effectiveness of the organization. The assessment also evaluates what performance is desired and the responsive training that will best achieve the Department's goals. The agenda for the Training Needs Assessment interviews is targeted strictly towards the development of curriculum for the Annual Training Plan.

Method: The IAU and FRU Focus Group will concentrate upon the most common complaints for misconduct and/or detailed reporting that can be addressed through improving curriculum to address these gaps in training. The Training Division Commander will be responsible for facilitating the sessions and note taking. A summary of the interviews and the major themes identified will be one of the contributing components in developing the Training Needs Assessment.

Process: On 5/15/2024, a TEAMS meeting was conducted with Commander Abdirahman Ali, Lt. Kurtis Schoonover, Sgt. Heather Aschoff and Sgt. Tom Schmid. The focus group proceeded through the agenda, completing the interview process within 1 hour. A summary of the recommendations offered by the panel follows.



# Training Needs Assessment Continued

## III. MPD Internal Affairs and Force Review Unit Focus Group Continued

Assessment Questions:

May 15th at 1300hrs, 2024

Q: In the review of use of force incidents, please identify the most important areas that should be emphasized in the 2025 In-Service training for officers and supervisors.

- Improved training on Use of Force Reporting:
  - Training should provide the need to explain in detail what led up to the use of force, not just what force was used.
  - Train officers to better understand the supervisor's role in reviewing Use of Force.
- Improve officers and supervisors understanding on the complaint process:
  - Training that explains why the process exists.
  - Engage with officers so they have buy-in.

Q: Please identify any predominant trends in misconduct incidents and how these should be addressed in the 2025 In-Service training programs.

- Officers should be trained on BWC awareness and how people (i.e. attorneys, jury and community) are reacting to videos in court and the community.
- Officers should be trained to effectively interact with youth and to be sensitive to their development and understanding.
- Officers and supervisors should have additional training on pursuit policy and documentation.
- Supervisors should have more training on coaching, ensuring that supervisors know how to coach officers and have difficult conversations.

Q: Where have you found training gaps in incidents where officers have been investigated for misconduct?

- MPD should offer training where supervisors of different levels engage in scenarios for coaching officers and supervisors.
- Training for officers on the policy of completing the appropriate use of force documentation (i.e. De-escalation Template Supplement, etc.)
- Officers need training to better present themselves to the public and that is focused on customer service, which will help reduce complaints regarding lack of empathy.

Q: What training priorities would be imperative to include in the 2025 In-Service to destigmatize the culture surrounding peer interventions? Ex. ABLE and future Police Misconduct Training.

- MPD officers should have scenario-based training or observe exercises of appropriate peer interventions.

# Training Needs Assessment Continued

## IV. Office of Police Conduct and Review (OPCR) and Community Commission on Police Oversight (CCPO) Focus Group

Commander Kris Brown

May 21st, 2024

Purpose: The purpose of this focus group is to obtain feedback and recommendations for Pre-Service and In-Service program curriculum from the Office of Police Conduct and Review (OPCR) and Community Commission on Police Oversight (CCPO). The participants are tasked to identify general, specialized, and remedial training for officers and supervisors that will ensure that their input is evaluated and incorporated in the Annual Training Plan. A series of focus groups will be conducted to identify and prioritize the most essential learning objectives to strengthen the skills and effectiveness of the organization. The assessment also evaluates what performance is desired and the responsive training that will best achieve the department's goals. The agenda for the Training Needs Assessment interviews is targeted strictly towards the development of curriculum for the Annual Training Plan.

Method: The OPCR and CCPO Focus Group will concentrate upon the most common complaints for misconduct and/or detailed reporting that can be addressed through improving curriculum to address these gaps in training. The Training Division Commander will be responsible for facilitating the sessions and note taking. A summary of the interviews and the major themes identified will be one of the contributing components in developing the Training Needs Assessment.

Process: On 5/21/2024, a TEAMS meeting was conducted with OPCR members: Chris Band and Alayna Starr; and CCPO members: Mary Dedeaux-Swinton and LaTonya Reeves. The focus group proceeded through the agenda, completing the interview process within 1 hour. A summary of the recommendations offered by the panel follows.





# Training Needs Assessment Continued

---

## IV. Office of Police Conduct and Review (OPCR) and Community Commission on Police Oversight (CCPO) Focus Group Continued

### Assessment Questions:

May 21st at 1600hrs, 2024

Q: Please identify any predominant trends in misconduct incidents and how these should be addressed in the 2025 In-Service training programs.

- Training geared toward avoiding disrespectful communication by officers.
  - Professional customer service.
- Training for officers on de-escalating aggressive and irritated community members.
- Training to update supervisors on use of force reviews and how to detail them appropriately.
- Officers should have report writing training to teach them how to articulate reasonable suspicion and probable cause in their statements.
- Officers should receive professional conduct training that addresses rudeness.
- Officers should have sensitivity training to increase empathy.

Q: Critical Decision-Making Model.

- Officers need more training on identifying all available options for a situation.
- Officers should have training on disengaging a situation as a method of de-escalation.
- Officers should have training that includes talking about their decision-making through their reports.

Q: Where have you found training gaps in incidents where officers have been investigated for misconduct? Can you identify any training gaps in incidents where supervisors have been investigated for misconduct?

- Supervisors need additional training on supervisor force reviews, to include:
  - Proper detailed documentation.
  - Ensuring all witness parties are identified.
  - Ensuring all involved officers and supervisors are advised on their duty to report misconduct.
- There needs to be a Community Mentorship Program for new officers and current officers to build community trust.
- \*Bring back citizen academies to train the community on the job that the police do in the community.
- There needs to be documentation on whether officers are receiving training or feedback on Chief's Announcements.
- County Attorneys and City Attorneys need to be advising on training needs to improve constitutional policing.



# Training Needs Assessment Continued

---

## V. Minneapolis City Attorney's Office (CAO) and Hennepin County Attorney's Office (HCAO) Focus Group

Commander Kris Brown

May 22nd, 2024

Purpose: The purpose of this focus group is to obtain feedback and recommendations for Pre-Service and In-Service program curriculum from the Minneapolis City Attorney's Office (CAO) and the Hennepin County Attorney's Office (HCAO). The participants are tasked to identify general, specialized, and remedial training for officers and supervisors that will ensure that their input is evaluated and incorporated in the Annual Training Plan. A series of focus groups will be conducted to identify and prioritize the most essential learning objectives to strengthen the skills and effectiveness of the organization. The assessment also evaluates what performance is desired and the responsive training that will best achieve the department's goals. The agenda for the Training Needs Assessment interviews is targeted strictly towards the development of curriculum for the Annual Training Plan.

Method: The CAO and HCAO Focus Group will concentrate on identifying training gaps that will assist officers and supervisors with increasing prosecutable arrests, improving constitutional policing and developing community trust. The Training Division Commander will be responsible for facilitating the sessions and note taking. A summary of the interviews and the major themes identified will be one of the contributing components in developing the Training Needs Assessment.

Process: On 5/22/2024, a TEAMS meeting was conducted with CAO attorneys: Paula Barrette and Heather Robertson; and HCAO attorney: Michael Radmer. The focus group proceeded through the agenda, completing the interview process within 1 hour. A summary of the recommendations offered by the panel follows.



# Training Needs Assessment Continued

---

## V. Minneapolis City Attorney's Office (CAO) and Hennepin County Attorney's Office (HCAO) Focus Group Continued

### Assessment Questions:

May 22nd at 1500hrs, 2024

Q: Please identify training priorities from officers failing to differentiate reasonable suspicion and probable cause in PC statements or reports.

- Officers need additional training on articulating the elements of the crime in police reports.
- Officers need training on transitioning from consensual encounter to reasonable suspicion:
  - Identifying and articulating when and why someone becomes suspicious.
  - Officers must be able to define and differentiate reasonable suspicion and probable cause.

Q: What are some common mistakes by MPD officers that lead to cases being dismissed or difficult to prosecute that could be resolved via additional police training?

- Officers should be trained on BWC awareness to include:
  - Poor demeanor makes it difficult to prosecute.
    - Inappropriate language, professionalism, or threats.
- Officers should be trained on BWC awareness and its effect on civil litigation.
  - Professionalism and customer service.

Q: Please identify training priorities for police officers or investigators regarding court room preparation and testimony.

- Officers should have court room preparation for testimony training.
  - Includes what to bring to court and be aware of.
  - Scenario-based court room testimony training.
- Officers should have tighter standardizations on report writing.
- Investigators should have training on drafting investigative summary supplements for submitting for charges.

# Training Needs Assessment Continued

---

## V. Minneapolis City Attorney's Office (CAO) and Hennepin County Attorney's Office (HCAO) Focus Group Continued

### Assessment Questions:

May 22nd at 1500hrs, 2024

### Q: Are there any training priorities to consider regarding prosecution of cases involving the use or lack of use of body worn cameras (BWCs)?

- Training regarding report writing:
  - Officers should not have reports that read "see my BWC" for evidence; it should be detailed in the supplement.
- Training regarding protestor defenses in civil cases:
  - Officers should provide more detail in reports for city to defend in civil cases.
  - Officers should verbally identify what they are seeing or doing in reports.
    - Officers should verbalize what they are seeing or thinking into BWC evidence.

### Q: What current legal trends are important to include in MPD training in 2025?

- Officers should have an annual cannabis update training:
  - Identifying legitimate sales in the city.
  - Identifying transportation of cannabis.
  - Officers should have annual domestic assault training.

### Q: Community Trust:

- MPD should establish a Professional Advisory Committee (P.A.C.):
  - Show them training that we intend to conduct in MPD and request feedback.
  - Implement the group's feedback to increase the quality of training.
  - Use the group to demonstrate the changing culture of training in the MPD.
- Conduct training to encourage and train courteous and professional policing.

# Training Needs Assessment Continued

---

## VI. MPD National Trends Focus Group

Commander Kris Brown

July 28th, 2024

Purpose: The purpose of this focus group is to research current national trends regarding police training benchmarks, procedures and methods that can provide valuable recommendations for Pre-Service and In-Service program curriculum. A series of focus groups will be conducted to identify and prioritize the most essential learning objectives to strengthen the skills and effectiveness of the organization. The assessment also evaluates what performance is desired and the responsive training that will best achieve the department's goals. The agenda for the Training Needs Assessment interviews is targeted strictly towards the development of curriculum for the Annual Training Plan.

Method: Training staff members were tasked to identify national trends in police training to incorporate into the Annual Training Plan. Data was collected from sources that include, but not limited to, the National Institute of Justice (NIJ), the Police Executive Research Forum (PERF), the International Association of Directors of Law Enforcement Standards and Training (IADLEST), and training curriculum from other large city police agencies (such as LAPD and NYPD). The Training Division Commander will receive and document the training recommendations from this research. A summary of the data research and the major themes identified will be one of the contributing components in developing the Training Needs Assessment.

Process: Commander Kris Brown, Lt. Troy Carlson, Sgt. Josh Rick, and Sgt. Mark Hanneman were tasked with researching national trends in police training. On 7/28/2024, the research data was compiled, summarized, and used to complete this report.



# Training Needs Assessment Continued

## VI. MPD National Trends Focus Group

July 28th, 2024

### Assessment:

- MPD should conduct a Tactical Leadership Course:
  - Organizing, deploying, and leading resources in high-risk environments.
    - Interior (apartments/single family homes/commercial/large structures).
    - Exterior/Vehicle based environments.(Calibre Press, 2024)
- MPD needs a new training facility that officers can enable immersive reality-based training(Griffith, 2024)
- MPD should refocus training on presenting content that is evidence-based and peer-reviewed to shelter the department from scrutiny and to show officers why we train.(Tich, 2023)
- MPD should offer an Exterior Tactics course that focuses on vehicle/dismounted rescue, open area searching, movement, deconfliction, coordination, and deployment of resources.(Hansson & Borglund, 2024)
- MPD training curriculum should incorporate feedback from training attendees for annual revisions.(Zhu & Carless, 2018)
- \*MPD should have training that places emphasis on community contacts and partnerships and their impact on reducing gun violence and juvenile crimes.(Flink, 2024)
- Training should emphasize officer wellness and contemplate a holistic approach to meeting officers' needs in the classroom and the field.(Hofer, 2024)
- MPD training should focus on the whole person system of learning that is being adopted by many law enforcement agencies. Agencies are recognizing that training in silos toward specific topic proficiencies is an antiquated model of training.(Flink, 2024)
- MPD should use evidenced-based de-escalation tactics such as Integrating, Communications, Assessment, and Tactics (ICAT) Training that was developed by Police Executive Research Forum (PERF).(PERF, 2023)
- Training should include appropriate call arrival procedures that incorporate safe levels of awareness.(Hofstein, 2024)
- MPD should have training on report writing that instructs officers on the issues involved with incorporating opinions and bias into reports that can have an adverse effect on the prosecutor's ability to charge a case.(NIJ, 2024)
- MPD should include training that enforces detailed report writing skills.(PERF, 2023b)
- MPD should pursue a virtual-reality (VR) simulator same or similar to the VR platform made by V-Armed which is used by LAPD and NYPD.(Griffith, 2024)
- MPD should include in training a segment on the use of unmanned aerial vehicle (UAV) in police operations.(PERF, 2020)
- Police training should include how to approach drug addiction and mental health calls with more sensitivity.(PERF, 2023a)

# Training Needs Assessment Continued

## VI. MPD National Trends Focus Group Continued

July 28th, 2024

### National Trends References:

Calibre Press, 2024. Tactical Leadership Training Course, <https://secure.calibrepress.com/event-category/tactical-leadership/>

Flink, W., 2024. "Another Way to View Basic Law Enforcement Training", Standards & Training Director Magazine, June-2024, 43-47.

Griffith, D., 2024. The Value of VR Training. Police. March 2024, 18-23.

Hansson, J. & Borglund, E.A.M., 2024. Situation Awareness in Tactical Police Interventions. Journal of Police and Criminal Psychology, 39, 527-538, April 18, 2024. <https://doi.org/10.1007/s11896-024-09677-8>

Hofer, M., 2024. "Integrating and Expanding Wellness Services: The North Carolina Responder Assistance Initiative", Police Chief Online, May 22, 2024.

Hofstein, E., 2024. "Hybrid Officers for Holistic Public Safety: A Way Forward for Policing", Police Chief Online, August 14, 2024.

PERF, 2020. Roadmap to Implementing an Effective Unmanned Aircraft System (UAS) Program, PERF, <https://www.policeforum.org/assets/UASRoadmap.pdf>

PERF, 2023. Implementing the ICAT Training Program at Your Agency. PERF, <https://www.policeforum.org/assets/ICATImplementation.pdf>

PERF, 2023a. Rethinking the Police Response to Mental Health-Related Calls. PERF, <https://www.policeforum.org/assets/MBHResponse.pdf>

PERF, 2023b. What We Do When Officers' Initial Reports Don't Align With Video Footage?. PERF. March 2023, [https://www.policeforum.org/index.php?option=com\\_content&view=article&id=1204:trending4mar23&catid=20:site-content](https://www.policeforum.org/index.php?option=com_content&view=article&id=1204:trending4mar23&catid=20:site-content)

NIJ, 2024. Attitudes of Reporting Officers Extracted From Incident Reports Can Affect Rape Case Outcomes. NIJ. March 2024. <https://nij.ojp.gov/topics/articles/attitudes-reporting-officers-extracted-incident-reports-can-affect-rape-case>

Tich, B., 2023. What Works in De-Escalation Training. National Institute of Justice (NIJ). <https://nij.ojp.gov/topics/articles/what-works-de-escalation-training>

Zhu, Q. & Carless, D., 2018. Dialogue within Peer Feedback Processes: Clarification and Negotiation of Meaning. Higher Education Research & Development, 37(4), 883-897. <https://doi.org/10.1080/07294360.2018.1446417>



# Training Needs Assessment Continued

## VII. MPD Training Division Focus Group

Commander Kris Brown

May 15th, 2024

Purpose: The purpose of this focus group is to obtain feedback and recommendations for Pre-Service and In-Service program curriculum from sworn staff in the Training Division. The make-up of the Training Division Focus Group is 1- Pre-Service Training Lieutenant, 1- In-Service Training Lieutenant, 1- FTO Coordinator Sergeant, 1- Pre-Service Training Sergeant, 2- In-Service Training Sergeant and 1- Health and Wellness Sergeant. The participants are tasked to identify general, specialized, and remedial training for officers and supervisors that will ensure that their input is evaluated and incorporated in the Annual Training Plan. A series of focus groups will be conducted to identify and prioritize the most essential learning objectives to strengthen the skills and effectiveness of the organization. The assessment also evaluates what performance is desired and the responsive training that will best achieve the department's goals. The agenda for the Training Needs Assessment interviews is targeted strictly towards the development of curriculum for the Annual Training Plan.

Method: The Training Division Focus Group will concentrate upon the major topic areas within Pre-Service training and the Annual In-Service training programs for officers and supervisors, as well as identifying current training challenges and equipment needs. The Training Division Commander will be responsible for facilitating the sessions and note taking. A summary of the interviews and the major themes identified will be one of the contributing components in developing the Training Needs Assessment.

Process: On 5/15/2024, an in-person meeting was conducted with Lt. Molly Fischer, Lt. Troy Carlson, Sgt. Hanneman, Sgt. Vanessa Anderson, Sgt. Josh Rick, Sgt. Rich Brown, and Sgt. Todd Sauvageau. Each half of the focus group proceeded through the agenda, completing the interview process within 1 hour. A summary of the recommendations offered by the panel follows.



# Training Needs Assessment Continued

---

## VII. MPD Training Division Focus Group Continued

### Assessment Questions:

May 15th at 1100hrs, 2024

Q: In planning for the 2025 In-Service training curriculum, identify training priorities for the following training curriculum. Handout of 2025 training courses provided.

- Training should expand the use of scenarios using the ICAT training.
  - Using ICAT as the guide to work through more complicated scenes.
  - Applying policy and state law to dictate our action.
- Training should incorporate current trends in police calls into training.
  - Ensure that report writing is part of all training.
- Make sure that the training courses are allowing adequate time to train to ensure retention.
  - Avoid check-the-box training.
- Ensure that FTO training incorporates training from In-Service to reinforce policy and training tactics.
- MPD should continue to use an outside vendor for CIT classes.
- Policy development must be incorporated in training development.
- \*Civilian instructors that can help teach training that does not require a sworn instructor to allow sworn staff to focus on SME curriculum development.

Q: How can the training division incorporate curriculum into our trainings that promotes community trust?

- Policies must reflect community involvement and therefore training will reflect community input to build trust, as well as:
  - Training that creates better outcomes on calls that use less force.
  - Training how to be empathetic to the community officers serve.
- Training concepts should not be siloed.
  - The expectations through our CDM applies to all calls and can be viewed as respectful to the community.
  - Training that emphasizes that everything we do makes a difference in the community.
- Training should include vetted high-level community leaders and they should be able to observe our training.
  - Community leaders can pass on the information and observations to build community trust.

# Training Needs Assessment Continued

---

## VII. MPD Training Division Focus Group Continued

### Assessment Questions:

May 15th at 1100hrs, 2024

Q: What tools or equipment should MPD purchase to improve de-escalation situations for police in the community?

- Provide officers with door wedges to hold doors to reduce forced entry by assisting officers.
- Door tie-offs to secure a door while you evacuate the rest of the apartment building.
- Replace the hobble device for a restraint device.
- Public Address (PA) systems for the rear of the squad cars so officers can use squads as cover while they use the PAs.

Q: What are some training gaps that MPD currently has and how should they be addressed, either in new or existing courses?

- MPD needs more tactical leadership training for supervisors.
  - Including table-top supervisor training.
  - General supervisory and leadership training for supervisors.
- Broadening the understanding of policy and law when it comes to de-escalation.
  - Detail what law and policy require:
    - Cheat sheets with the information for officers to carry on patrol.
    - Inform and educate what is required for de-escalation for officers.
- Training should include all components of a call, including report writing on scenarios.

Q: What do you foresee as the largest obstacles in training in 2025?

- \*Trust and support for the Training Division:
  - Obstacles sometimes cannot be moved and so our priorities must remain adjustable.
  - When Training Division concerns are not heard, the whole department suffers from a lack of training and information.
- \*Identify and equip more officers to be instructors or part-time instructors.
- \*Assurance that training priorities place valuable consideration to patrol staffing levels.

# Training Needs Assessment Continued

## VII. MPD Patrol Focus Group

Commander Kris Brown

May 13th and May 23rd, 2024

Purpose: The purpose of this focus group is to obtain feedback and recommendations for the In-Service program curriculum from sworn staff on patrol. The make-up of the Patrol Focus Group is 1-Patrol Lieutenant, 1-Patrol FTO Sergeant, 1-newer Patrol Officer and 2-FTO Officers. The participants are tasked to identify general, specialized, and remedial training for officers and supervisors that will ensure that their input is evaluated and incorporated in the Annual Training Plan. A series of focus groups will be conducted to identify and prioritize the most essential learning objectives to strengthen the skills and effectiveness of the organization. The assessment also evaluates what performance is desired and the responsive training that will best achieve the Department's goals. The agenda for the Training Needs Assessment interviews is targeted strictly towards the development of curriculum for the Annual Training Plan.

Method: The Patrol Focus Group will concentrate upon the major topic areas within the departmental Annual In-Service training programs for officers and supervisors and the new supervisor training program. The Training Division Commander will be responsible for facilitating the sessions and note taking. A summary of the interviews and the major themes identified will be one of the contributing components in developing the Training Needs Assessment.

Process: On 5/13/2024 at 1400 hours, an in-person meeting was conducted with Lieutenant Richard Hand and Sergeant Daniel Misgen. On 5/22/2024 at 0900 hours, an in-person meeting was conducted with Officer Brian Graupner, Officer Jason Wittrock and Officer Ismail Omar. Each half of the focus group proceeded through the agenda, completing the interview process within 1 hour. A summary of the recommendations offered by the panel follows.



# Training Needs Assessment Continued

---

## VII. MPD Patrol Focus Group Continued

May 13th at 1400hrs, 2024

May 23rd at 0900hrs, 2024

### Assessment Questions:

Q: In planning for the 2025 In-Service training curriculum, identify training priorities for the following training curriculum.

#### Stop, Search, Citation and Arrest Training

- Training for Stop, Search, Citation and Arrest should be taught by lawyers to demonstrate the legal definitions and justifications.
- Training should have the Gun Investigations Unit (GIU) officers as SMEs explain how they articulate reasonable suspicion.
- Officers should be trained on vehicle search and seizures.
  - Details on legal justifications for stops and searches.
  - Legal definitions for reasonable suspicion and probable cause.
- Officers should have training identifying concerns about officers using the phrase, “searched for officer safety”:
  - Training for officers on how to document reasonable suspicion to justify searches.
  - Training on local and national trends regarding stop, search, and arrests regarding evidence collection.
  - Current local and national trends on elements for reasonable suspicion.
- Training on using BWC for evidence collection.
  - Explain what you are thinking, verbalize it so that the attorneys know what you were thinking, thereby ensuring that you did not just make it up afterwards.
- Training on what kind of search to execute based on either reasonable suspicion or probable cause.

#### Non-Discriminatory Policing Training

- Training should teach procedural justice methods to ensure proper constitutional policing.
- All non-bias training should be evidence-based and use best practices.

#### Early Intervention System Training (E.I.S.)

- Training should emphasize the importance of making smaller changes to behavior before it gets worse.
- Training should emphasize that small issues do not all need to go through Internal Affairs.
- Officers need to know that they can trust coming to their supervisor for assistance without it going to IAU.



# Training Needs Assessment Continued

---

## VII. MPD Patrol Focus Group Continued

### Assessment Questions:

May 13th at 1400hrs, 2024

May 23rd at 0900hrs, 2024

### Use Of Force Training

- Provide patrol online instead of classroom lecture-style training.
- Training should include mock report writing after the scenarios, so officers know that they are doing it right.
- Train officers and supervisors on the entire process of the use of force review, including detailed report writing.

### Supervisor Training

- MPD should offer annual training for training software to equip supervisors to be responsible for their officers completing the required training.
- MPD should have training that details how supervisors should do proper supervisor force reviews for continuity.
- Training should provide information on who they should call if they have questions or concerns when conducting a supervisor force review.
- Annual pursuit supervisor training should provide updates on policies for supervisors.
- Training to provide supervisors with tools of how to develop healthy supervisor relationship with their officers.
  - Interpersonal communication skills training.
- Training to ensure supervisors are aware of responsibilities to monitor calls from dispatch.
  - Training to ensure supervisors correct nature codes for dispatched calls.
  - Training for supervisors to provide additional resources that should be responding to dispatched calls.

### Integrating Communications Assessment Tactics Training (ICAT)

- Training should consist of updated scenarios to keep content fresh.
- MPD should purchase and utilize virtual reality training equipment.
- Training should include tactical disengagement options.

### Crisis Intervention Training (CIT)

- Identify in training the community resources for people in crisis.
- Provide training on working in cooperation with the Behavioral Crisis Response Team (BCR).



# Training Needs Assessment Continued

## VII. MPD Patrol Focus Group Continued

May 13th at 1400hrs, 2024

May 23rd at 0900hrs, 2024

### Assessment Questions:

### Wellness Training

- Training or Wellness team should emphasize coping skills for stress on the job or after difficult dispatched calls.
- Training on resources you can use if you need help.
  - Someone to talk to.
  - Annual refresher to remind people of resources.
  - Training with ELI Mental Health or current vendor to talk about process.

### Academy/Pre-Service Training

- Academy should consider training scenarios that induce realistic situations and environments to assist Recruits with coping in stressful conditions.

### Public Trust

- Provide training that encompasses customer service training or “excellence in police service” to help officers see the value in positive community relations.
- Training that involves vetted community members sitting in during training and getting the word out to the community about the police department’s commitment to earning the public’s trust.
- Training for the entire police department on the MDHR Settlement Agreement.



# Training Needs Assessment Continued

## IX. MPD Investigator Focus Group

Commander Kris Brown

May 8th, 2024

Purpose: The purpose of this focus group is to obtain feedback and recommendations for the In-Service program curriculum from Investigators in the Violent Crimes Investigative Division and the Special Crimes Investigative Division. The participants are tasked to identify general, specialized, and remedial training for officers and supervisors that will ensure that their input is evaluated and incorporated in the Annual Training Plan. A series of focus groups will be conducted to identify and prioritize the most essential learning objectives to strengthen the skills and effectiveness of the organization. The assessment also evaluates what performance is desired and the responsive training that will best achieve the department's goals. The agenda for the Training Needs Assessment interviews is targeted strictly towards the development of curriculum for the Annual Training Plan.

Method: The MPD Investigator interviews will concentrate upon the major topic areas within the Departmental Annual In-Service training programs for officers and supervisors as well as the new supervisor training program. The Training Division Commander will be responsible for facilitating the sessions and note taking. A summary of the interviews and the major themes identified will be one of the contributing components in developing the Training Needs Assessment.

Process: On 5/8/2024, a TEAMS meeting was conducted with Lt. Kelly O'Rourke, Sgt. Bryce Robinson, Sgt. Deitan Dubuc, Sgt. Abubakar Muridi and Sgt. Ashley Leehane. The focus group proceeded through the agenda, completing the interview process within 1 hour. A summary of the recommendations offered by the panel follows.



# Training Needs Assessment Continued

## IX. MPD Investigator Focus Group Continued

Assessment Questions:

May 8th, 2024

Q: In planning for the 2025 In-Service training curriculum, identify training priorities for the following training curriculum.

### Stop, Search, Citation and Arrest

- Training should include videos along with lecture to adapt to different learning styles.
- Training should go over any concerns regarding “grey areas” in the law to make sure that officers are confident they are going in the right direction with developing probable cause for arrest and to avoid the grey areas.
- Training should include educating officers on probable cause elements between burglary and trespass arrests. For example, suspect must have committed a crime after forced entry to be arrested for burglary.
- Training should include educating officers on elements of probable cause for auto theft arrests, such as whether the column was peeled or if the suspect had the keys in their possession.
- Legal update trainings can be conducted online and in-person training should be scenario-based to help officers understand how to apply the laws.
- Training should apply scenarios to get from reasonable suspicion to probable cause for arrests.
- Training should include the need to document all elements of the vehicle stop in the police report.
- Training should emphasize the need to document how property was recovered and by who.
- Training should emphasize the need to document what the officers see and why he/she finds it suspicious and not solely “based on the officer’s training and experience”.
- \*MPD should elicit investigators’ feedback to provide officers with a pocket handbook, phone app., or Smartsheet on MPD’s homepage to aid officers while on patrol.
- SMEs from Gun Investigations Unit (GIU) and React Teams should provide training on how to lawfully build reasonable suspicion on pro-active police stops.
- \*MPD should use templates for on-scene interviews and information gathering for reports.
- Training should incorporate BWC capabilities and limitations for gathering evidence.

### Obstruction of the Legal Process and Disorderly Conduct

- Provide training for officers on current legal updates and elements for making obstructing legal process and disorderly conduct arrests.

# Training Needs Assessment Continued

---

## IX. MPD Investigator Focus Group Continued

Assessment Questions:

May 8th, 2024

### Use of Force

- Training should incorporate the most up-to-date Taser available.
- Training should continue to emphasize the need to slow a call down to ensure that officers have all available resources and determine the best course of action.
- Training should ensure that officers have a full understanding of the current use of force policy.

### Non-Discriminatory Policing

- Training should ensure officers recognize if, "I made a mistake, to change course and explain it to the subject of the encounter, then document the incident properly".
- Training should ensure officers always remain professional during all encounters with the public.
- Training should ensure officers maintain professionalism to ensure there is no blame on the officer for the conduct of the subject in custody.
- Training should ensure officers are aware that even though officers may not be near public, their BWC is still on, and what they say still needs to remain professional.
- Training should include educating officers on probable cause elements between burglary and trespass arrests. For example, suspect must have committed a crime after the forced entry to be arrested for burglary.
- Training should include educating officers on elements of probable cause for auto theft arrests, such as whether the column was peeled or if the suspect had the keys in their possession.

### Supervisor Training/New Supervisor Training

- \*Training Division should consider cross-training new supervisors in investigations and street during their 1-year probation time.
- Training Division should consider having assigned mentors for new supervisors.
- Current and new supervisors should be provided training in all aspects of the current report writing system (PIMS).



# Training Needs Assessment Continued

## IX. MPD Investigator Focus Group Continued

Assessment Questions:

May 8th, 2024

### Field Training Officer Program (FTO)

- \*Officers in Training (OIT) would benefit from working only in the busier precincts of the city to gain more experiences during FTO.
- \*Training Division should consider a North and South FTO Car that is available to respond to more calls throughout the city.
- MPD should consider insignia on the uniform identifying an FTO or trainers to be more easily recognizable as a resource and to build informal leaders.
- Training Division should re-implement an investigative component to the FTO phase for the OIT.
- \*Training Division should conduct a scenario on criminal sexual conduct victim's interviewing to ensure recruits are able to ask the uncomfortable questions necessary to identify elements of the crime for the reports.

### Medical Refresher

- \*Current Narcan is a large improvement from the syringe version.
- Training should ensure officers are not over-using Narcan, per supplier recommendations.
- After training, the department should provide officers with a protective, less flimsy packaging for Narcan on patrol.



# Training Needs Assessment Continued

## X. MPD Command Staff Focus Group

Commander Kris Brown

May 15th, 2024

Purpose: The purpose of this focus group is to obtain feedback and recommendations for Pre-Service and In-Service program curriculum from MPD Command Staff. The make-up of the Command Staff Focus Group includes 1-Assistant Chief, 2-Deputy Chiefs, 1-Precinct Inspector and 1-Division Commander. The participants are tasked to identify general, specialized, and remedial training for officers and supervisors that will ensure that their input is evaluated and incorporated in the Annual Training Plan. A series of focus groups will be conducted to identify and prioritize the most essential learning objectives to strengthen the skills and effectiveness of the organization. The assessment also evaluates what performance is desired and the responsive training that will best achieve the Department's goals. The agenda for the Training Needs Assessment interviews is targeted strictly towards the development of curriculum for the Annual Training Plan.

Method: The Command Staff Focus Group will concentrate upon the major topic areas within the police training programs for officers and supervisors, training to achieve Settlement Agreement compliance, cultivating community trust, and identifying current training challenges and equipment needs. The Training Division Commander will be responsible for facilitating the sessions and note taking. A summary of the interviews and the major themes identified will be one of the contributing components in developing the Training Needs Assessment.

Process: On 5/15/2024, a TEAMS meeting was conducted with Assistant Chief Katie Blackwell, Deputy Chief John Kingsbury, Deputy Chief Mark Montgomery, Inspector Jose Gomez and Commander Tom Campbell. The focus group proceeded through the agenda, completing the interview process within 1 hour. A summary of the recommendations offered by the panel follows.





# Training Needs Assessment Continued

---

## X. MPD Command Staff Focus Group Continued

Assessment Questions:

May 15th, 2024

Q: In planning for the 2025 In-Service training, which areas should the Training Division provide course work to improve Settlement Agreement compliance and department goals and performance objectives?

- Training about the MDHR Settlement Agreement (SA) for all officers.
- Include mock report writing in scenario-based trainings.
- Training on non-discriminatory policing should focus on professionalism and customer service.
- E.I.S. program should ensure that there is a firewall between discipline and IAU to build trust in the process.
- Wellness training should include:
  - Sleep, family life, hobby balance.
  - Medical testing for health problems.

Q: Based on your experience and knowledge of national trends and best practices, what are some high priorities for MPD training in 2025?

- Identify and equip leaders in the police department.
- Provide leadership training to all-sworn annually.

In what priority areas do you see that officers need more training?

- Field Training (FTO) and developing leadership skills.

Q: In what priority areas do you see that Supervisors need more training?

- Training in crowd control tactics:
  - Identify tactics and knowledge of policy.
- Crisis Invention Training:
  - Supervisors are hesitant to walk-away or disengage if necessary because it is different than in the past.
- Leadership training:
  - Mentorship and empowerment training.
  - Tabletop exercises.
  - Disengagement exercises.

# Training Needs Assessment Continued

## X. MPD Command Staff Focus Group Continued

Assessment Questions:

May 15th, 2024

Q: What should be implemented into police training to promote community trust?

- New immigrants training:
  - Training to provide resources:
    - Immigrant and Refugee services.
- Training on communication skills for officers.
  - Training on active listening skills.
- Neighborhood beat knowledge training:
  - How to engage with the community in a positive way.

Q: Are there any new tools or equipment you believe should be purchased to help officers in training or in the community?

- Explore additional less-than-lethal options to equip officers in the police department.
- New Virtual Reality Simulators (multiple, since MPD does not have adequate training facilities).
- New devices to end pursuits early or before they start:
  - Ensure that it is a device conducive to Minneapolis' environment.





# Lesson Plan Checklist

Format	Yes	No	N/A
1. All sections and boxes are completed.			
2. Performance Objectives are properly worded and included in content.			
3. Assessment techniques are aligned with learning / performance objectives.			
4. Copies of handouts and other instructional aids (if any) are included.			
5. References are appropriate and up-to-date.			
6. Instructions to facilitators are in the right-hand column.			
7. Content is the left-hand column.			
8. Timing of instructional content and activities is specified.			
9. Instructional content and PowerPoint slides are consistent & properly aligned.			
10. Student engagement / adult learning activities are included.			
11. Meaningful review / closure is included.			

Integration	Yes	No	N/A
1. Does the lesson incorporate MPD technology?			
2. Does the lesson plan integrate MPD policies?			
3. Does the lesson reinforce MPD mission, vision, and values?			
4. Does the lesson reinforce the Critical Decision-Making Model?			
5. Does the lesson reinforce peer intervention (ABLE)?			
6. Does the lesson incorporate community policing principles?			
7. Does the lesson incorporate problem solving practices?			
8. Does the lesson incorporate procedural justice principles?			
9. Does the lesson incorporate fair & impartial policing principles?			
10. Does the lesson reinforce de-escalation?			
11. Does the lesson reinforce using most effective, least intrusive options?			

Subject Matter Expert(s):	Date:
Curriculum Specialist:	Date:
Reviewing Supervisor:	Date:
Reviewing Commander:	Date:

# Course Evaluation Survey Example

Using the following scale, please indicate the extent to which you agree or disagree with the statements below:

- Strongly Disagree – 1, Disagree – 2, Neutral – 3, Agree -2, Strongly Agree - 5

1. The instructor demonstrated expertise in the subject matter. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2. Please provide feedback on specific instructor(s) as you feel necessary.  Comments:
3. The course provided adequate opportunities to practice skills and apply knowledge. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4. The course met the stated objectives. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
5. The skills/knowledge gained will help me in my current or future assignments. <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
6. What are your thoughts on this course?  Comments:





## Pre and Post-Test Assessment for Officer Training

---

Pre- and post-tests are essential tools for evaluating officers' institutional and policy knowledge related to the subject matter in all training courses. These assessments serve multiple purposes:

- **Gauging the Effectiveness of Previous Training:** By measuring officers' baseline knowledge, pre-tests can identify areas where previous training may have been less effective or where information retention has been an issue.
- **Assessing Information Retention:** Post-tests measure officers' ability to retain information throughout the current training session. This helps determine the effectiveness of teaching methods and the officers' capacity for learning.
- **Informing Training Revisions:** The data collected from these tests can be used to identify areas where officers struggle with information retention. This allows for targeted revisions to future training programs, ensuring a more effective and efficient learning experience.

By administering pre- and post-tests, MPD gains valuable insights into the effectiveness of their training programs and make data-driven decisions to improve officer performance and knowledge retention. The following pre- and post-tests are an example of assessments used in MPD's EVOC course and are reviewed annually for necessary revisions.



## Example- Pre-Test

---

### Emergency Vehicle Operations Course (EVOC)

- 1) Emergency driving is authorized:
  - a. When reasonably necessary in the performance of official duties
  - b. When responding to a theft with no suspect information
  - c. When late for a meeting at City Hall
  - d. Whenever you want to get through heavy traffic to get off duty on time
  - e. All of the above
- 2) In defensive driving, SIPDE stands for:
  - a. Search, Investigate, Prepare, Defend, Evaluate
  - b. Scan, Identify, Predict, Decide, Execute
  - c. Scan, Identify, Plan, Detect, Evaluate
  - d. Search, Investigate, Predict, Detect, Execute
- 3) Which of the following is not a type of friction?
  - a. Shifting Friction
  - b. Rolling Friction
  - c. Static Friction
  - d. Sliding Friction
- 4) Which of the following is NOT an step in correcting an oversteer?
  - a. Off the gas
  - b. Off the break
  - c. Turn away from the skid
  - d. Look where you want to go
- 5) Emergency driving occurs whenever an officer intentionally drives in excess of the speed limit or in violation of any traffic control device or other traffic law.
  - a. True
  - b. False
- 6) When possible, at what point in emergency driving should you use your radio?
  - a. At red lights
  - b. During straightaways
  - c. When finished driving
  - d. During turns
- 7) When a pursuit is intentionally ended without the capture of the offender the word used on the radio to indicate that it's over and the 20-minute clock starts is:
  - a. Code 86
  - b. Cancelled
  - c. Mistake
  - d. Terminate
- 8) A pursuit doesn't become a pursuit until the Offender is driving over the speed limit.
  - a. True
  - b. False



## Example- Post-Test

---

### Emergency Vehicle Operations Course (EVOC)

- 1) Emergency Driving is authorized:
  - a. When reasonably necessary in the performance of official duties
  - b. When responding to a theft with no suspect information
  - c. When late for a meeting at City Hall
  - d. Whenever you want to get through heavy traffic to get off duty on time
  - e. All of the above
- 2) In defensive driving, SIPDE stands for:
  - a. Search, Investigate, Prepare, Defend, Evaluate
  - b. Scan, Identify, Predict, Decide, Execute
  - c. Scan, Identify, Plan, Detect, Evaluate
  - d. Search, Investigate, Predict, Detect, Execute
- 3) Visual Driving refers to the ability of a driver to visualize the road ahead of them and plan effectively.
  - a. True
  - b. False
- 4) Which of the following is not an example of crash prevention strategies?
  - a. Develop good habits
  - b. Use safe following distances
  - c. Always abide by the speed limit
  - d. Scan ahead
- 5) Which of the following are imminent crash techniques?
  - a. Avoid hitting anything head-on if possible
  - b. Try to miss hard objects
  - c. Have a plan to reduce impact
  - d. All of the above
- 6) Kinetic energy is the energy placed on an object from outside forces.
  - a. True
  - b. False
- 7) Which of the following is not a type of friction?
  - a. Shifting Friction
  - b. Rolling Friction
  - c. Static Friction
  - d. Sliding Friction
- 8) Which of the following is NOT a step in correcting an understeer?
  - a. Off the gas
  - b. On the brake
  - c. Reduce steering input
  - d. Look where you want to go

## Example- Post-Test Continued

---

### Emergency Vehicle Operations Course (EVOC)

- 9) Which of the following is NOT a step in correcting an oversteer?
- Off the gas
  - Off the break
  - Turn away from the skid
  - Look where you want to go
- 10) Emergency driving occurs whenever an officer intentionally drives in excess of the speed limit or in violation of any traffic control device or other traffic law.
- True
  - False
- 11) Which of the following is NOT included as an exemption in Minnesota traffic code 169.03?
- Approaching a stop sign
  - One-way roadways
  - Freeway driving
  - Parking at an emergency scene
- 12) What is listed as a non-exemption for emergency driving?
- School bus stop arms
  - Railroad crossing requirements
  - No passing zones
  - All of the above
- 13) When possible, at what point in emergency driving should you use your radio?
- At red lights
  - During straightaways
  - When finished driving
  - During turns
- 14) Which of the following is NOT an element of safely clearing an intersection?
- Announce your entry via a PA announcement
  - Look ahead
  - Pause before entering an intersection
  - Clear one lane at a time
- 15) When a pursuit is intentionally ended without the capture of the offender the word used on the radio to indicate that it's over and the 20-minute clock starts is:
- Code 86
  - Cancelled
  - Mistake
  - Terminate
- 16) What are the factors officers must consider when determining whether or not to become involved or stay involved in a pursuit?
- Road conditions
  - Weather
  - Type of violation known at the time
  - All of the above
- 17) Who should transport the driver captured at the conclusion of a pursuit:
- The pursuit supervisor
  - The secondary squad involved in the pursuit
  - Any squad except the primary squad
  - The primary squad in the pursuit
  - None of the above

## Example- Post-Test Continued

---

### Emergency Vehicle Operations Course (EVOC)

- 18) If the offender sideswipes an occupied car during the pursuit, what must the initial squad ensure before continuing the pursuit?
- That all the occupants are uninjured
  - That another squad is responding to the accident
  - That their squad is free of damage
  - That the injuries are minor in nature
- 19) What is the primary squad obligated to notify dispatch by radio of, other than the reason for the stop?
- Location
  - Speed
  - Reason for pursuit
  - All of the above
- 20) When emergency equipment failure is occurring during a pursuit, Officers shall:
- Continue as long as the primary vehicle is operating effectively
  - Discontinue and state, "Squad XXX is terminating the pursuit"
  - Continue until the offender is captured or the pursuit is terminated
  - Discontinue immediately and advise dispatch that they are "discontinuing" their involvement in the pursuit.
- 21) In order to terminate a pursuit, the Officer must:
- Wait until the pursuit supervisor advises to terminate the pursuit
  - Use the word "Terminate" on the radio and turn off the pursuit route as soon as practical
  - Stop only when the offender is captured or gets out of site
  - Simply stop the squad by pulling over to the side of the road
- 22) A pursuit doesn't become a pursuit until the Offender is driving over the speed limit.
- True
  - False
- 23) A police report isn't necessary if the offender eludes capture
- True
  - False
- 24) Which of the following crimes does NOT result in pursuit authorization?
- Sexual assault with a weapon
  - Homicide
  - Robbery
  - 2nd degree burglary
- 25) Who has the authority to terminate an active MPD pursuit?
- Primary squad officer
  - Pursuit supervisor
  - Secondary squad officer
  - All of the above



**2025 Training Plan**  
City of Minneapolis  
Police Department- Training Division

