

# Standards & Training DIRECTOR Magazine



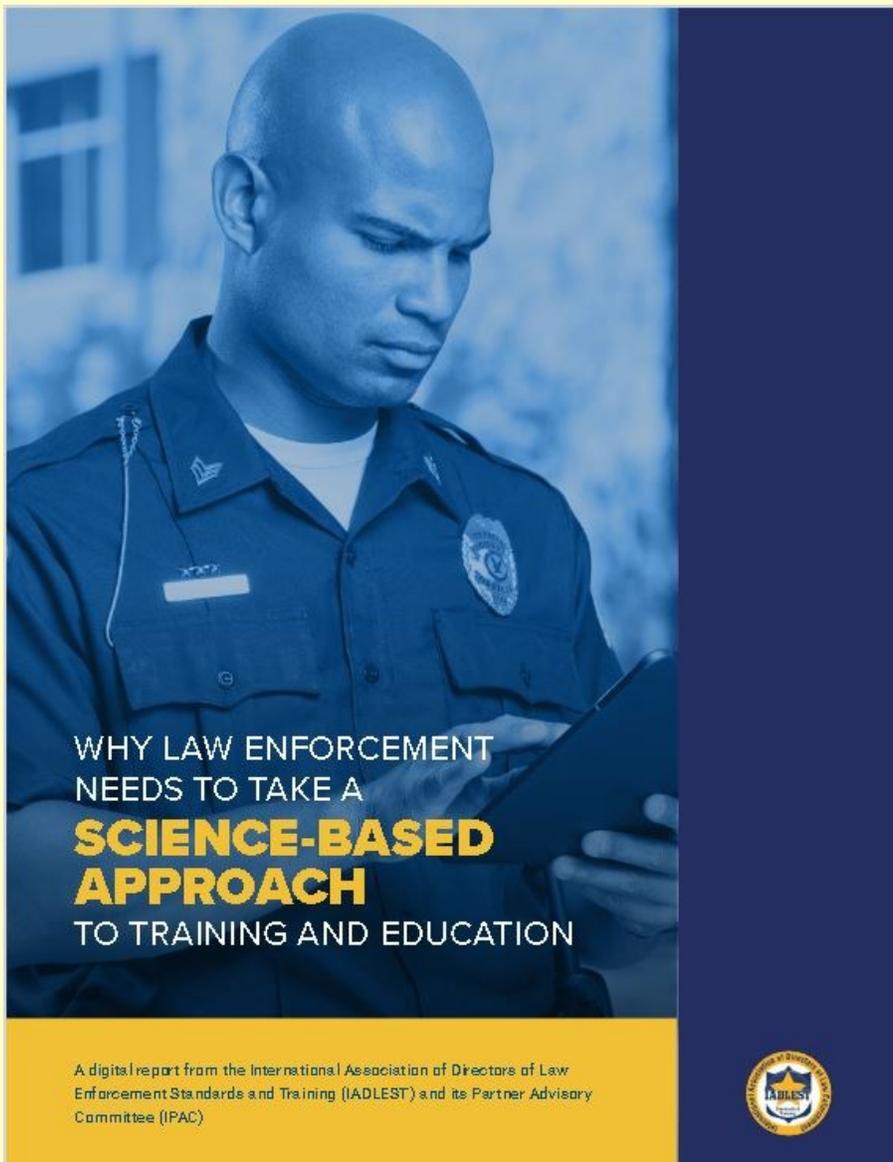
June 2021



The Important Role of Regional Representatives  
Focus: Kansas Law Enforcement Training Center  
IADLEST 2020: In Review

# FROM IADLEST

## Why Law Enforcement Needs To Take A Science-Based Approach To Training and Education



Get your copy: [click here](#)

### Topics Covered in this Digital Report Include:

#### **How Evidence-Based Training Developed and Evolved**

Read about the necessary actions, barriers and transitioning a department to one of evidence-based training.

#### **How the Science of Human Performance Can Accelerate Skills Development**

Learn how humans acquire and retain skills, and keeping effectiveness the highest priority.

#### **Sustaining a Science-Based Approach to Law Enforcement Training and Education**

Read about the importance of investing in analytics, partnering with researchers and how to prevent learning decay.

#### **Enhancing Hands-On Training with Online Learning**

Discover the four basic principles of learning and retention to increase performance in the field.

#### **Measuring What Matters: The Outcomes and Impact of Science-Based Training**

Learn how to map performance goals to departmental and governmental needs to reveal areas needing more refinement.

June 2021

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Front Cover Photo:

The 2019 Western Region Directors Meeting at Idaho Peace Officer Standards and Training, Meridian, Idaho.

In the photograph are Directors and their representatives (L-R): Director Perry Johnson (Montana POST); Tim Bunting, Greg Bannallack and Director Mike Sherlock (Nevada POST); Deputy Director Lisa Mulligan (Washington CJTC); Director Matt Giordano (Arizona POST); and Lindsay Hale (Oregon DPSST). They were some of the 19 members from 12 states, FLETC, and IADLEST that attended the meeting.

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First Edition

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Editor: William Flink

Contributing Editor: Pat Judge

Photographs: Under license of Adobe Stock or submitted by members of IADLEST.

## Message from the President

As President of IADLEST, I would like to extend greetings to all association members, the POST and criminal justice academy directors and staff who serve the efforts of law enforcement agencies throughout the world. 2021 marks a remarkable year for IADLEST. Not often, have so many governments taken such interest in the employment and training of those who serve in the law enforcement community. Many challenges have been brought by the public, to bring about better law enforcement service. This offers IADLEST a unique opportunity to do what we do best; to guide and influence the direction of our constituents in developing new, quality services and programs that will benefit society as a whole.



IADLEST President Kim Vickers

This new association publication, is part of our continuing effort to inform our membership and the various law enforcement training academy staff, of our on-going efforts to lead and enhance training for police and other criminal justice officers. I hope you'll come to enjoy and look forward to reading the information we present within *Standards & Training Director Magazine*, and, if you will, consider recommending our publication to others who will benefit from it.

## Message From The Executive Director



Executive Director Mike Becar

IADLEST is beginning a milestone. This *Standards & Training Director Magazine* is our second association publication devoted to bringing information that can benefit law enforcement standards and training in a timely manner. This publication will be published quarterly, at a time so as not to conflict with the IADLEST Newsletter. This is a different style of publication from what we print in the Newsletter. The information will be more in line with advancing quality training, policy and services. We will inform you about training opportunities, and take a look at the various law enforcement academy facilities and their programs. We will share ideas to benefit members, and provide insight on some of the major projects

IADLEST is engaging with federal, state and international partners. We trust you will find *Standards & Training Director Magazine* a valuable resource.

## Message From The Editor

This first edition of *Standards & Training Director Magazine*, brings IADLEST to a new juncture in its relationship with the association membership. As a second quarterly publication for distributing information to POST and Academy Directors, it is our hope that you will find the articles and items of training information useful in the setting of standards and/or delivery of training. We also hope, that you'll be encouraged to submit or have your staff submit, articles about new and successful programs conducted within your own agencies. By spreading messages about innovative or successful training and instructional deliveries, each of you can help other training institutions become more advanced and successful in their pursuit of quality police training. I invite you and your staff members to, seriously, consider sharing information to benefit the whole of the association and law enforcement officers throughout the world. Author Guidelines for submitting articles to the magazine are found on the inside of the back cover to this magazine.

# IADLEST Conference 2022

Fort Worth, Texas

May 15-18, 2022

Save the Date !

Conference Hotel: Omni Fort Worth.

Please contact [yvonne@iadlest.org](mailto:yvonne@iadlest.org) if you have additional questions.

## Upcoming Association Events During June 2021

As you know, for the past two years, IADLEST has had postponed our annual conference due to Covid-19. We have not had the opportunity to hold our important business or roundtable meetings, so, we have recently scheduled them via Zoom. Zoom links for registration are listed below. Agendas and additional information will be sent out prior to the meetings.

### **POST and Academy Director Roundtable Discussions:**

Friday, June 11, 2021 2:00pm to 4:00pm (EDT)

Register Here: [https://zoom.us/webinar/register/WN\\_8-ilzsdES\\_ODmwq6kH3C-g](https://zoom.us/webinar/register/WN_8-ilzsdES_ODmwq6kH3C-g)

### **Legal Roundtable Discussions:**

Wednesday, June 16, 2021 2:00pm to 4:00pm (EDT)

Register Here: [https://zoom.us/webinar/register/WN\\_S8h8FR0wQjm6X8umw\\_R-Aw](https://zoom.us/webinar/register/WN_S8h8FR0wQjm6X8umw_R-Aw)

### **IADLEST Business Meeting:**

Friday, June 18, 2021 2:00pm to 4:00pm (EDT) Open for all members and guests.

Link: <https://zoom.us/j/99922631160?pwd=bU5oSjlONEwvcVB0bGIRVGxKUDNNZz09>



*First in a Series*

*of Webinars*

**2021**

## *Beyond the Basics of Instructor Development*

# **JUMPSTART HIGH LEVEL LEARNING**

**Offered at No Cost to Participants**

IADLEST offers a series of NO COST webinars to help you improve your teaching techniques  
Becoming a Creative and Effective Instructional Designer

These webinars will be interactive, promoting enhanced professional development opportunities for established advanced officer training and basic academy instructors.

In attending the webinars law enforcement instructors and curriculum designers can benefit from shared ideas while at the same time saving valuable training budgets.

The live webinars will start at 9:00 am PST / 12:00 pm EST and will run for approximately one hour.

To register for the live webinars or an archived webinar go to: <https://www.iadlest.org/training/instructor-development>

<b>Date 2020</b>	<b>Topic</b>	<b>Sponsor**</b>	<b>Archived</b>
August 27th	Designing Innovative Learning Activities	<a href="#">Lexipol</a>	Yes
September 24th	Incorporating National Standards into Curriculum Design	<a href="#">VirTra</a>	Yes
October 29th	Designing Evaluation Tools (Rubrics)	IADLEST	Yes
November 19th	Conducting Simple Job Task Analysis	<a href="#">Force Concepts</a>	Yes
<b>Date 2021</b>			
January 28th	Using Case Studies	IADLEST	Yes
February 15th	Designing Scenario-Based Practical Exercises	<a href="#">In The Line of Duty</a>	Yes
March 25th	Using Empathy in Curriculum Design	TBA	Yes
April 22nd	Developing Objectives that will BLOOM in Your Lesson Plans	TBA	Yes
May 27th	Creating Bias-Free Training	<a href="#">EbevyYG Learning Solutions</a>	Yes
June 24th	Creating Better Visual Presentations	<a href="#">Calibre Press</a>	
July 12, 2021	Optimal Learning	<a href="#">Calibre Press</a>	



## Cover Story:

# The Important Role of Regional Representatives

By Michael N. Becar  
IADLEST Executive Director

Over the recent past, there have been discussions about how to increase communication between the IADLEST Executive Committee, member directors, their staff, and the association membership. One of the oldest of IADLEST's communication lines has been the association's Regional Representatives, having been an integral part of IADLEST many activities since 1991. IADLEST regional representatives are critical to the success of IADLEST. The seven Regional Representatives are the cornerstone towards encouraging and facilitating member recruitment, involvement, and engagement.

The IADLEST membership is segmented into seven regions: Northeast, Southern, Central, Midwestern, Western, Federal and International. Each region is supported by a regionally-elected Regional Representative who acts as a communicator and facilitator between the region members and IADLEST leadership. Each year, the regions vote on the position of Regional Representative, at the yearly IADLEST Annual Conference. With exception of the International Region, the Regional Representatives position can be held by a region member for three continuous years. The International Representative is selected by the Executive Board among those members that have the best opportunity to attend the Executive Committee and Annual Conferences,

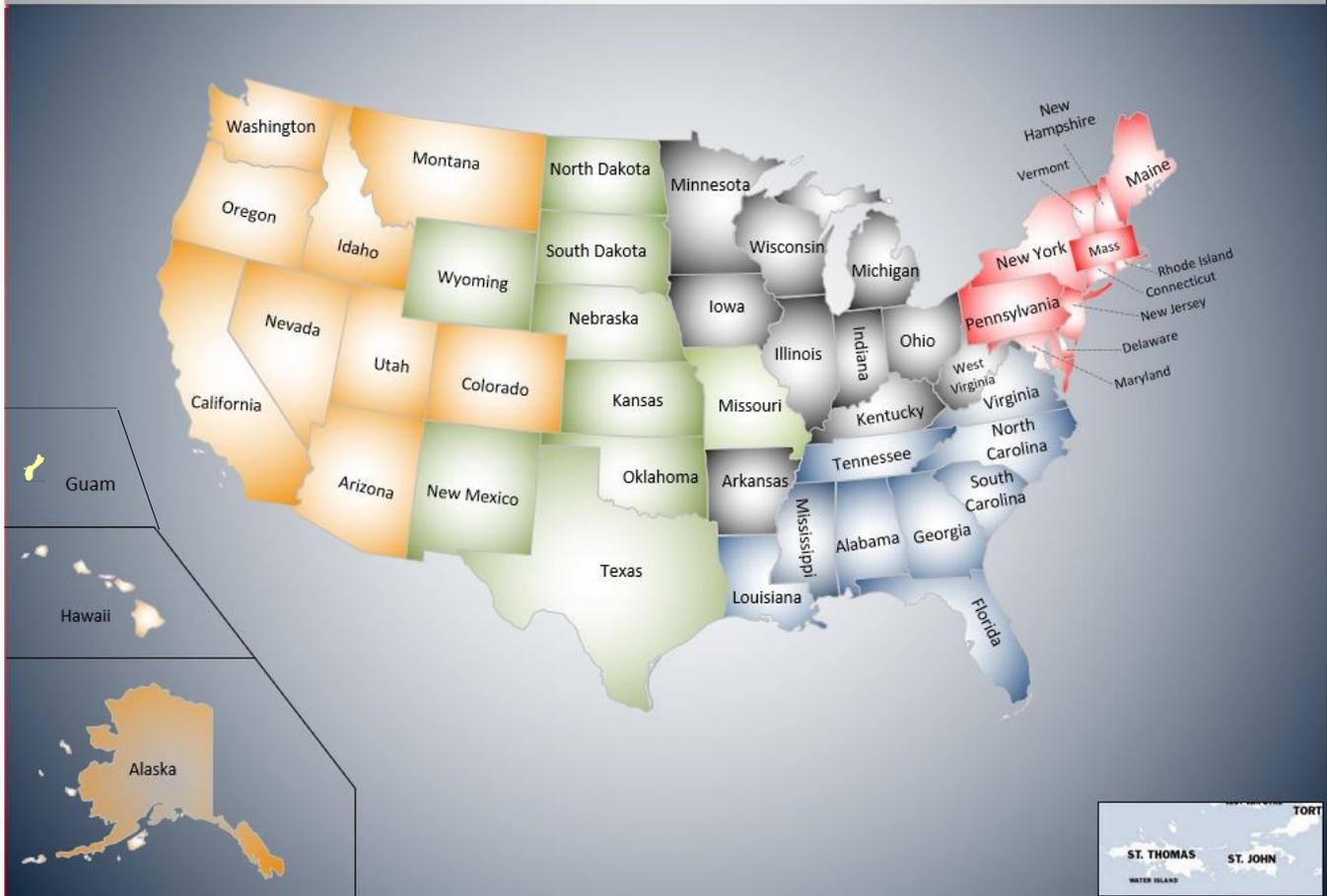
and have contact and influence among the members within the International Region.

During each annual conference, IADLEST Regions meet together to share information about their states' and countries' activities during the past year, discuss pending IADLEST business and actions to be taken, and act as a conduit for sharing information with each other. At least once each year, in between annual conferences, each region schedules a meeting within their region for further state director contacts and updating region progress or initiatives. Regional Meetings have been an integral part of IADLEST activities since 1991.

Consequently, serving as an IADLEST regional representative is a very important and influential role, and along with it comes very high expectations. In this role, it is expected that Regional Representatives will:

- Serve as the conduit between their region and the Executive Committee
- Be active and engaged
- Be proactive in serving as a regional leader
- Communicate effectively within their region and with the Executive Committee

# IADLEST Regions and Representatives



<b>Western</b> Perry Johnson Montana	<b>Midwestern</b> Kelly Alzaharna New Mexico	<b>Central</b> Amanda Yarbrough Arkansas	<b>Southern</b> Trevor Allen North Carolina	<b>Northeast</b> Michael Wood New York	<b>International</b> Gary Bullard Washington D.C.
<b>Federal Representative</b> Charles Brewer, FLETC					

## IADLEST International Region



- Be attentive and committed
- Attend all meetings and come prepared
- Abide by the IADLEST Bylaws

There are generally four meetings a year that a Regional Representative is expected to attend. Representatives are expected to come prepared for all meetings, be proactive in providing meeting agenda items, be engaged and ask questions during the discussions, be prepared to provide an update on your region, and be attentive to guests and all speakers. It is your role to actively participate in the Executive Committee meetings, to influence the direction and growth of IADLEST, and to ensure that IADLEST is meeting the needs of its membership.

It is expected that you will actively participate in discussions and express opinions and insights candidly and openly. This is especially critical when your beliefs or opinions may respectfully differ with those of other Committee members.

As a leader of the association, expressed diversity of thought is needed for IADLEST to be successful. However, once an Executive Committee decision has been made, it is important that Regional Representatives support such decisions and the will of the Committee. This commitment helps ensure the viability of IADLEST as a united, aligned association.

Regional Representatives are expected to actively participate in discussions, and express opinions and insights candidly and openly. This is especially critical when Regional beliefs or opinions may respectfully differ with those of other Committee members. Expressed diversity of thought is needed for IADLEST to be successful. However, once a decision of the Executive Committee is made, it is important that Representatives support such decisions and the will of the Committee, to help ensure the viability of IADLEST as a united, aligned association.

It is expected that Regional Representatives will support and help execute IADLEST's strategic plan, its social media efforts to promote the brand, foster new partnerships, increase national visibility, and to share information.

It has always been expected, that Regional Representatives will support and help execute IADLEST's strategic plan, its social media efforts to promote the brand, foster new partnerships, increase national visibility, and to connect and share information.

Other Region Representative contributions:

- Ensure a smooth transition for your successor. Meeting with, and mentoring your regional successor is an important responsibility. Handing-off relevant information, documents, meeting notes, and protocols, and walk the successor through procedures for hosting a regional meeting are efforts that will make your service to the region and association very important
- Reporting to the Executive Committee on the activities of the region's states or countries activities during the reporting period or year, provides information and ideas for all other members about professional issues and projects.
- Finally, increasing IADLEST membership is one of the most important tasks that any Regional Representative can provide the association. Representatives have a unique opportunity to raise awareness about IADLEST to all law enforcement and criminal justice training academies in their area of representation. Using their own methods of communication, region leaders can discuss activities to spread knowledge and grow the membership of IADLEST.

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#### Additional Region Representative Responsibilities

In light of this importance of the above author's topic, the following information from the IADLEST Bylaws is offered identifying some, but not all, additional responsibilities of Regional Representatives.

As the primary conduit between the membership in their region and the Executive Committee, Representatives keep their regions informed of IADLEST programs and initiatives, and bring their members' input to the Executive Committee.

(Continued on next page.)

Photo on the top of page 5, was taken at the Western Regional Meeting in October 2019. Included in the photo are (left-right): Bob Griffiths (Alaska POST); Kelly Alzaharna (New Mexico POST); Jill Nichol, Kelsey Woodward, and Brad Johnson (Idaho POST); IADLEST Executive Director Michael Becar at the podium; and a member from California).

(Continued from previous page)

With the foundational responsibilities addressed on the prior page, this page includes specific recommendations on how Regional Representatives should fulfill their responsibilities to the membership. These recommendations include the following:

- First and foremost, Representatives should be communicating with all of the POST and Academy Directors in their region, keeping them informed and soliciting their input as to their interests, needs, and concerns. It is also important to maintain ongoing communication with all other IADLEST members in the region. Communication activities include:

⇒ *Welcome New Members:* In addition to those new members that Representatives recruit, they may learn about new members from the IADLEST Executive Director or from other sources. Representatives should consider making a personal phone call to, or visit with, new members to introduce yourself, offer assistance or answer questions that new members might have. Representatives might send a welcoming email that introduces the Representative and the association, and provide an overview of IADLEST and what IADLEST offers to new members.

⇒ *Maintain an up-to-date mailing list:* A listserv has been created reflecting all IADLEST members within each region. The Regional Representative should notify the IADLEST Webmaster and/or the Executive Director any changes required of the email addresses of members within their region. This task maintains accuracy and enhances effective communication.

⇒ *Poll regional members on topics of interest at the request of the President and/or Executive Director:*

Occasionally, the President and/or the Executive Director encounter topics in need of a recommendation or input from the membership.

What are the region's members input on the current and pending IADLEST projects? Do they have feedback. This can keep region membership informed of relevant meeting discussions.

⇒ *Keep in touch with your retired and Life members:* Retired and Life members not only

have historical perspectives that may be relevant to the Representative's success, but it is important to respect their commitment and interest in IADLEST. These members have vast professional experience, and have unique perspectives of POST and association activities. They are integral and committed individuals, and having contact with them can raise region influence.

⇒ *Ensure smooth transition with your successor:* Meet with, and mentor, your successor. Hand-off relevant information, documents, meeting notes, and protocols, and walk the successor through procedures for hosting a regional meeting, etc.

⇒ *Prepare Mini-Reports:* Send the IADLEST mini-report form to your regional membership in advance of each IADLEST annual conference. A mini-report should be received from each State POST or country in your region, then sent to the IADLEST secretary by April 15 of each year. The secretary will compile and send the reports to IADLEST to be posted on the website prior to the annual conference.

There are additional responsibilities documented for Regional Representatives in the IADLEST Bylaws. However, we hope that we've offered enough information in this article to encourage members to seek the opportunities to serve as regional representatives.

If you have questions about serving IADLEST on the Executive Committee or other positions, contact Mike Becar at [mikebecar@iadlest.org](mailto:mikebecar@iadlest.org) or Yvonne Pfeifer at [Yvonne@iadlest.org](mailto:Yvonne@iadlest.org).



Beginning with the next issue of *Standards & Training Director Magazine*, IADLEST will begin a series of articles focusing on training development and course design. They will address the various instructional methodologies that are being used in student-centered learning programs, as well as advanced design techniques to keep today's academy students interested in training topics that are essential for officers to learn about. The articles will be presented to enhance training delivery and understanding of instruction content, and to challenge department and academy instructors to think beyond their own current abilities.

# NATIONAL SPOTLIGHT

## IADLEST Presented Before Congressional Briefing

April 7, 2021

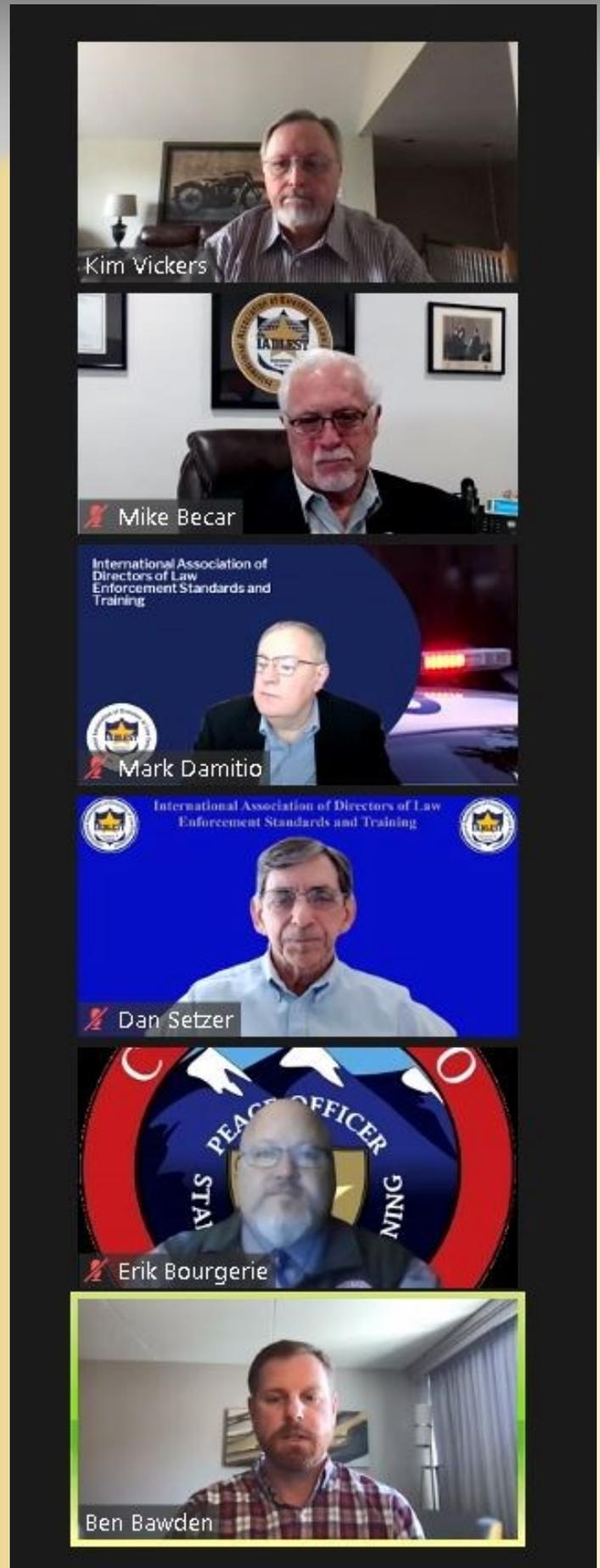
Web-Based Briefing

The Brooks Bawden Moore Weekly Update and Analysis, presents web-based informative programs highlighting the week's Congressional floor and committee activities within the U.S. Senate and House of Representatives. During the week of April 5-9, 2021, congressional activities relating to law enforcement and homeland security matters were presented. On April 7, 2021, IADLEST was introduced to the Congressional viewers in an attempt to bring the association's activities before Congress and their staff, and inform them of IADLEST's unique role in creating law enforcement standards and training affecting the nation.

During the presentation, IADLEST President Kim Vickers (TX) and 2<sup>nd</sup> Vice President Erik Bourgerie (CO), along with IADLEST Executive Director Michael Becar, and Program Managers Peggy Schaefer, Mark Damitio and Dan Setzer joined host, Ben Bawden, to present IADLEST before Congress and answer questions posed by the viewers of the U.S. House of Representative and Senate. The hour-long presentation highlighted the association's makeup and history in working on federally funded law enforcement standards and training projects, and the impact that IADLEST has had in creating and supporting law enforcement initiatives—focusing on current programs of interest to the nation and law enforcement constituents.

Among the programs discussed, were IADLEST's involvement in the National and International Instructor Certification Programs; the National Certification Program of training courses; the CRI-TAC and LETTARC programs; the National Decertification Index—including the upgrades regarding use-of-force that are being instituted within the system; the Academy and POST Accreditation programs; as well as certified academy and agency assistance programs.

This opportunity to reach out to members of Congress and the staff members that support the Representatives and Senators, was insightful and fulfilled the high-hopes of spotlighting IADLEST's abilities upon a broader national audience, thus expanding the scope of IADLEST's future dialogue upon national law enforcement standards and training efforts.



## Patrick Judge Announces “It’s Time To Retire”

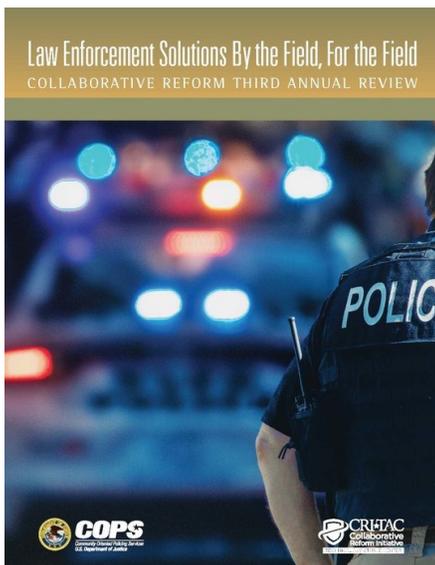
After 50 years of service to law enforcement and the training of law enforcement officers, Patrick Judge is announcing it is nearing time to retire.

Before joining IADLEST, Patrick served 8 years with the Detroit Police Department as a law enforcement officer, and 26 years with the Michigan State Police, Commission on Law Enforcement Standards. He served IADLEST as a Director Member, Regional Representative, Business Manager and Executive Director of the association. Toward the end of the first decade of the 21st Century, Patrick took on the role of a contract employee with IADLEST; and, until this month, he served as the Editor of the IADLEST Newsletter and as part of the fiscal team that manages the distribution of IADLEST funds for the association. For many of his years of service to IADLEST, Patrick’s time and effort was completed without financial compensation. Even when he was appointed IADLEST Business Manager and Executive Director, his wages were little compared to the vast amount of work it took to direct the activities of the association. Patrick’s devotion, as with others from his era, was selfless service towards making law enforcement a more professional service to the nation.



Often times, during the early meetings of the organization, talk from members resonated about Patrick’s many accomplishments in keeping the association solvent, something that was difficult to do when the primary source of funding was from membership fees and limited federal partnerships. But during his tenure at the helm of the association, Patrick’s passion led him to seek out federal partners and guide IADLEST in acquiring an increasing number of federal programs.

So, it is now, that we say to Patrick Judge, thank you for a job “Well-Done,” and recognize the many years of service and devotion he has spent dedicated to the training of America’s law enforcement officers.



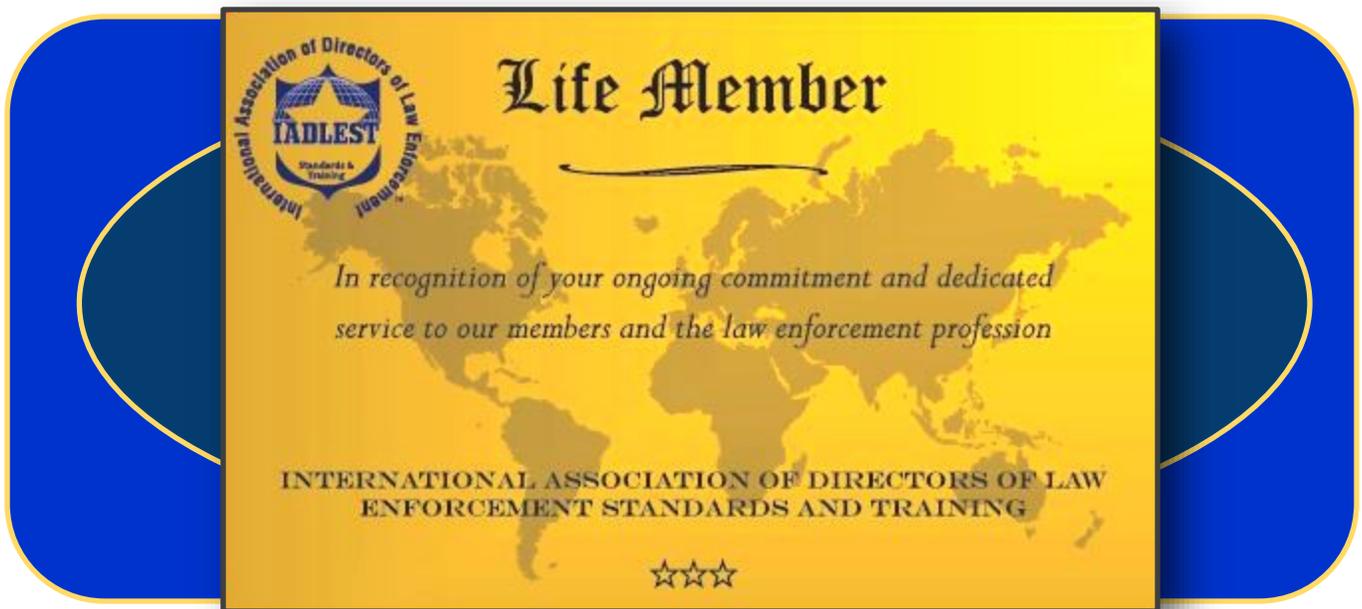
### New Publication from the Community Oriented Policing Services Office

A new publication has been released by the COPS Office reporting on the third year of activity for the Collaborative Reform Initiative Technical Assistance Center (CRI-TAC).

CRI-TAC delivers tailored technical assistance that meets the needs of state, local, territorial, tribal, and campus law enforcement agencies in a “by the field, for the field” approach. This report on CRI-TAC’s third year demonstrates how the center has supported law enforcement agencies in their efforts to ensure public safety in their communities. It includes performance metrics, case studies, and testimonials on the efficient and responsible delivery of “by the field, for the field” assistance to campus, local, county, tribal, territorial, and state agencies and highlights plans to do more of the same in 2021.

To get a copy, [click here](#).

CRI-TAC is the successful partnership between the COPS Office, the International Association of Chiefs of Police (IACP), and leading law enforcement partners—FBI National Academy Associates Inc. (FBINAA), the Fraternal Order of Police (FOP), the International Association of Campus Law Enforcement Administrators (IACLEA), the International Association of Directors of Law Enforcement Standards and Training (IADLEST), the Major County Sheriffs of America (MCSA), the National Association of Women Law Enforcement Executives (NAWLEE), the National Organization of Black Law Enforcement Executives (NOBLE), the National Sheriffs’ Association (NSA), and the National Tactical Officers Association (NTOA)—continues to provide critical technical assistance resources to law enforcement agencies through the Collaborative Reform Initiative Technical Assistance Center (CRI-TAC).



International Association of Directors of Law Enforcement Standards and Training (IADLEST) Life Members are valued members of the association. To date, eighty-one (81) individuals have received recognition for their distinguished service to IADLEST's goals and programs since 1989. Life Membership is a revered achievement, and only those who have served the association for many years, and made significant personal commitments and contributions to projects, programs, leadership, and have received the admiration of the membership for their extra-ordinary time and effort receive such an acknowledgment.

The requirements, set forth in Section 3.3 of the IADLEST Bylaws, are as follows:

- 3.3.1. Is available to: Director members, general members, and complimentary members who have been members of the Association for a minimum of five years; and
  - 3.3.1.1. Served as an elected officer, or regional representative, or
  - 3.3.1.2. Served as chair of an IADLEST committee or major project initiative, or
  - 3.3.1.3. In a capacity representing IADLEST, furthered the mission and goals of the Association as determined by the Executive Committee.
- 3.3.2. Is not available to director members, complimentary members, or general members who are still active in the capacity that provided membership eligibility.
- 3.3.3. The Executive Committee may waive one or more of the eligibility requirements under 3.3.1.
- 3.3.4. Nomination for life membership must be made by a director member or Executive Committee Member and require a majority vote of the Executive Committee.
- 3.3.5. Life members shall enjoy all the rights and receive all the privileges afforded general members.

The key towards obtaining IADLEST Life Membership is service to the organization. Membership alone, is not enough to be considered for such an honor. That is why IADLEST's leadership encourages its members to become involved in making the association a great service to the law enforcement standards setting and development of training programs, all for the betterment of the criminal justice system.

Today, IADLEST's reputation is known far and wide throughout the world. Our services have been extended to almost every continent, and our expertise has touched law enforcement in many developing countries. IADLEST Service . . . it renders distinction and value to the world.

# WOMEN LEADERS OF IADLEST



Over the next two editions of Standards & Training Director Magazine, IADLEST will highlight the women who have assisted, through their hard work and leadership, in making IADLEST a successful organization. In this first episode we will honor women who were voted into the chairs within the IADLEST Executive Board during the 1990s and early 2000s., and our current Operations Director, Yvonne Pfeifer. The evolution of IADLEST began to change in the early 1990s, with the appointments of the first women into leadership positions within state law enforcement standards and training organizations or managing other programs within POST agencies.



**Dr. Jeanie Nelson, Director, Oklahoma Commission on Law Enforcement Education and Training, and IADLEST Secretary (1992-1995); Historian (2004-2008)**

The earliest of IADLEST's women leaders was Dr. Jeanie Nelson of the Oklahoma Commission on Law Enforcement Education and Training (CLEET). Ms. Nelson devoted much of her association time towards efforts to promote and record IADLEST's progress.

Dr. Nelson began her employment with CLEET in 1979. During the early 1990, Dr. Nelson began to attend IADLEST meetings as part of the Oklahoma contingent. In 1993, she became the first Secretary of IADLEST and, thus, became the first woman to hold a position on the IADLEST Executive Board (as it was called then). On May 14, 1997, Dr. Nelson was appointed Director of CLEET. As Director of CLEET, Ms. Nelson developed her reputation as an outstanding leader in Oklahoma serving for more than eight years. Ms. Nelson served the association on many committees that influenced the training path of many state training agencies.

**Pat Melton , Florida Department of Law Enforcement**

Pat Melton joined the Florida Department of Law Enforcement (FDLE) in 1974, and retired in 2009 after 35 years of state law enforcement service. She had managerial responsibilities, overseeing key Florida initiatives in the areas of Florida Crime Information Center, Uniform Crime Reports, acquisition of Florida's first Automated Fingerprint Identification System and founding the Florida Missing Children Clearinghouse. As State Bureau Chief of Training, she had responsibility for all basic training for sworn law enforcement and correctional officers in Florida. She was a member of the Florida Chiefs Association, Florida Sheriff's Association, International Association of Chiefs of Police, International Management Association and the International Association of Directors of Law Enforcement Standards and Training. She served as a member of the National Institute of Justice Modeling and Simulation Workgroup and the Law Enforcement Network (LETN) Advisory Board. Ms. Melton chaired and served on many IADLEST special initiatives during her time with FDLE.

Ms. Melton became affiliated with IADLEST upon the appointment of Leon Lowry as Director of Florida's Law Enforcement Training. Within IADLEST, Ms. Melton took on many roles. In 1998, Ms. Melton led IADLEST's the association's Peace Officer Registry Committee, which was conducting a pilot project consisting of Florida, Arizona, and Georgia. The registry participants, on a monthly basis, would submit officers' names who had been terminated from employment. If an officer's name appeared in a registry check, the inquiring state would be directed to communicate with the point of contact (POC) state. The POC state would refer the inquiring state to the agency last employing the officer. This effort became the forerunner of today's IADLEST National Decertification Index (NDI). From 1999-2001, Ms. Melton served as the Southern Region Representative, and from 2006-2007 she served as Chair of the Administration Committee.



**Tomi Dorris, Director, Ohio Peace Officer Training Commission / Academy  
Ohio Peace Officer Standards and Training and IADLEST Treasurer 2001-2006**

Ms. Tomi Dorris was the Chief Legal Counsel for the Ohio State Highway Patrol, and also served as the Deputy Director of the Ohio Peace Officers Standards and Training Commission, which was responsible for the employment standards, testing, and certification of Ohio Peace Officers. Tomi served as an Assistant Attorney General and represented the Ohio Peace Officer Commission, the Bureau of Criminal Identification and Investigation, and the Ohio Organized Crime Investigation Commission. During her earlier career, Ms. Dorris was a graduate from Ohio State University Law School, became a Franklin County Assistant Prosecuting Attorney and Magistrate, and a police officer with the Ohio State University Police Department. Later, Ms. Dorris became Director of Ohio POST<sup>1</sup>. While holding a seat on the IADLEST Executive Board as IADLEST Treasurer, Ms. Dorris brought stability to the financial records system of the association, with a keen legal eye to insure IADLEST met all the proper accounting and federal requirements of the growing number of federal grants the association was taking part in. Ms. Dorris was integral in the decision-making for many IADLEST projects that were started between 2001 and 2006.



**Peggy Schaefer, Director of North Carolina Criminal Justice Academy, IADLEST  
Secretary, Regional Representative and IADLEST Staff**

Prior to being promoted into a management position, Ms. Schaefer wrote, coordinated and taught the SWAT, Officer Survival, Physical Fitness and Instructor Development courses for the state of North Carolina. She started her career as a Guilford County Deputy Sheriff in 1981, and then served as a Greensboro Police Officer, vice-narcotics detective, recruiting and personnel officer. She retired as a sworn officer with the Fayetteville NC Police Department in December 2015.

From 2006 through 2010, Ms. Schaefer was the Training Director of the North Carolina Justice Academy, where she oversaw the day-to-day operations and strategic vision for two campuses, overseeing a \$7.2 million annual budget and 102 employees. As the Director, she managed the entire curriculum development and dissemination of training and instructional materials to over 85,000 law enforcement professionals.

Ms. Peggy M. Schaefer has had a long tenure with IADLEST, that continues through today. Ms. Schaefer currently manages several projects for the association. In her work with the National Certification Program (NCP), Ms. Schaefer leads a dynamic and innovative team comprised of training program reviewers, content experts, instructors and software specialists committed to ensuring that criminal justice training content and delivery methods comply with nationally accepted standards. In this capacity, she directs content to the appropriate expert reviewers, tracks the certification process for training providers and directs excellent

training programs throughout the country and internationally.

In addition, Ms. Schaefer also developed and launched IADLEST's National Instructor Certification, a program to recognize excellence in instructional design and presentation, and the Driven Approaches to Crime and Traffic Safety (DDACTS) Program. DDACTS has been a powerhouse program for the analysis of crime and traffic issues throughout the United States. Ms. Schaefer's history with IADLEST is vast, in the number of projects and committee assignments she has served on in the past to enhance standards and training issues in the United States.

Other work that Ms. Schaefer has done, she served on the Board of Directors for IADLEST, representing the Southern Region of the U.S. and served as the CALEA Accreditation Training Academy Revision Co-chair establishing training standards for the country. She has worked as a consultant, conducting security assessments on rural county courthouses throughout North Carolina. As an officer and trainer, Ms. Schaefer wrote, coordinated and taught SWAT, Officer Survival, Physical Fitness and Instructor Development courses for the state of North Carolina. She started her career as a Guilford County Deputy Sheriff in 1981. Later, she served as a Greensboro Police Officer, as a vice-narcotics detective, in recruiting and as a personnel officer. She retired as a sworn officer with the Fayetteville NC Police Department in December 2015.



**Yvonne Pfeifer, IADLEST Director of Operations**

Ms. Pfeifer is one of the unsung attributes to the IADLEST Executive Team. She doesn't put herself before the spotlight of IADLEST's many good programs, but she is one who makes sure that all of the separate achievements of the association are financially sound and fulfill the requirements of the federal and state governments.

Ms. Pfeifer joined IADLEST in 2012 as an assistant to Executive Director Becar. Over time, her value to the organization has grown exponentially, through her attention to details and unwavering loyalty to ensure that IADLEST always appears in the best light among its constituents. She has devoted many hours to the association's conferences through planning and managing all facets of on-site activities. There is no doubt that Yvonne Pfeifer has been, and continues to be, a great asset to the organization.

In 2015, Ms. Pfeifer was promoted to her current job assignment as Director of Operations for IADLEST. Her skills in managing grant finances have been excellent, and no doubt has kept IADLEST's reputation above par in the yearly audits that face the association's management. As an example, when Yvonne began her assignment as Director of Operations, IADLEST managed about four or five federal grants. Today, the association manages twice the number of grant awards, all with different requirements on reporting to their award contractors. Somehow, Ms. Pfeifer continues to manage her responsibilities and ensure that IADLEST meets the expectations of the government partners, both in goals and recordkeeping functions.

One of Ms. Pfeifer's most active tasks is overseeing the IADLEST's Annual Conferences. She manages all facets of selecting and preparing the conference venues, reviewing and selecting conference presenters, ensuring lodging and meals are suitable for all conference attendees, works with the host state to ensure staffing is acquired to assist IADLEST staff, and that the international members and ICITAP foreign staff are well-taken care of during their visits to the United States conference location.

*In the next edition of Standard & Training Director Magazine, we will turn our attention towards other women leaders in IADLEST, to include Sue Rahr, Dianne Middle, Kelly Alzaharna, Jami Cook, and Stephanie Pederson.*

# Supporters and Sponsors



# Lead Through Training

The National Highway Traffic Safety Administration (NHTSA), the International Academy of Public Safety and IADLEST sponsor training opportunities that are some of the best law enforcement training programs offered in the United States. Available through the IADLEST web portal find your training at :

<https://www.iadlest.org/>

These programs, and more, strive to advance the professionalism of law enforcement training through quality programs, based upon best practices in training design and presentation.



### Science-Based Training

IADLEST and its Partner Advisory Committee have created a digital report as a reference guide for chiefs, sheriffs, mayors, POST Directors, training academy directors and all those who have an investment in police training and education.

[Learn More](#)



### DDACTS

Data-Driven Approaches to Crime and Traffic Safety (DDACTS) integrates location-based crime and traffic data to establish effective and efficient methods for deploying law enforcement and other resources.

[Learn More](#)

[Sign Up](#)



### Building Analytical Capacity

The "Building Analytical Capacity" two-day workshop seeks to assist top commanders in identifying how to support actionable analysis within their own departments and use that analysis to drive operations.

[Learn More](#)

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### CRI\*TAC

Law Enforcement Solutions By the Field, For the Field. No-Cost Training and Technical Assistance for your Agency.

[Learn More](#)



### TXDOT

IADLEST and the Texas Department of Transportation are collaborating on two unique partnerships to provide law enforcement in Texas with a holistic approach to increase public safety by reducing crashes and other social harms through a variety of free training workshops and technical assistance.

[Learn More](#)

[Contact Us](#)



### Below 100

Below 100 is an initiative to reduce police line-of-duty deaths to fewer than one hundred per year. The Five Tenets:

- Wear Your Belt
- Wear Your Vest
- Watch Your Speed
- WIN—What's Important Now?
- Remember: Complacency Kills!

[Learn More](#)

[Sign Up](#)

Available At The IADLEST Store  
<https://www.iadleststore.org/product-page/a-quest-for-professionalism>

# A QUEST FOR PROFESSIONALISM

A History of Law Enforcement and an  
Organization Called IADLEST



"Just received the history of IADLEST. Great job. Thank you. This will also be a great source of reference for my college classes I teach. I didn't realize it would be so comprehensive." ~ *Dave Harvey*

"I am in receipt of your groundbreaking tome. The summaries do not do it justice. It is certainly much more impressive in person." ~ *Dan Zivkovich*

"An outstanding piece of work." ~ *John O'Leary, Attorney*

". . . I got my book and it is a masterpiece! ~ *Earl Sweeney*

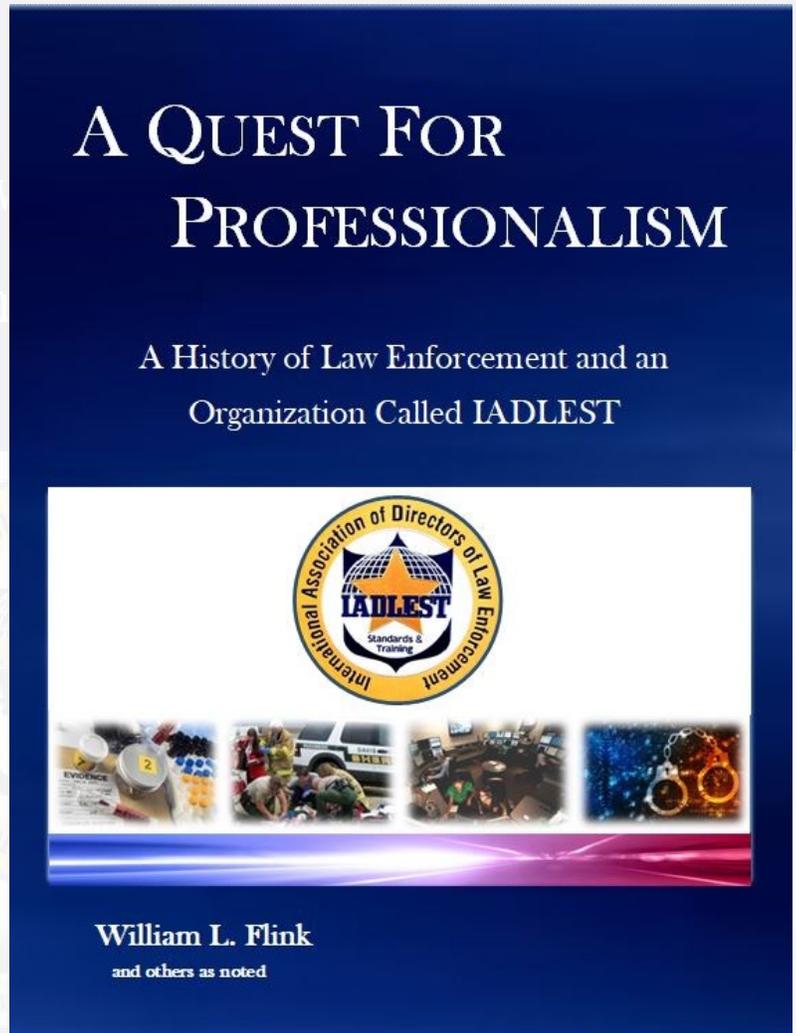
# “A Quest For Professionalism”

Available For Purchase !

More than two years in the making, “A Quest For Professionalism” is released. Written with a view on law enforcement, with an emphasis on standards and training from the past to the present. More than 700 pages filled with interesting facts, collected from historical manuscripts and writings of the times, and capturing actual records and memories of the persons involved in the decision-making of NASDLET and

This book is a cumulative history of law enforcement events, leading up to and beyond the creation of state agencies of government that continue to oversee how we select and maintain law officers employed within our police agencies. It emphasizes many of the activities that the states and federal government, as well as other associations, undertook to raise awareness and execute programs that enhance public safety. It also renders, in one source document, the historical discussions and decisions of the International Association of Directors of Law Enforcement Standards and Training.

Compiled as never before, looking at the roots of professionalism and measures to achieve it, this material has the means to change how historians, educators and our criminal justice academies teach the history of law enforcement. The information clarifies and corrects details, and provides the important source information to support what has been written.



**On sale through the International Association of Directors of Law Enforcement Standards and Training**

**\$40.00 for members**

**\$60.00 for non-members**

Sold through the IADLEST Store, [click here](#)

<https://www.iadleststore.org/product-page/a-quest-for-professionalism>

**A Quest For Professionalism** is available through IADLEST.

Have questions,?

Contact Yvonne Pfeifer, IADLEST Director of Operations, at [Yvonne@iadlest.org](mailto:Yvonne@iadlest.org) or by calling 208-288-5491.

# **\$2.2 Million Settlement of Sex Discrimination Lawsuit Against the Commonwealth of Pennsylvania and the Pennsylvania State Police**

On April 13, 2021 the Justice Department announced that it has reached a settlement, through a court-supervised settlement agreement, with the Commonwealth of Pennsylvania and the Pennsylvania State Police (PSP) resolving the claims that PSP's use of physical tests as part of the entry-level hiring process for state troopers which resulted in a pattern or practice of employment discrimination against women, in violation of Title VII of the Civil Rights Act of 1964.

Title VII is a federal law that prohibits discrimination in employment on the basis of race, color, religion, sex, and national origin. The suit alleged that PSP violated Title VII beginning as early as May 14, 2003, by administering physical tests that assessed physical skills not required to perform the job and that disproportionately excluded female applicants.

"Employers cannot impose selection criteria that unfairly screen out qualified female applicants," said Principal Deputy Assistant Attorney General Pamela S. Karlan of the Justice Department's Civil Rights Division. "When the Pennsylvania State Police use a physical fitness test as part of the process for choosing state troopers, they must ensure that the test complies with federal law. This settlement agreement reflects the Civil Rights Division's continued commitment to removing artificial barriers that prevent women from becoming law enforcement officers."

Under the terms of the settlement agreement, subject to court approval, PSP will pay \$2,200,000 million into a settlement fund that will be used to compensate those women who were harmed by the employment practices challenged by the United States. The agreement also requires PSP to offer priority hiring relief, with retroactive seniority, for up to 65 women for entry-level state trooper jobs. All priority hiring candidates must meet the employer's lawful selection criteria, including the successful passing of any physical fitness test that meets the requirements of Title VII.

In a joint filing today in the U.S. District Court for the Middle District of Pennsylvania, the parties moved for a court order provisionally approving

the terms of the settlement agreement. The motion also asks the court to schedule a fairness hearing to provide an opportunity for individuals potentially affected by the proposed agreement to provide comments on the terms of the settlement. The proposed settlement, once approved by the District Court, will resolve the United States' complaint filed on July 29, 2014.

The case was brought by the Civil Rights Division's Employment Litigation Section, which makes the full and fair enforcement of Title VII a top priority. Additional information about the Civil Rights Division and the jurisdiction of the Employment Litigation Section is available here: [Download Settlement Agreement.pdf](#)

*The information in this article is taken from the information provided by the U.S. Department of Justice, Press Release Number 21-322.*

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## The Facts

The Pennsylvania State Police Physical Readiness Test (PRT) is similar to those of other police agencies and academies. As of April 12, 2021, Pennsylvania State Police used the a Physical Readiness Test for their employment process and academy graduation. The PRT included the following measures as an indicator of suitable physical readiness: a 300-Meter Run, Push-Ups, a 1.5 Mile Run, Vertical Jump, and 1 RM Bench Press, and Illinois Agility Run The 300-Meter. 1.5 Mile Run and Push-Ups were age-normed during the applicant process, but had specific fixed-qualification criteria upon academy completion. Individuals who could not meet the graduation criteria face dismissal proceedings from service.

The Physical Readiness Tests standards for PSP applicants and graduates from training are depicted on the charts on the following page.

Applicants must be able to complete all tests to continue in the process. Failure of any one exercise will disqualify the applicant and remove them from the eligibility list.

The “2003 PRT” means the physical readiness test an individual had to complete between May 14, 2003, and April 26, 2009, as part of the Cadet Selection Process to receive an appointment as a cadet to PSP’s Academy. It consists of five separate tests, each with its own passing cutoff score as follows:

<b>Test</b>	<b>Applicable Standards</b>
<b>Vertical Jump</b>	<b>14 Inches</b>
<b>300 Meter Run</b>	<b>67 Seconds</b>
<b>Sit-Ups</b>	<b>30 Repetitions, 1 minute</b>
<b>Push Ups</b>	<b>13 Repetitions (no time limit)</b>
<b>1.5 Mile Run</b>	<b>17 minutes, 48 seconds</b>

The “2009 PRT” means the physical readiness test an individual has had to complete, since October 17, 2010, as part of the Cadet Selection Process, to receive an appointment as a cadet to PSP’s Academy. It consists of five separate tests, each with its own passing cutoff score as follows:

<b>Test</b>	<b>Applicable Standards</b>
<b>Vertical Jump</b>	<b>14 Inches, 3 Attempts</b>
<b>Illinois Agility run</b>	<b>23.5 Seconds, 2 Attempts</b>
<b>300 Meter Run</b>	<b>77 Seconds</b>
<b>Push Ups</b>	<b>13 Repetitions (no time limit)</b>
<b>1.5 Mile Run</b>	<b>17 minutes, 48 seconds</b>

Under the agreement, Pennsylvania State Police revised their Physical Readiness Tests standards for PSP applicants to the Cadet Selection Procedures. The “Parties agree that as of the Date of Signature, PSP will use the gender and age-normed Cooper Physical Fitness Test (“Cooper Test”) for any physical assessment of candidates required **before** entering the Academy. Defendants shall ensure that the Cooper Test imposes an equal burden of compliance on men and women, see Bauer v. Lynch, 812 F.3d 340 (4th Cir. 2016), in accordance with 42 U.S.C. 2000e-2(1).”

More information on the new applicant testing requirement for the Cadet Selection Process can be viewed by clicking on the Cadet Physical Readiness Test link below.

[Cadet Physical Readiness Tests](#)

**Appointment:**

Applicants successful through the Cadet Selection Procedures will be eligible for appointment, in eligibility list and rank order, to the next available Cadet class. Applicants appointed to a cadet class are required to complete all tests as contained in the Entry Standards column upon reporting for training. Failure of any one exercise disqualifies the applicant, and their appointment will be rescinded.

The graduating fitness testing process is a single fitness standard for all graduates.

## Physical Testing Graduation Standards

At the conclusion of Basic training, Cadets will be required to perform all tests as contained in the Graduation Standards column below. Dismissal proceedings will be instituted for any cadet who fails to pass the final physical test at graduation standards:

Test	Graduation Standards
Vertical Jump	18 inches, 3 Attempts
1 RM Bench Press	85% Body Weight
Illinois Agility Run	19.5 Seconds, 2 Attempts
300-meter Run	65 Seconds
Push Ups	30 Repetitions (no time limit)
1.5 Mile Run	14 Minutes and 50 Seconds

For law enforcement employers and academies that use a physical readiness test (PRT), we encourage you to discuss your testing with legal counsel to ensure your procedures do not conflict with those that the U.S. Department of Justice would consider discriminatory.

## IADLEST Training Standards

### What constitutes good training?

IADLEST recommends policy makers consider the following when reviewing training models and requirements:

1. All training programs should have complete and detailed written instructor and student lesson plans developed from valid job task and training needs analysis.
2. All training programs should engage and challenge the participants mentally and physically with well-designed lesson plans that include discussion questions, in-class collaborative exercises, and realistic, practical exercises replicating the most common tactics and incidents for effective police response.
3. Good training should be evidence-based and developed in an unbiased manner.
4. All training programs should incorporate a variety of learning preferences that will stimulate students and foster content retention.
5. Students should demonstrate content mastery and training transfer with pre-and post-testing.
6. Critical skills areas (vehicle stops, use of deadly force, de-escalation techniques, responding to individuals with mental illness, etc.) should be tested using graded practical exercises.

Each of these points is treated in detail in an IADLEST document found here:

<https://www.iadlest.org/Portals/0/IADLEST%20Training%20Standards%20May%202021.pdf?ver=Uvo7N5u1dkqZYF6m6srinA%3d%3d>

# Practical Strategies for Better Police Reports

By Jean Reynolds



When I talk to academy instructors and administrators, I often hear complaints about report writing: Texting is destroying officers' writing skills. Schools have stopped teaching grammar. Students don't have the skills they should have learned in high school. The problems persist, year after year, with no solution in sight.

I have a more optimistic outlook. Here's a simple truth: Everyone who enters an academy program already has a lifetime of language experience. Their brains are full of language content. Often the real problem isn't grammar—it's poor attitudes about writing.

My philosophy is that good police writing is a top-down project. When academy and agency leaders declare that they won't tolerate careless errors, police reports magically improve. Here are some ideas that can help.

1. Police reports don't require the analytical thinking and advanced vocabulary that are emphasized in typical English classrooms. In fact the opposite is true. Complicated sentence patterns and sophisticated word choices waste time and open the door to errors.

To see what I mean, compare the sentences below. The first paragraph is efficient and professional:

I saw smoke rising above a wooded lot at the intersection of Post Street and Pine Avenue. I reported the fire and got out of my patrol car to investigate.

Now look at this attempt to make the same information sound more sophisticated. It's more than twice as long—69 words instead of 30—without adding anything useful:

A column of smoke was seen rising above a piece of undeveloped property containing trees and other uncontrolled vegetation located at the intersection of Post Street and Pine Avenue, whereupon this officer used the standard issue radio equipment to

report the apparent fire to the appropriate emergency personnel. This officer then brought the patrol car he was driving to a full and complete stop and exited for further investigation.

After years of working with police agencies, I've never met an officer who couldn't write simple, clear sentences: "I reported the fire and got out of my patrol car to investigate." The problem is that many officers are *afraid* to write that simply.

And that's where leadership comes in. There's an old maxim that "What you settle for is what you get." If you accept swollen sentences and tangled syntax, you're going to get more of the same—as well as more writing mistakes. Errors creep in when officers start trying to write long, puffed-up sentences with fancy words like *thereupon* and *nevertheless*.

After years of helping police officers with their writing problems, I'm convinced that lessons in formal grammar aren't the answer. Most writing problems fall into the categories of diction and usage, not grammar. I often see mistakes like "Him and me entered the barn," *lite* instead of *light*, "I *seen* it," and "didn't say nothing." I've read whole paragraphs that have only one capital letter at the beginning and a single period at the end.

The writers who make those mistakes always sheepishly admit that they knew better. So why didn't they fix the mistakes themselves? The answer is that they were in a hurry or didn't care—or both. What to do? My advice is for the instructor or administrator to write "Fix this" on the top and hand the report back.

Plenty of resources are available. Everyone has access to dictionaries and the internet. Friends or family members can help. Computers have spell checkers and grammar checkers. I've seen miraculous results when officers simply develop the habit of rereading their reports before submitting them.

(Continued on the following page)



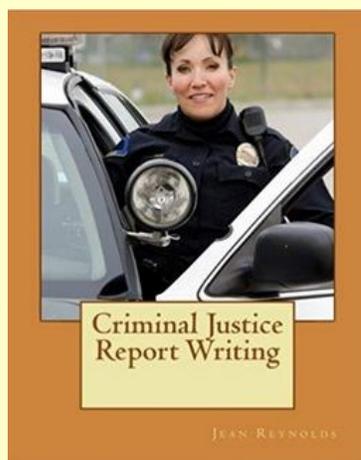
### ***Practical Strategies for Better Police Reports—(continued)***

The first step—and the most important one—is to set realize that better report writing is *doable*. The tips in this article have worked for countless officers I’ve counseled over the years, and I predict that they’ll work just as well for the officers in your classroom or agency.

*Dr. Jean Reynolds is Professor Emeritus at Polk State College in Florida, where she taught English for over thirty years. She served as a consultant on communications and problem-solving skills to staff in Florida's Department of Corrections. At Polk State College she has taught report writing classes for recruits and advanced report writing and FTO classes for police and correctional officers. She is the author of Criminal Justice Report Writing.*

For more writing practice and updated information about report writing, visit: [www.YourPoliceWrite.com](http://www.YourPoliceWrite.com).

Instructors can download free instructional material by sending an email from an official account to: [jreynoldswrite@aol.com](mailto:jreynoldswrite@aol.com).



## **WHERE DOES YOUR TRAINING DEPARTMENT STAND?**

One of the foundational questions when police training is looked at, is what exactly is being taught to the officers in the academy and by their departments? This question takes on a life of its own when the Department of Justice begins an inquiry into use of force issues.

Every training director should gaze into their crystal ball and calculate what their response would be in such cases. Is it going to be fearless, or will the sudden shock of inadequacy overcome your sense of stability? Having an adversarial outside review of your training department can be nerve-racking, if you haven’t prepared your records to reflect “best practices.” Even though you might meet your state or department policies regarding training records, is the documentation of your lesson material up to par? How do you know what best practices are recommended for today’s training providers? Have you attempted to have

your training department accredited by an outside entity who is not adversarial. And, finally, are you going to have to explain to others your lack of vision to ensure the training records can withstand the scrutiny of others in a time of public crisis?

How do you learn about such things? Your state may conduct audits on your training program, but to what extent are your records audited? The unknowns are always just out of view for those in the trenches trying to deliver training with little training management experience. Unfortunately, some training directors come into their jobs with an insufficient background of the “best practices” or pitfalls of their responsibilities.

Overcoming these deficiencies is where IADLEST can help. Knowledge of best practices for training lesson documentation, is something IADLEST knows about. The National Certification Program (NCP) was developed to ensure that training, provided by vendors or in-house personnel, had a rubric of standards to meet in the development stage, and that the standards would meet any training regulator’s requirements for quality training documentation. Usually, if the documentation of training meets “best practices,” it is a best-bet the instruction is of a sufficient quality to ensure good knowledge transfer to the participating officers.

While the NCP was developed to curtail training providers that do not meet quality in what they instruct or the methodologies used, IADLEST has created an additional avenue for training directors to advance their academy standing; and that is the Academy Accreditation or POST Accreditation programs. Both of these processes involve review of records and on-sight audits to provide training leaders with a non-adversarial review and clear perception of the standing of the training operation.

IADLEST is the only organization with decades of experience and immediate access to personnel with the credentials in directing major law enforcement standards and training institutions. IADLEST has meant quality services for decades in the United States and worldwide. It is the only organization you can trust to keep your training programs at the top of their game.

# **BJA Building Analytical Capacity Crime Analysis Webinar Recordings**

The Bureau of Justice Assistance and International Association of Directors of Law Enforcement Standards and Training (IADLEST) provides a series of free interactive online workshops in which agency teams of executives, commanders, and analysts create customized action plans to address specific crime analysis challenges within their departments. The webinars assist executives and their teams in identifying how to support actionable analysis within their own departments and use that analysis to drive operations. The topic areas are consistent with the IADLEST Intensive 2-Day Workshops. The webinars are recorded, so students may access them after the presentation. The webinars on the IADLEST website at:

(Click on the course title below to register and view the free, recorded webinar)

[Understanding Hot Spot Mapping for Police Executives](#)

[Getting the Most Out of Crime Analysis](#)

[Crime Analysis Tactics, Strategies, and Special Operations](#)

[Improving Data Quality for Crime Analysis](#)

[Using Analysis to Support an Effective CompStat Process](#)

[Crime Analysis for Organized Retail Theft](#)

[Professional Development in Crime Analysis](#)

[Using Analysis to Support Gang Enforcement](#)

[Strategic Crime Analysis: Reducing Hot Spots & Solving Problems](#)

[Tactical Crime Analysis: Stopping Emerging Patterns of Crime](#)

[People, Places Patterns and Problems: A Foundation for Crime Analysis](#)

[12 Questions Executives Should Ask About Their Crime Analysis Capabilities](#)

[7 Key Tips on Effectively Implementing Crime Analysis in Your Department](#)

[Antelope Valley Crime Fighting Initiative: A Case Study](#)

[Finding the Right Analyst for the Job](#)

[The Benefits of Direct Data Access](#)

[The 4P Approach: A Foundation for Crime Analysis and Proactive Policing](#)

[Three Critical Steps for Law Enforcement Analysts to Create a Road Map to Success](#)

[Improving Metrics in Police Agencies](#)





# A GLIMPSE AT A NOTABLE ACHIEVEMENT

BY Patrick Judge

One test to determine whether an occupation is a profession, is to examine how that occupation regulates its members. The International Association of Directors of Law Enforcement Standards and Training's (IADLEST) mission, in part, is to research, develop, and share information to establish defensible police officers employment standards. IADLEST has played a central role in advancing the competence and proficiencies of American law enforcement officers.

Law enforcement officers are entrusted with extraordinary powers that few others in our society are granted. The decisions officers make and the actions that they take deeply affect people's lives. Only those officers who exercise their authority competently, proficiently, honestly, wisely, and impartially can expect to earn the support and admiration from those who have given them that trust.

In the mid-1960's, political pressure came to bear to take action and improve law enforcement's image and services in the United States. The civil unrest that occurred during that period, the upheaval of the inter-city communities, along with many other social issues amplified the deficiencies in law enforcement's abilities to cope with the changing needs and relationships it had with its citizenry. Presidential Commissions, Congress, state legislatures, and national law enforcement associations joined forces to take affirmative steps to address law enforcement's image and its ability to delivery services in light of these emerging social dynamics. Much of the concern at that time centered on police officer selection and training.

Up to that time, it was generally accepted that selection and training of police officers were exclusively the responsibilities of the hiring agency. Reportedly, an estimated 15,000 law enforcement agencies existed in the United States in 1960. An agency with limited resources was often left to fend for itself to do its best to select and train its officers. As a consequence, there was little or no uniformity in how officers were selected and trained.

Some agencies did a commendable job in screening and training its new recruits, but at the same time it was not uncommon for police agencies to assign new officers to street duty without adequate job familiarly or training. The practice of thoroughly vetting and in-depth training of recruits before assigning them to street duties were luxuries reserved for the larger or more affluent police departments. Often there was little effort to identify and screen out applicants whose personal backgrounds were less than trustworthy.

Training was not a priority or the "hottest iron in the fire" for police departments. It was difficult for an agency to relieve any officer to attend training and at the same time maintain an adequate work force given the 24/7 work schedule of police work. Additionally, it was rare for an agency to have access to or be able to provide any training whether it be recruit, in-service, advanced, first-line super-vision, or command. If training was provided, it was most likely recruit training; and if so, it may well have been delivered in a facility lacking any amenities. I personally witnessed, abandoned gyms, Quonset huts, vacant schools, and deserted houses converted into a classroom severing as a police academy. Firearm ranges were often open fields with targets hung on clothes lines. One centralized academy routinely trained its recruits in a small gym that served as the resident dormitory during the night and its classroom during the day for an extended period of several weeks. At the same time, training for the instructional cadre was lacking or non-existent. Mimeograph machines, dated 16mm films, chalkboards, and "make believe" props were the training aids of the day.

As the 1970's approached, training priorities and its importance began to change for the better. Presidential commissions' consistently proclaimed recommendations that federal aid be made available to local law enforcement to train officers and conduct critical research to improve police selection.

Ultimately, the *Omnibus Crime Control and Safe Streets Act of 1968* was passed and signed into law by President Johnson. The Act established the Law Enforcement Assistance Administration (LEAA). It was LEAA's mission to assist local law enforcement. The *Omnibus Crime Control and Safe Streets Act* had an immediate and transformative impact on state and local law enforcement.

At the time the Omnibus Bill was signed into law, only a dozen or so states had legislatively created state-wide police officer training agencies, and most of them were recently created. However, by the early 1970's, there were 35 states that had formed police officer standards and training (POST) commissions, boards, and councils with varying degrees of authority to establish state-wide mandated police officer standards and training.

In those formative years, valid and job-related standards for the employment, training, and retention of officers were hypothetical and futuristic notions. Luckily, some newly appointed POST Directors were undaunted by the challenge, and it was their mission to make those innovative notions reality. It was a spirit that motivated the states. POST agencies saw only consensus building, resourcefulness, and an opportunity for excellence where the establishment saw unyielding opposition, lack of resources, and institutional mediocrity.

Newly created POST agencies had three primary objectives: promulgate state-wide standardized selection and training standards that would lead to the improvement in the quality of law enforcement officers; and create a standardized state-wide training delivery system; and do so without violating the prevailing Fair Employment Opportunity Commission's (EEOC) rules and regulations.

New enabling legislation allowed POSTs to begin to promulgate entry-level standards. Initially, there were no standardized training curricula available. Standardized lesson objectives, lesson plans, instructor guides, and testing criteria did not yet exist. Typically, the standards were at best "arm chaired" recommendations derived from a panel of patricians or academicians who gave it their "best guess." Group consensus was used to assign the number of classroom hours to cover the broadly stated topical areas (i.e., patrol procedures, laws, physical training, traffic, first aid, accident investigation, firearms, etc.). As a consequence,

curricula were cobbled together to fill a block of instructional hours. Thus, in most cases, it was left to an individual academy instructor to create his or her own lesson guides along with a test instrument which were often reflective of what was important only to the instructor, i.e., one recruit instructor allotted ten hours of instruction for polygraph operation.

Creating standards that were compliant with the EEOC proved problematic. The Federal Civil Rights Act of 1964 protected certain individuals from a list of discriminatory actions including selection and training standards that disqualified an individual from employment consideration.

Essentially, the law placed the burden of proof on the standard setter (POST) to show that each promulgated standard was in fact an important core requirement for all police officers whether they were a city, county, state or specialized enforcement officer. What would normally appear to be a self-evident standard, (i.e. possession of a valid operator's license, successful completion recruit training, and no felony convictions) would not be sufficient evidence to satisfy the EEOC requirements. POSTs were compelled by law to demonstrate with empirical evidence that a standard was demonstratively related to core job tasks required by all officers subject to the standard. Thus, it became important for POSTs to identify the core job tasks that were common to all law enforcement officers in their respective state and show its relationship of the job task to the promulgated standards.

Adherence to the Civil Rights Act proved to be an enormous hurdle for POSTs. All state POST agencies basically faced the same dilemma: how to defend its promulgated standards in light of the federal rules and regulation. POST directors quickly saw the benefit of joining with their counterparts in other states to collaborate on ways to deal with their new liabilities and responsibilities in its mission to improve the law enforcement officer. This dilemma would be further exasperated 20 years later with the Americans with Disability Act of 1990.

Fortuitously, the U.S. Department of Justice became a major player in organizing and bringing together state POSTs and encouraged mutual collaboration. POST agencies began to meet regularly: once in the spring of the year in Quantico, Virginia, and again in the fall in conjunction with the International Association of Chiefs of Police (IACP) annual conference.

(Continued on next page)

*(continued from page 25)*

The regular meetings provided invaluable exchanges between state POST directors and their staffs. Yet, the Quantico, Virginia, sessions were by far the more productive and fruitful. The four-day meetings were held at what was then the FBI's newly constructed training facility in Quantico, Virginia. The FBI graciously hosted and coordinated the Quantico sessions providing lodging, meals, and meeting rooms without charge. Each state sent two staff members and the sessions were always well-attended. The FBI continued to host the Quantico POST meetings for more than ten years. In addition, the Bureau conducted special leadership and command training sessions just for POST Directors and their staffs.

It was at these FBI meetings that the National Association of State Directors of Law Enforcement Training (NASDLET) took root and grew. By 1987, NASDLET gave way and transformed into what is today IADLEST.

In the 1970s, the Quantico meetings were the equivalent to today's Internet, blogs, Google, E-mail, and social media, all rolled into one. Attendance was considered compulsory for anyone who wanted to keep abreast of the emerging police standards issues. The sessions were the only central source of "what's happening now" in state-wide police training and standards.

I attended my first Quantico meeting in 1973 as a young Michigan POST staff member. Those were formative years for me. I had recently left active law enforcement as a Detroit police officer having experienced the Detroit riots just a few years earlier. As a novice, the Quantico meetings were invaluable for me. I looked forward to attending the sessions and made every effort to gather as much information, documents, curricula, and aids from any state offering them to me. I cannot overemphasized how valuable the exchange of information was in facilitating future research, development, and implementation of defensible state-wide mandated standards in Michigan. The face-to-face networking led to lasting connections with my counterparts throughout the nation.

By the 1980's, the POST recruit training delivery system was well established and entrenched. For the first time there were state-wide mandated entry-level standards throughout most of the United States. POST Directors and their staffs were networking with their counterparts in other state sharing research, training materials, and experiences. The collaboration accelerated and

advanced the establishment of training delivery systems. Centralized and regional training centers were established in states that previously had none. Training was now readily accessible to local law enforcement agencies. Courses offerings began to extend beyond recruit training to include in-service, first line supervision, and command.

California had set the gold standard for law enforcement training at that time. The California POST was well funded and had professional researchers and graciously shared all its materials and information. It had constructed basic training curricula and made its materials available to other states without charge. California also shared its research protocols which allowed other POSTs to gain from California's experience.

By mid-1980, individual POST agencies began to conduct comprehensive studies of their own state's law enforcement occupation. Typically, occupational studies tend to be logistically complex, expensive, labor intensive, multi-phase, multiple-year efforts, involving a variety of consultants over the course of the project, as well as requiring the cooperation of hundreds of law enforcement agencies and their officers. Some studies took years to complete.

These projects required surveys to be constructed and administered to a large number of officers in each sub-occupation such as: state police/highway patrol; natural resources; airports; colleges and universities; small, medium, and large cities; and small and medium sheriffs' departments, etc. The results not only identified the important tasks performed by the sub-occupation, but more importantly, identified the core tasks that all officers performed regardless of their sub-occupation. Follow-up research measured and documented each core task in terms of: importance, frequency; time delay tolerance in its performance, consequence of inadequate performance, and level of difficulty. Identifying and listing the knowledge, skills, and abilities to perform each of the core tasks followed. The initial research methodology and protocols set the procedure for future reviews to reaffirm and update the original research findings. Follow-up studies were typically short and relatively inexpensive

The states that chose to undertake a massive research effort found their reward at the conclusion of the project. The research results ushered in a new era in law enforcement and profoundly affected how all officers, statewide, were to be selected and trained. Its impact on

law enforcement was immediate and long lasting. The research provided the basis for the defense and development of subsequent minimum employment standards (i.e., selection, training, and retention). I personally witnessed incidents where protesters and legal challengers opposing the resulting mandated standards, were stopped cold once the petitioners reviewed research protocols and its supporting data.

Today, every state has a POST agency with authority to set mandated employment standards. There are now 800 POST approved law enforcement training centers, many on college and university campuses which allow law enforcement agencies access to training on virtually every aspect of policing, whether it is related to operations, first-line supervision, leadership or command. Also, today, our POST agencies oversee the administration of mandated pre-employment physical fitness and cognitive tests.

Recruit training is available and based upon job requirements that meet the federal law. Additionally, officers who engage in misconduct are now subject to

state sanctions which include the dismissal from office.

**About the Author:** *Patrick J. Judge was IADLEST's Executive Director for 15 years and is still active as an IADLEST adjunct staff member. As the IADLEST Executive Director, he was responsible for the Association's day-to-day operations. He has made numerous presentations to national and international conferences, and served as the Association's liaison with its federal partners and participated in federal cabinet level planning sessions. Pat has served IADLEST for more than 23 years.*

*Before accepting a position with IADLEST, Pat retired as the Executive Director of the Michigan POST after he served 26 years with the Michigan State Police.*

*Pat began his law enforcement career with the Detroit Police Department serving as a precinct officer, member of the tactical mobile unit, and academy instructor before accepting the position with the Michigan POST. He holds a Bachelor of Science Degree from Wayne State University, Detroit, Michigan.*

## **N.A.L.E.F.I.A.**

### **Recommended For Law Enforcement Firearms Instructors and Training Academies**

The National Law Enforcement Firearms Instructor Association, in cooperation with IADLEST, the Washington State Firearms Instructor Association, Georgia Association of Law Enforcement Firearms Instructors, and Colorado Law Enforcement Firearms Instructor Association have produced a manual providing guidance for firearms instructor training, entitled:

#### **Law Enforcement Firearms Instructor Certification Recommended Standards**

The manual was created to identify minimum standards "necessary for a newly certified firearms instructor to be capable of conducting" a proper firearms course. The manual contains recommendations for the number of course training hours, topics to be covered, a sample course schedule, and more. We encourage every firearms instructor and training academy to download a copy of this document from the IADLEST website: [click here](#).

### **Federal Training Opportunities for Law Enforcement Officers**

There are a number of opportunities for local, state, and tribal law enforcement officers to attend training presented by the federal government. IADLEST maintains a web page listing federal agencies that present this instruction. Some listings have available course catalogs identifying the training programs that are available for those law enforcement officers to attend. Training offered comes from the following federal agencies:

- Alcohol Tobacco and Firearms
- U.S. Drug Enforcement Administration
- Federal Bureau of Investigation
- Federal Law Enforcement Training Center
- Federal Emergency Management Agency
- National Highway Traffic Safety Administration
- Community Oriented Policing Services, and
- Bureau of Justice Assistance

For more information, [click here](#).



## IADLEST Partner Advisory Committee: A Resource for the Organization, Members, and the Field

The IADLEST Partner Advisory Committee (IPAC) was established in 2019 to support resource development for IADLEST and the advancement of law enforcement training nationwide. Members of the IPAC help ensure that training and standards meet the needs of the public safety industry, help to promote the adoption of best practices, and provide IADLEST with perspectives and recommendations regarding selected IADLEST projects and initiatives and emerging topics in the field. The IPAC seeks to advance the public safety profession with a vision of outcomes-based police training and standards.

### The IPAC Serves as a:

- ⇒ Technical Advisory Panel comprised of subject matter experts (SMEs);
- ⇒ Platform to engage partners and create opportunities for collaboration;
- ⇒ Sounding and advisory board for IADLEST's current and emerging programs;
- ⇒ Think tank to assist IADLEST with its mission and strategic plan;
- ⇒ Resource for law enforcement; and
- ⇒ Forum to discuss partner (vendor) issues of interest.

Learn more about the IPAC, including the recent IPAC publication [Why Law Enforcement Needs to Take a Science-Based Approach to Training and Education](#), on our [webpage](#).

### IPAC Member Profiles

The IPAC is currently comprised of fifteen corporate member organizations that provide services to law enforcement and corrections officers and their organizations. Each organization provides a unique perspective to the collective work of the IPAC. In each edition, IADLEST Magazine will provide a brief profile of various IPAC Members to introduce them to IADLEST members.



Founder of FORCE Concepts, Jon Blum, is pleased to be a part of the IPAC. FORCE Concepts was founded 17 years ago. The mission of FORCE Concepts is to deliver proven instructional design, content development, and evidence-based training solutions. The team at FORCE Concepts is committed to assisting your public safety professionals Focus, Organize, Remember, Communicate and Evaluate.

Jon is passionate about developing evidence-based training curriculums that improve on the job performance for law enforcement professionals. He brings that passion to all of his projects, including his work with the IPAC.

### ***Why is being part of the IPAC a priority for Force Concepts?***

Being a member of the IPAC allows FORCE Concepts to collaborate with training industry leaders. IPAC members share ideas that allow IADLEST to generate innovative and effective training solutions for POST academies.

***How does FORCE Concepts bring value to IADLEST and our members through your involvement in the IPAC?***

FORCE Concepts brings proven state-wide and national curriculum development experience to the IPAC team.

***How can our members reach you if they have questions about Force Concepts?***

Email: [jon@force-concepts.com](mailto:jon@force-concepts.com)

Website: [www.force-concepts.com](http://www.force-concepts.com)



CEO of Guardian Alliance Technologies, Ryan Layne, is the newest member of the IPAC. Guardian’s mission is to help law enforcement agencies protect the integrity of the profession by providing innovative solutions, technology, and strategic partnerships that streamline the process of vetting and hiring law enforcement professionals.

Ryan is passionate about creating solutions specifically designed to address real world challenges that bring about a measurable and positive impact. Realizing that it will take a cooperative effort to continue improving law enforcement in this country, he is also passionate about working with strategic partners who are serious about making a difference and bring complementary solutions that provide synergy to the mission of bettering the law enforcement profession.

***Why is being part of the IPAC a priority for Guardian Alliance Technologies?***

In addition to building and maintaining a technological platform to assist law enforcement in the hiring and vetting of new officers, Guardian has a specific focus on creating strategic alliances.

Being a member of the IPAC allows Guardian to network with and potentially partner with other organizations who are committed to making a difference in the law enforcement profession. Additionally, since IADLEST is focused on bringing best practices, standards, and training to the industry, as an IPAC member, we can be assured that we are working with a group of dedicated professionals who have the ability to actually get things done.

***What is an issue that you see as a concern/priority that should be on the horizon for IADLEST members?***

Prioritization of and funding for improved recruiting, vetting, and hiring of new law enforcement professionals is a pressing concern. Times have changed dramatically over the past few decades as it relates to the recruiting and vetting process of new officers; unfortunately, 98% of the market continues to do things the way they were done in the 80’s. Gone are the days of posting a job ad in the newspaper or on a billboard and being flooded with applicants. We must recognize that in order to attract quality candidates to represent the law enforcement profession, departments will not only need funding, but experts that know how to recruit in the digital era, as well as those who are able to “sell” the position. Once we are able to recruit quality candidates, it’s critical to do the most thorough background investigation possible to ensure we are hiring the best possible candidates to serve our communities. We feel that addressing this issue will make a major impact on the future of the profession.

***How can our members reach you if they have questions about Guardian Alliance Technologies?***

Email: [ryan@guardianalliancetechnologies.com](mailto:ryan@guardianalliancetechnologies.com)

Website: <https://guardianalliancetechnologies.com/?utm=IADLEST>



As part of the introduction to the International Association of Directors of Law Enforcement Standards and Training (IADLEST) organization, we are introducing you to the IADLEST webmaster Dan Setzer. Dan is an important member of our staff and is responsible for presenting all association information on the IADLEST website. Without Dan's valuable assistance, much of what IADLEST has accomplished would not be known. He has been instrumental, to ensure the NLEARN system and the association's National Decertification Index program function properly. Also, Dan has kept the association's training programs and instructor programs updated, along with the members list-serve email system. So, with that introduction, here are the important facts and history about Mr. Setzer.

## Staff Insight:

### IADLEST Webmaster Dan Setzer: In His Own Words

The members of the staff at IADLEST bring an amazing array of experience and skills into the service of police training and standards. Among them they have over 150 years experience as patrol officers, chiefs of police, police instructors before moving on to positions as academy directors and POST directors.

I bring to the organization a different skill set, with which I hope to support those staff competencies and enrich the mix.

I first came on board with IADLEST in 2003 on a part-time basis. The organization was working on a grant from NHTSA to create an online presence to be known as the National Sobriety Testing Resource Center. It was conceived to be a centralized database and resource for SFST practitioners and instructors.

Through good luck, and good judgment of character, the project manager had hired a young high school student to program the website and database. The young man turned out to be a brilliant computer programmer and the site was completed to all specifications in an incredibly short period of time.

But, there was a problem. The young man was graduating high school and going away to college. With my computer background and Microsoft certifications, I was brought in to learn the computer code and provide continuity for the project after he left the program.

Soon afterwards, I quickly realized I had a problem. I was managing a website that no one knew existed. I am pretty sure that I had never heard the term SFST in my life before being brought into the project. Although my knowledge of law enforcement was rudimentary, I had 35 years of experience running a business in Baltimore City before going into the technical field, and I did know marketing.

From the marketing perspective the situation was clear: I had to make it known in the world of law enforcement that the website was there, and I had to give the users reason to return to the site frequently.

I got on the Internet and began with a list of the State SFST Coordinators. Then, I began contacting state and local police departments through their websites. If listed, online, their officers were contacted to tell them about the new services being offered.

It would not be enough to have officers visit Sobriety Testing site once, then expect them to remember us weeks or months later when they had a problem, or redesigned a course. So, I committed myself to adding new content to the website every week. Consider for a moment the magnitude of that commitment. The website's major thrust was a *standardized* test. A standardized test, by definition, never changes, yet I was committing to saying something new about it every week.

Everyone who joined would enter their email address and I used that to build a mailing list. Every week the members would receive an email describing the new content. This accomplished two things. One, it alerted them to the new content and they could choose to view it if they found it of interest. Two, it reminded them every week that we existed and would be a resource they could access as the need arose.

As I accumulated resources such as the complete SFST Instructor and Student Manuals from NHTSA, or video demonstrations of horizontal gaze nystagmus, or the Dry Lab videos, we would offer to mail out CD-disks containing the materials free of charge.

In the seven years that we worked on the NHTSA grant we went from 0 to 7,000 members in the U.S.A. and internationally.

In the mean time, I was hired by the Maryland Police and Correctional Training Commissions (the Maryland P.O.S.T.) as Technical Services Administrator.





It was here that I quickly learned the ins and outs of law enforcement education. The facility hosted five different academies ranging from the Maryland State Police to Juvenile Services. There were 300 PC's, 12 servers, six buildings on campus, a physical training center, EVOc driving tracks, firing ranges, and a total of 35 busy classrooms.

My job was to support the instructors, as well as support the staff that maintained the sprawling facility. There were software programs to manage officer certifications and track training. Also, software for scheduling classrooms, building maintenance and hotel management software for reserving our 90 dorm rooms.

My department handled the agency's websites, print services, software programming, photography and graphics production, distance learning and the TV and sound studios.

The experience gave me a deep understanding of the needs and challenges facing police and corrections instructors. The skills and knowledge I acquired has enabled me to bring value to the needs and challenges faced by the IADLEST organization.

When IADLEST received the grant from the DOJ to create the National Decertification Index, I was part of the design meetings and was charged with managing the programming of the website and the design of the database. The servers for this and other IADLEST projects were housed in my data center where I could keep an eye on them and perform routine maintenance and updates.

After funding was obtained to create the National Law Enforcement Academy Resource Network (NLEARN), I was once again involved with the initial programming and design of the site as well as managing the hardware that the program ran on.

I followed the same methodology with NLEARN as I did with the Sobriety Testing website. We had recently obtained the results of the DOJ survey of police academies in the US, and I contacted every one of the 750 identified police academies to make them aware of the new services being offered.

NLEARN is tightly focused on providing training programs for LEO's, and especially on providing training

resources for instructors. Those resources include making them aware of training opportunities, providing information on pedagogical methods and styles, and bringing to their attention resources that they can use to augment the classes that they teach.

New content is added to NLEARN every week, and our mailings currently go out to over 3,000 police instructors, officers, prosecutors, federal agencies and academy managers worldwide.

As IADLEST continues to expand the range of training and services it offers, I modify or add features and web pages to the IADLEST web presentation.

The work is incredibly satisfying and rewarding. The IADLEST staff is top-notch, and dedicated to protecting the public and law enforcement officers through the maintenance and establishment of the highest possible standards of police training.

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## National Law Enforcement Academy Resource Network

The National Law Enforcement Academy Resource Network (NLEARN) is a free resource for law enforcement administrators and staff, academy directors, managers, coordinators and trainers.

NLEARN provides a national forum for the sharing of ideas, methods, materials and best practices among the U.S. training academies identified by the National Census of Law Enforcement Training Academies, and law enforcement instructors worldwide.

NLEARN was also conceived to provide a continuing conduit for communication with those federal agencies cooperating with local U.S. law enforcement. Our Academy Network reflects the need for improved cooperation and mutual support among agencies in an age of national and multijurisdictional threats to public safety.

NLEARN belongs to its members. Its success is only due to the involvement and participation of its registered user base. It is IADLEST's goal to continually increase our membership of professional academy personnel and improve the services we offer. It is our pledge to provide the highest quality content, technical and user services, on par with the important mission of law enforcement training.

# International Certified Instructors

With the increasing interest in the IADLEST Nationally Certified Instructor (INCI) Program during the past year, there was interest to recognize IADLEST members from the International Region, and those individuals teaching within the many international law enforcement training programs. So, after months of review and preparation, the association launched its new IADLEST International Certified Instructor Program (IICI).

The new program is designed for two specific groups of instructors. First, to provide an instructor certification that would meet the needs of the IADLEST International Region. Similar to the Nationally Certified Instructor Program, the IICI Program conducts reviews on all applicants to ensure they meet IADLEST's established standards of excellence. This means applicant's undergo review of their instructional training and history, moral character, recognition and recommendation by their peers. Second, the program considers those U.S. instructors who are contracted to teach in government programs. By adding the IICI credential to their resumes, these law enforcement professionals can enhance their contracting company profiles, as well as the probability for consideration when applying for upcoming projects.

For contracting companies, attracting individuals holding IADLEST's IICI credential demonstrates a premier level of law enforcement instructional professionalism. Recognition to be achieved, contracting companies submitting proposals for foreign contracts could bolster their credentials and influence, by hiring IADLEST International Certified Instructors.

The IICI credential has also been sought as a second credential by several Nationally Certified Instructors, who see recognition from IADLEST as adding to their overall business strategy.



IADLEST International Instructors include some of the finest representatives of law enforcement, including those in the following pictures:



**Andrew Williams**



**Peggy Schaefer**



**Joseph Robinson**



**Michael Parker**



**Robert Oatman**



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IADLEST's Website is full of interesting information for instructors, policymakers, POST and Academy members. Located at [www.iadlest.org](http://www.iadlest.org), the information included within our webpages emphasizes our commitment to vast partnerships, projects, programs, instructor information, and the latest articles from our revolving criminal justice carousel. Membership includes access to all of IADLEST's resources, which include lesson plans, articles, policies, Sourcebook information, surveys, information from the National Decertification Index, and much more. Become an IADLEST Member. To become a member of IADLEST, click the Join IADLEST button on our website [main page](#).

# IADLEST

To research, develop, and share information, ideas and innovations which assist in establishing effective and defensible standards for employment and training of law enforcement officers, and, in those states where dual responsibility exists, correctional personnel.



# Blue to Gold

LAW ENFORCEMENT TRAINING



## Upcoming Year 2021 Training Locations

### JUNE

- 1st** Skokie, Illinois Police Department —  
Advanced Search and Seizure, Bulletproof Report Writing, and Duty to Intervene & Real World De-Escalation
- 1st** Omaha Police Training Academy, Nebraska —  
Advanced Search & Seizure, Advanced Traffic Stops, and Advanced Criminal Investigations
- 14th** Las Vegas Metropolitan Police Headquarters, Nevada —  
Advanced Search & Seizure, Advanced Traffic Stops, and Advanced Criminal Investigations
- 22nd** Maricopa County Sheriff’s Office, Training Center, Phoenix, Arizona —  
Advanced Search and Seizure, Bulletproof Report Writing, and Duty to Intervene & Real World De-Escalation
- 22nd** Baldwin County Sheriff’s Training Center, Stapleton, Alabama —  
Advanced Search and Seizure,, Advanced Traffic Stops,, and Bulletproof Report Writing
- 29th** Greenwich Police Department, Connecticut —  
Advanced Search & Seizure, Advanced Traffic Stops, and Advanced Criminal Investigations

### JULY

- 13th** Denton Police Department, Texas —  
Advanced Search and Seizure,, Advanced Traffic Stops,, and Bulletproof Report Writing
- 13th** Pleasant Hill Police Department, Iowa —  
Advanced Search and Seizure,, Advanced Traffic Stops,, and Bulletproof Report Writing
- 19th** Passaic County Public Safety Academy, New Jersey —  
Advanced Search and Seizure,, Advanced Traffic Stops,, and Bulletproof Report Writing
- 19th** Salt Lake City Police Department, Utah —  
Advanced Search and Seizure,, Advanced Traffic Stops,, and Bulletproof Report Writing
- 26th** Joplin Public Safety Training Center, Missouri —  
Advanced Search & Seizure, Advanced Traffic Stops, and Advanced Criminal Investigations, and Duty to Intervene & Real World De-Escalation

Also, see Blue to Gold’s web training courses: [click here](https://www.bluetogold.com/calendar)  
<https://www.bluetogold.com/calendar>

*Blue To Gold uses IADLEST Nationally Certified Instructors in their training.*





## Academy Focus: Kansas Law Enforcement Training Center

Since 1968, the Kansas Law Enforcement Training Center (KLETC) has served as the headquarters for all law enforcement training in Kansas. The KLETC campus is a residential campus that spans over 173 acres and includes traditional law enforcement training facilities.

KLETC is a unit of the University of Kansas (KU). This unique association with KU, a major research institution, allows KLETC to leverage the strength and resources of an AAU research university to better educate and train students. As law enforcement training continues to incorporate an increasing number of higher order thinking skills, the blending of education and training will become increasingly important. Additionally, KLETC is working with KU's nationally ranked school of education to develop assessments for competencies that are challenging to measure, such as compassion, maintaining dignity, etc.

KLETC's statutory mission is, "the promotion and development of improved law enforcement personnel and procedures throughout the state, and the training center shall offer to qualified applicants such programs and courses of instruction designed to fulfill this end."

Basic training is conducted at the KLETC main campus and its 8 certified satellite academies. KLETC Executive Director Darin Beck regulates basic law enforcement training for KLETC and the state as Director of Police Training. Like many other licensed professions, Kansas has separated the regulation of training from the disciplinary process involving its officers.

KLETC currently instructs its basic training curriculum over the course of 14 weeks to each of its sixteen full-time basic classes. In fiscal year 2020, KLETC trained a total of 630 basic training students from over 150 agencies.

Following successful completion of basic training, to maintain law enforcement certification,

each officer must obtain 40-hours of continuing education annually in subjects related directly to law enforcement. In fiscal year 2020, KLETC's Professional Development and Continuing Education team offered 166 training sessions, which included in-person, Zoom-based training, and asynchronous online training, delivering over 2,372 hours of continuing education to a total of 12,412 attendees.

In 2019 KLETC recognized the evolving demands placed on the public safety community and began a major overhaul of the basic training curriculum, which had been in place since 2001. KLETC's curriculum development team compared its original curriculum and job task analysis surveys to those in other states, incorporate best practices from the DOJ, PERF and other



### Vision

Providing comprehensive, progressive, quality training and support for Kansas law enforcement.

### Mission

As expressed in K.S.A. 74-5603, "the promotion and development of improved law enforcement personnel and procedures throughout the state, and the training center shall offer to qualified applicants such programs and courses of instruction designed to fulfill this end."

### Core Values

- devoted to integrity and excellence in every aspect of our work
- views employees as our most valued asset
- sensitive to the competing demands of family and work
- recognizes individual roles in the achievement of organizational goals
- committed to efficient resource management and effective delivery of services
- dedicated to active partnerships with the law enforcement community responsive and accountable to those we serve



With an aggressive timeline of 5-7 years for the \$250 million campus buildout, some of the proposed campus structures include indoor ranges, expanded scenario buildings, and spaces for interdisciplinary training. “The planned facilities create places where we can conduct coordinated, combined training of public safety services,” said Director Beck. “We want to create an atmosphere of a higher education campus, emphasizing service to communities, well-being and fitness, in addition to classroom-based education and tactical training.”

Execution of this Campus Master Plan will strengthen core competencies in basic training and expand programs to meet the training needs of partners in public safety. Additionally, it will provide a realistic training environment for continuing education.

Today, KLETC is successful because of its interaction and collaboration with law enforcement agencies in the state. Going forward, KLETC is dedicated to active partnerships with the entire public safety community.

*LADLEST extends its appreciation to the staff of the Kansas Law Enforcement Training Center, for their willingness to share information about their academy with Standards & Training Director Magazine.*

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# IADLEST

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National Certified Instructor  
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Reciprocity Handbook



Reciprocity Handbook  
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Military Police



Reciprocity Handbook  
(Military)  
\$39.00

These and more IADLEST products can be found at:

<https://www.iadleststore.org>



# INSTRUCTIONAL TIPS

From the writing of Dr. Nisha Malhotra

There is a lot of material written about how to make better training. Instructors recognize, an organization’s most important assets are its personnel. Whether the training institution representing the organization is an inter-agency activity, or a regional or state training academy, the people with the responsibility to lead the training effort carry, within them, the responsibility to advance the knowledge, skills and abilities to perform critical public safety goals.

Good instructors do a lot of things well. They are always looking to improve their teaching skills and abilities. They continuously study their topics to enhance their expertise. They increase their efforts to find new references to support the fact-finding, to be able to respond to students questions. They also establish their credentials by becoming published in credible, professional magazines or journals, whether in print or as part of web-based criminal justice Internet sites.

With these efforts addressed, what other factors can be recognized that improve an instructors teaching credibility? To address this question, we offer the following thoughts to make your training effective and learning evaluation data show improvement.

“Changing the character of learning is an opportunity.”

Most academies are reflective of a combination of lectures and problem-based learning methodologies. Many have engaged in web-based learning programs; but this is expensive and requires a significant outlay of manpower to develop. Not very many academies can afford these technologies or time to develop such training on their own.

One of the resources that is available to help those who teach, is Faculty Focus; and among the authors who have written articles, is Dr. Nisha Malhotra. In her article, *Implementing Active Learning and Student-Centered Pedagogy in Large Classes*, she believes the amount of literature devoted to the benefits of the learning environment, and that promote student engagement and active participation, is vast. In several recent studies, active learning classes were evaluated to have had a greater student mastery of higher cognitive skills. Active learning placed “the student at the center of a lecture’s objective and its outcome.” Students were not only more “engaged in

learning, but were also more involved in cognitive processes such as comprehension and evaluation. These processes then translated into (a) improved and deeper learning,” (b) better evaluation scores, and (c) higher passing rates.

The question now becomes, as agency and academy instructors and managers, how do we assemble new learning methodologies and apply them to teach police officers; and, will these new strategies work in our training environment?

The time we devote to provide police training, is currently a luxury. Delivering course content is important. With that, how much class time can we devote to active learning and participatory exercises? To limit the amount of course content within academy courses, is not the solution to more active learning. The solution becomes “a blended learning approach: modifying the course structure, introducing online videos for review, and changing how the content is delivered in class.”

Dr. Malhotra suggests, “in order to free up lecture time, roughly 15% of traditional lecture-style classes can be substituted with online reviews or study materials.” She uses video tutorials to teach basic course concepts before class. This eliminates the need to conduct reviews of previously taught materials. This allows for more class time to engage students in problem-solving during class time. While this methodology begins with lectures, over time, more video tutorials can be incorporated into the training process. Below is a modified example of Dr. Malhotra’s active learning plan. Her model has been adapted to fit the law enforcement academy training perspective.



The engagement in the classroom can be initiated with distribution of an exercise worksheet or by asking students a question to be solved. Either method should be designed for five minutes exercise. Students are assigned to 2-person or 4-person teams. The teams discuss the exercise. The instructor should walk around the room asking questions of various team members. At the end of the five minutes, random team members should be selected to provide their assessment of the exercise to the class. During these exercises, it is important that no student believe he/she is immune

from being challenged on their presentation, so class members and the instructor should offer alternative problem-solving actions or conclusions to the exercise. An important aspect of active learning is the student engagement.

The instructional methodologies an instructor employs within the lessons taught to our officers, is crucial to acquiring the essential knowledge, skills and abilities to be successful in their jobs. The more challenging the active learning, the more deeper learning is achieved.

Reference:

Implementing Active Learning and Student-Centered Pedagogy in Large Classes, Nisha Malhotra, PhD, Faculty Focus, Nov. 27, 2019.



## Universal Design for Learning

One of the newer “buzz” words in teaching is Universal Design for Learning (UDL). UDL is being promoted in articles for teachers and professors, as where teaching is headed in the future. The UDL focus is not new to law enforcement training, but it is a term we should be familiar with, as well as its concepts. UDL will probably show up as a methodology that Academy trainers will be encouraged to use, though through PBL and other learning design modes, we are already exercising many of the principles of UDL.

### Three Principles of UDL

Universal Design for Learning (UDL) is based on neuroscience research which has identified three primary neurological networks that impact learning:

The recognition network deals with incoming stimuli and affects "what" students learn

- The strategic network mediates "how" students process incoming information based on past experience or background knowledge
- The affective network regulates students' attitudes and feelings about incoming information as well as their motivation to engage in specific activities — the "why" students want to learn and engage
- Successful teaching and learning involves all three networks simultaneously.

Based on the three neurological networks, UDL's three principles are:

- Multiple means of representation-give learners various ways of acquiring information and knowledge
- Multiple means of expression-provide learners alternatives for demonstrating what they know
- Multiple means of engagement-tap into learners' interests, offer appropriate challenges, and increase motivation

Reference: Kurzweil Education, 2019, <https://www.kurzweiled.com/udl-three-principles-p4.html>

# IADLEST Partner Highlighted



The Association of Law Enforcement Emergency Response Trainers (ALERT International) is dedicated to the encouragement and correlation of research and development as well as the sharing of information, ideas and innovations in the area of emergency vehicle response operation. Additionally, ALERT International's mission is to provide assistance to states in establishing effective and defensible standards for employment and training of law enforcement officers in the field of emergency vehicle operations. Another aspect of the mission is the promotion of a positive, professional image of emergency response trainers.

## **The membership of ALERT International values the following activities in a professional association:**

- Support research and development on matters of mutual concern .
- Sponsoring conferences and other professional activities.
- Establish a common language and glossary.
- Suggest and promote valid and defensible standards.
- Collecting and sharing data.
- Act as a forum for the presentation of professional papers regarding the training of law enforcement personnel in the use of emergency vehicles.
- Support the development of technology in law enforcement standards and training.
- Offer leadership in the field of Law Enforcement Emergency Vehicle Response Training.

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The relationship between ALERT International and the International Association of Director of Law Enforcement Standards and Training (IADLEST) began in 1988, when a group of state representatives with an interest in law enforcement driver training met with FBI Training representative William Andrew to seek ideas for better training in law enforcement motor vehicle operations. In the years to come, these individuals became an independent association of driver training instructors and experts that became ALERT International. Together with IADLEST, ALERT International created a major contribution to law enforcement, *The IADLEST Driver Training Guide*, a publication that was refined twice into the most comprehensive driver training instructional manual for law enforcement emergency driving in the world.

ALERT International has grown to cover all fifty states and several world countries, to deliver the most up-to-date and comprehensive training on law enforcement driving techniques, conditions, vehicle capabilities and technological advancements. IADLEST encourages all IADLEST-member training agencies to become represented among ALERT International's membership, and to strive to meet the driver training concepts taught and promoted within the IADLEST Driver Training Guide. The driver training instruction methodologies promoted by the two organizations, continue to form the leading law enforcement recruit and in-service training standards in the world. For the safety of officers in the field, and to promote safe driving and litigation -reduction from vehicle pursuits and insufficient departmental policies, membership in ALERT International is well-worth the investment for IADLEST-member agencies, law enforcement academies, department training units and their instructors. For more information, go to ALERT International's website at:

<https://www.alertinternational.com>

## IADLEST Western Region Meeting



(L-R) Front Row: Perry Johnson (MT), IADLEST Executive Director Michael Becar, Mike Sherlock (NV), Bob Baker (CO); Second Row: Monica Alexander (WA), Eric Bourgerie (CO), Manny Alvarez (CA) Matt Giordano (AZ); Third Row: Bob Griffiths (AK), William Flink (IADLEST), Brad Johnson (ID) and Kathy Rodriquez (CO)

The Western Region met in Carson City, Nevada on May 17, 2021 to discuss current events affecting the states and special projects that IADLEST is currently engaged in. Nevada POST Director Mike Sherlock and his staff, graciously, hosted the meeting at the POST facility. Participating in the meeting were the directors from the states of Alaska, Arizona, California, Colorado, Idaho, Montana, Nevada and Washington, along with IADLEST Executive Director Michael Becar, and IADLEST staff Jim Cople and William Flink.

Jim Cople led off the discussion discussing the Human Trafficking research and training project that he is coordinating for the U.S. Department of Justice, Office of Community Oriented Policing Services (COPS) and IADLEST. The project is taking steps to identify the current state of training on human trafficking and the various states' efforts to provide training about human trafficking in the academies. The regional meeting identified the need for Western

Region directors to be surveyed by the project. The results will become part of the overall data to be used in developing the parameters for a standardized training curricula and overall program objectives. After Mr. Cople's discussion, Executive Director Becar informed the participants on the many current projects that IADLEST is involved with, and the statistics on the impact of each project upon our U.S. and international criminal justice efforts.

After the IADLEST briefing, each state discussed their agency's programs and legislation that has kept them busy over the past year. The list of legislative initiatives, including the span of various challenges brought by legislation for law enforcement, was one of the most interesting segments of the regional meeting. As might be expected, state legislators have been addressing the concerns of their patrons, which has produced proposed and enacted laws, both pro and con, giving the directors unusual issues to respond to. Most of these discussion issues will be presented through the 2022 IADLEST Conference Mini-Reports. In the meantime, if you are curious about some interesting recent legislative actions, you might contact the directors of Nevada, Colorado, and Washington; or check out their agency website newsletters, commission minutes, or legislative update information.



# IADLEST Academy and P.O.S.T. Accreditation

## Academies

IADLEST Accreditation came about after decades of discussion, consultation and collaboration. From the beginning of the effort to establish “best practices” in training, IADLEST has strived towards making law enforcement and other criminal justice academy training fit the highest standards of professionalism, with ethics and confidence of the public at the forefront.

IADLEST Accreditation was created to provide a cost-effective review of training conducted by local and state standards and training providers, with competent assessments by the association with a mandate to regulate state training standards. IADLEST Accreditation can deter legal challenges that face academy training of officers, while promoting new challenges and social issues that have made criminal justice more demanding. It pursues greater training policies and evaluation of training programs, and the program promotes the enhancement of training methodologies that confirm recruit officers meet higher level in their knowledge, skills and abilities to perform their public service.

IADLEST’s Accreditation Program for Academies has taken a road that meets the varying abilities of the governments they serve. It is not based upon a single accreditation standard, but on the strengths and weaknesses of the individual academies, with a goal to bring about improvements and attainment of international best practices in training.

Goals of the Accreditation Program include: assuring agencies are adhering to national and department requirements, policies, and practices as they relate to standards and training; to provide defensibly of agency standards and training by utilizing an assessment conducted by an objective second party; recognized as a leader academy training; assuring agency curricula and lesson plans are targeted toward meeting the needs of officers by validating the method utilized for developing that training; to improve documentation and record keeping; and to provide guidance and to collaborate in addressing achievement of best practices in identified areas.

IADLEST has accredited the following academies:

- Kosovo Academy of Public Safety
- Police Academy of the Ministry of Interior of the Federation of Bosnia and Herzegovina
- Washtenaw Community College Public Service Training Center (Ann Arbor, Michigan, USA)

In 2021, one academy is in the process of reaccreditation:

- Kosovo Academy of Public Safety

In 2021, three academies are in the process of accreditation with document submissions:

- The Administration for Police Education of the Republika Spaska Ministry of Interior (Nation of Bosnia and Hercegovina)
- Guilford Technical Community College, Jamestown, North Carolina, USA
- Police Training Center, Ministry of Interior, Republic of North Macedonia
- Idaho Peace Officer Standards and Training Academy, Meridian, Idaho, USA

Currently, the following training institutions are engaged in IADLEST’s Accreditation pre-assessment process.

- Abu Dhabi Police College, United Arab Emirates
- Dubai Police, General Department of Training, United Arab Emirates
- Kansas Law Enforcement Training Center, Hutchinson, Kansas USA
- New Hampshire Police Standards and Training, Concord, New Hampshire, USA
- Tennessee Law Enforcement Training Center, Tennessee
- Ohio Peace Officer Training Academy, London, Ohio, USA

(Continued from previous page)

Training institutions that are engaged in IADLEST's Accreditation pre-assessment process (continued):

- Oklahoma Council on Law Enforcement Education and Training, Ada, Oklahoma, USA
- Plymouth Regional Police Academy, Plymouth, Massachusetts, USA
- Plymouth Regional Police Academy, Plymouth, Massachusetts, USA
- Tennessee Law Enforcement Training Academy, Nashville, Tennessee, USA
- U.S. Virgin Islands Police Academy, St. Thomas, USVI, USA
- U.S. Virgin Islands Police Academy, St. Croix, USVI, USA
- Western Massachusetts Regional Police Academy, Springfield, Massachusetts, USA
- Montana Law Enforcement Academy, Helena, Montana, USA
- Front Range Community College Law Enforcement Academy, Ft. Collins, Colorado, USA

In 2021, four (4) P.O.S.T. Agencies are in the process of self-assessment:

- Idaho Peace Officer Standards and Training, Meridian, Idaho, USA
- Oklahoma Council on Law Enforcement Standards and Training, Ada Oklahoma, USA
- Tennessee Peace Officer Standards and Training, Nashville, Tennessee, USA
- Wyoming Peace Officer Standards and Training, Cheyenne, Wyoming, USA

### **Audits:**

Additionally, the Minnesota Board of Peace Officer Standards and Training requested IADLEST to conduct an audit in the following areas and business practices to other state POST Boards that oversee and administer a similar function. The areas and business practices included:

- Research the current enabling statutes, administrative rules, and function of the Minnesota POST Board
- Determine the comparative peace officer standards and training agencies within the United States to determine agencies size, service population, and agency budget
- Compare the current enabling statutes, administrative rules, and function of the Minnesota POST Board with: 1) national and IADLEST best practices and IADLEST model policies for POST agencies; and 2) IADLEST POST accreditation standards.

Provide recommendations to the Minnesota POST Board based on the analysis above to:

- Change or modify current practice(s)
- Maintain current practice
- Eliminate current practice
- With recommendations to include: examples, suggestions, and legal references to assist the Minnesota POST Board in taking action on the recommendations.

Focus on the following areas and topics during the audit:

- Continuing education
- Course or training approval process
- Pre-Service education and training
- Academy system
- Regulatory function
- Requirements for notification of misconduct by licensee
- Discipline
- Complaint system and process.

The audit team comprised of Dan Zivkovich, Lindsay Hale and Mark Damitio, and the report was accepted by Minnesota POST Board in November 2020.



## Academy Innovations Builds Foundation for a Future of Evidence-Based Instruction

The U.S. Department of Justice, Community Oriented Policing Services (COPS) Office is providing support to IADLEST to conduct a 2-year research effort in basic law enforcement academy settings. This new initiative is called Academy Innovations. The Academy Innovations project is designed to develop evidence-based training methods for the law enforcement industry. The goal of the research is to build the body of evidence for improved methodologies for the delivery of basic law enforcement training.

The Academy Innovations study is a randomized controlled trial (RCT). The Academy Innovations team will work with several academies from across the country to conduct the experiment. Community college based, municipal/county specific, and state-run academies will be represented in the study sample. The experimental design includes dividing an academy class into four randomly assigned groups: in-person control group, in-person experimental group, online control group, and online experimental group.

The study will evaluate the efficacy of integrative curriculum design for teaching communication skills in a classroom-based law enforcement training setting at the basic academy level. *Integrative curriculum design* arranges courses around thematic units and strategically reinforces connections between knowledge from different but related subject matter areas. *Distributed practice* is a learning strategy where practice occurs in multiple sessions over a long period. Together, integrative design and distributed practice ensure that content is connected, thematically consistent, and addressed multiple times in various contexts throughout a training experience. Using communication skills as the foundational content, the study will integrate core communication skills into motor vehicle stops and response to persons in crisis at a predictable interval over the 16-week study period.

There are two questions that the research team aims to answer:

- Does knowledge and skill retention improve if students are exposed to integrated content at predictable intervals at the basic academy level?
- Does integrated content delivered online, rather than in-person, impact knowledge and skill retention at the basic academy level?

The project team is being led by Peggy Schaefer, Project Manager, IADLEST. The curriculum is being designed and taught by Jon Blum, Vice President, Force Concepts. The online instruction and data collection and analysis is being conducted by Dr. Tim Bonadies, CEO, Law Enforcement Learning. The project is supported by Dianne Beer-Maxwell, Assistant Project Manager, IADLEST.

The response from academies eager to participate in the project and to contribute to the body of evidence for the field was tremendous. The enthusiasm about the opportunity to participate in an experiment to help build evidence speaks to the caliber of leadership currently in the field. The academies participating as project partners will bring a level of credibility to the work of law enforcement education as the field strives to professionalize.

This project is supported, in whole or in part, by a cooperative agreement awarded by the U.S. Department of Justice, Office of Community Oriented Policing Services. The opinions contained herein are those of the author(s) and do not necessarily represent the official position or policies of the U.S. Department of Justice. References to specific agencies, companies, products, or services should not be considered an endorsement by the author(s) or the U.S. Department of Justice. Rather, the references are illustrations to supplement discussion of the issues.





# COPS

Community Oriented Policing Services  
U.S. Department of Justice



## Every Officer A Leader

Today, the role of police is evolving to encompass broader areas of influence, from local community problems to global issues. The impact an officer can have on a community goes far beyond arrest and prosecution of criminals. The focus has become more on change leadership, change management, public trust, competence, problem solving, analysis, and collaboration among community groups and other police agencies. Police work and responsibilities are thoroughly viewed under aspects of legitimacy. There are close links between these kinds of requirements and high expectations from the public whose police service - both the whole organization and the individual officer - should have a problem-oriented approach, act in accordance with the situation, in an anticipative, competent way and with a sense of social responsibility. A common refrain found in the research and practice is that leadership competence - as opposed to incompetence - is necessary. One powerful way to prevent inefficient management and ineffective leadership from occurring at the super-visory and managerial levels is to instill leadership competence as a required competency in front line officers, so that when they are promoted, they already have been developing their leadership capacity for years. In some recruit training programs there is a brief self-awareness and interpersonal-relations focus, but none have specific education and competency-based training in self-management, social and emotional intelligence skills, and team and organization development skills that are necessary for success in the very complex job of police leadership at any rank.

In cooperation with the International Academy of Public Safety, IADLEST has developed the specific curriculum and tool kits to fill gaps. It is

called "Every Officer is a Leader". The curriculum has been established for direct delivery to line personnel, executives and a train-the-trainer. Each class will be 2 days in length: a 2-day Executive course, a 2-day Train-the-Trainer Course, and 2-days for Line Officers. The courses will be presented consecutively (i.e.: 6 days in a row), so Executives can take the course that promotes the ideals and goals of the training so that management understands the shift in philosophy, then the Train-the-Trainer course, so that Executives or their trainer designees can receive the materials to each the Line Officer course (for further sustainability at their agencies). The trainers will co-instruct and practice teach the Line Officer Course.

Classes are grant-funded through the COPS Office, so there will be no cost to those who participate. IADLEST has the following courses scheduled at this time for Summer 2021.

- June 7-8, 2021, Northwest Florida State College, Crestview, FL, Executive Training
- June 9-12, 2021, Northwest Florida State College, Crestview, FL, Train-The-Trainer
- June 11-12, 2021, Northwest Florida State College, Crestview, FL, Line Personnel Training
- July 11-16, 2021, Richmond, VA, Executive Training, Train-The-Trainer, and Line Personnel Training, and
- August 16-21, 2021, Conyers, GA, Executive Training, Train-The-Trainer, and Line Personnel Training

The classes may also be presented for a fee at your location. If your agency is interested in being a host for one of these events, please contact: Mark E. Damitio, Grants and Accreditation Manager, IADLEST, [markdamitio@iadlest.org](mailto:markdamitio@iadlest.org)



# IADLEST 2020 Year In Review

What a year 2020 was for law enforcement internationally. The disruption to our efforts, highlighted by the Covid-19 epidemic, was a struggle for us all. But we're almost out of the woods, striding for a brighter future. Law enforcement has witnessed many changes, some for the better of our profession, and some that will live in history, as do many things for our profession.

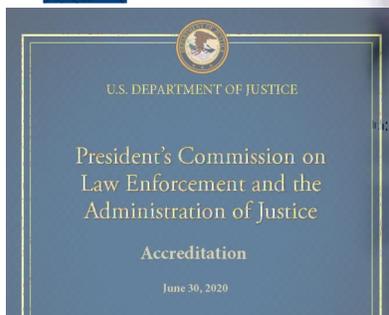
There is no doubt, 2020 was a year of incredible changes for the field of law enforcement standards and training. For the International Association of Directors of Law Enforcement Standards and Training (IADLEST), the year saw some incredible issues arise, some that will be remembered for the development and expansion of areas that should pave the future of the organization. One thing that 2020 be remembered for among the membership, is IADLEST's demanding progress.

The year began with optimism, celebration and hopefulness, that soon turned into fear of the unknown, changing paradigms and chaotic events. For those charged with standards and training, the year would mean transforming training programs, reviewing best-practices amid the public's cries for more humane tactics, a plethora of incidents of anarchy facing our communities, calls for defunding law enforcement, and the medical pandemic that had not been witnessed in over a century. All of those events brought grave concern to our officers, as well as those incarcerated in our prison and jails. With new laws enacted and policies amended to meet the challenges, we needed to support our law enforcement authorities in handling the crises in a professional manner.

For IADLEST, itself, 2020 was a year that brought about a lot of accomplishments and new opportunities. There were enhancements to the existing projects and, before the end of the year, IADLEST would be tasked with several new grant programs that would seed the organization for years to come.

As an association, IADLEST has benefited from the many changes and advancements in technology and opportunities to advance training towards the social reform, we now face. What follows in this article will illustrate highlights to some of IADLEST's accomplishments during 2020, many that have been carried over into this year. Under IADLEST Executive Director Michael Becar's leadership, along with the endless assistance from many in support of the association, are new efforts driving excellence through "best practices," throughout the projects and programs that serve the IADLEST membership and others in law enforcement.

## IPAC Members



So what were our achievements during this year of challenges? How did they, and will they, shape and benefit what we hold so dearly, as our law enforcement successes? To begin with, we start with what forced change upon our training mission—the effects of the Covid epidemic

In advancing the needs for new training and the delivery of training, the epidemic forced our academies and training institutions to rapidly increase its progress into the era of web-based training programs. Like education, law enforcement which was slowly moving forward in the on-line training age, abruptly instituted fast-forward advances that delivered more bang for the buck in micro training throughout the world. On-line training saw increased use in basic academy training courses, and became more accessible and demanding for inservice training.

IADLEST's National Certification Program (NCP) for saw a distinct growth with the transformation of in-service training due to the pandemic. The number of programs that have sought IADLEST certification, expanded to the point where organizations and companies were sending groups of 30 to 40 courses each for consideration of certification. The IADLEST seal of approval and strict review process, is a strong indicator of our reputation among those trainers and students engaging in the programs we certify.

IADLEST also spent 2020 designing and developing new programs via the Internet, like many other training providers throughout the world. These training programs included the development of **Data Driven Approaches to Crime and Traffic Safety : (DDACTS) 2.0**. This program funded through the National Highway Traffic Safety Administration (NHTSA) has continued to be a stalwart force in public safety to identify traffic safety hotspots and criminal activity. Through the hard work of Debra Piehl, Peggy Schaefer, Dan Howard, and a lot of other public safety professionals, DDACTS 2.0 has created progressive training for law enforcement officers and support staff to implement continued and advance concepts to aid public safety at home and abroad.

NHTSA's vision for the DDACTS 2.0 program, with IADLEST's support, allows law enforcement agencies to identify areas in need of additional enforcement activities. Also, it provides instruction

for analytical reporting on agency activities that may be requested for purposes of city and town oversight.

The efforts in 2020 provided IADLEST the opportunity to host and schedule a series of No-Cost, one-hour webinars on using data to manage and deploy resources to decrease crashes, crime, and other social harms. throughout 2021 More on the DDACTS 2.0 webinars can be found on the IADLEST website at: <https://www.iadlest.org/Portals/0/Files/Documents/DDACTS/Webinars/DDACTS%20Webinar%20Series%20OverviewFlyer.pdf?ver=1-FhjjGAK4n9JLkq4W63Xg%3d%3d>.

Other webinars supported by IADLEST, continue to be developed in the crime analysis area with the assistance of the International Association of Crime Analysts (IACA). These programs are available through the *First Forward* portal. Finally, IADLEST has produced webinars that have been designed as continuing education for the nation's criminal justice instructors. All these web-based courses carry the backing of IADLEST's membership, and are supported by some of the nation's best instructors.

The President's Commission on Law Enforcement and the Administration of Justice brought together many scholars and serving officials to discuss the future needs of our society and way we can reshape the criminal justice system to better serve the country. Many of the proposal from the Commission extend into the standards and training realm. State Director members of IADLEST sat before the Commission as part of the testimony gathered on training.

One such action item, was to make sure that problem officers with histories of serious misdeeds are identified and kept from re-entering law enforcement once they have been terminated from service and had their license or certification revoked or decertified. This is what some IADLEST members have been doing for more than three and a half decades. And for more than two decades, IADLEST has captured the state actions regarding decertified officers, with little federal funding, in an IADLEST developed database. The Commission's actions led to a federal funding source that could see the National Decertification Database become one of the best investments the federal government has supported in the criminal justice field.

Major stakeholders have reviewed the Safe Principles document, and many have endorsed their adoption. The principles provide for more accountability, transparency, and community engagement and will foster community trust, all critical elements in keeping both the public and law enforcement officers safe.



To assist our member's instructor development programs, 2020 saw IADLEST engage in webinars to advance the continuing training of instructor cadres. IADLEST webinars for curriculum development and instructor competency are monthly webinars sponsored by companies that support the training of law enforcement officers. Beginning in August 2020, the webinars have provided enhanced professional development opportunities for department and academy instructors. Once again, these webinars are provided at no-cost to the viewer. Any law enforcement instructors and curriculum designers can benefit from shared ideas, while at the same time saving valuable training budgets. More information can be found on the IADLEST Website at: <https://www.iadlest.org/training/instructor-development>.

### **IADLEST's Involvement in Federal Initiatives**

During October and November, IADLEST became the grant recipient of several federal initiatives funded through the U.S. Department of Justice, under the auspices of President Trump's June Executive Order [13929](#), Safe Policing for Safe Communities.

The Department of Justice announced Standards for Certification that will be used by credentialing bodies so they can begin certifying thousands of law enforcement agencies. Executive Order 13929 requires that all state, local, and university law enforcement agencies be certified by independent credentialing agencies. The President's Order requires agencies to meet two standards in order to be successfully credentialed: 1) that the agency's use of

force policies prohibit chokeholds, except in situations where the use of deadly force is allowed by law; and 2) that the agency's use of force policies adhere to all applicable federal, state, and local laws.

The Executive Order held that at least 3,000 law enforcement agencies will be certified by independent credentialing agencies. These agencies will conduct independent reviews of law enforcement policies and procedures, which, in turn, will ensure accountability, enhance citizen confidence and trust in law enforcement, and help correct internal issues before they result in injury to the public or to law enforcement officers.

Specifically, the certification standards encourage an independent assessment of law enforcement policies and procedures, such as: 1) training protocols on use of force; 2) training protocols on de-escalation; 3) the scope of an officer's duty and obligation to intervene in order to prevent excessive force by another officer; 4) when and how an officer should provide appropriate medical care; 5) officers identifying themselves as law enforcement and giving verbal warning of their intent to use deadly force; and 6) shooting at or from a moving vehicle. Additionally, law enforcement agencies are encouraged to implement early intervention systems to promote officer wellness and to identify officers who may be at risk of violating use of force policies, policies and procedures to help them recruit and promote the best and brightest, and community engagement plans to address each community's specific needs.

Since the Executive Order was announced in June 2020, major stakeholders in law enforcement have been kept apprised of the implementation process, have reviewed the Safe Principles document, and many have endorsed their adoption. The principles provide for more accountability, transparency, and community engagement and will foster community trust, all critical elements in keeping both the public and law enforcement officers safe.

More information about Executive Order 13929, by reviewing the [interview](#) with Assistant to the President Ja'Ron Smith and Attorney General William P. Barr at:

<https://www.justice.gov/opa/video/jaron-smith-deputy-assistant-president-interviews-attorney>

*(Continued on page 51)*

# DDACTS 2.0 Webinar Series



Throughout 2021 IADLEST is hosting a series of NO-COST 1-hour webinars on using data to manage and deploy resources to decrease crashes, crime, and other social harms.

## Series Schedule

### **DDACTS 2.0 Overview**

February 18th @ 2pm EST

### **Outcomes**

March 18th @ 2pm EDT

### **Data Collection**

April 15th @ 2pm EDT

### **Data Analysis**

May 27th @ 2pm EDT

### **Partners/Stakeholders**

June 17th @ 2pm EDT

### **Strategic Operations**

July 22nd @ 2pm EDT

### **Information Sharing**

August 19th @ 2pm EDT

### **Monitor Evaluate Adjust**

September 15th @ 2pm EDT

Join our subject matter experts for this no-cost webinar series as we cover what's new in Data Driven Approaches to Crime and Traffic Safety (DDACTS) 2.0. Together we'll explore why this engagement model effectively reduces crashes, crimes, and other social harms.

## Webinar Series Hosts



**Peggy Schaefer** -- IADLEST Project Manager, NHTSA DDACTS. Peggy served as Director of the North Carolina Justice Academy, serving over 85,000 LEOs.

**Daniel Howard** -- IADLEST Project Manager, TxDOT DDACTS. Daniel is a retired law enforcement official with more than 35 years in public safety and is a DDACTS SME.



Visit our webpage  
to learn more & register



(Continued from page 49)

Another valuable program in 2020, was the IADLEST Partner Advisory Committee (IPAC). The committee, currently comprised of fifteen organizations provides services to Law Enforcement and Corrections Officers and their organizations. IPAC members help ensure that training and standards meet the needs of the Public Safety industry, help to promote the adoption of best practices, and provides IADLEST with perspectives and recommendations regarding selected IADLEST projects and initiatives

The IPAC serves as a technical advisory panel comprised of subject matter experts (SMEs); platform to engage partners, and an opportunity for collaboration; sounding and advisory board for IADLEST's current and emerging programs; think tank – to assist IADLEST with its mission and strategic plan; resource for law enforcement; and forum to discuss partner (vendor) issues of interest. IPAC also offers support and recommendations for assisting IADLEST with attaining its annual funding objectives, to ensure the viability and continuity of IADLEST for the benefit of the public safety community.

IPAC is a win-win for both IADLEST and the IPAC members by including the opportunity to serve at the executive level by providing the IADLEST Executive Committee with direct advice, guidance, recommendations, and technical assistance. The benefit from increased awareness and name recognition of its organization, such as the announcement of IPAC membership to the IADLEST general membership; placement of the IPAC partners' logo and link to the partners' website, placed on the IADLEST website; promotion of IPAC partners' programs; and provision of two opportunities for IPAC partners to send a dedicated e-blast to IADLEST membership (by and through IADLEST) that announces offerings by the IPAC member or information of unique interest or importance to IADLEST membership. Also, IPAC membership expands exposure with POSTS and Academy Directors; plays a key role in recommendations for products and services; has a significant role in the transformation of an industry and profession; and has the opportunity to host events at the IADLEST Conferences and address the conference attendees.

With all of the additional programs evolving during the year, it was time to think about the office and staffing needs. The year saw IADLEST move into new quarters for the staff. We left our building in Meridian, Idaho and relocated to Eagle, Idaho a few miles away. The new building allows staff to have enough office and conferencing space, sufficient for our foreseeable needs.



## Our IPAC Partners



Direct Action  
Resilience Institute™



(Continued from page # 51)

Staffing within the organization was increased to meet the needs of the new programs IADLEST has taken on. Three new positions were added during the year that will allow us to expand our influence among our law enforcement constituents.

**Victor McCraw:**

The first addition to the staff was Victor McCraw. Many of you may remember Victor as a member of the IADLEST Executive Board a few of years ago. Victor rejoined IADLEST's team as Project Manager of the National Decertification Index (NDI).



Victor is retired, having a 32-year career in law enforcement and public safety. He served with the Arizona Department of Public Safety for 29 years in ranks from State Trooper years in ranks from State Trooper up to State Police Captain, and in 2014 he was appointed as the Idaho Peace Officer Standards and Training Director, where he served until the spring of 2018.

Victor holds a Bachelor of Science Degree in Public Safety Administration from Grand Canyon University. He is a graduate of the FBI National Academy in Quantico, Virginia, and has graduate certificates in Criminal Justice Leadership from the University of Virginia, and Workplace Instructional Design from Boise State University. He will complete a master's degree in *Organizational Performance and Workplace Learning* at Boise State University this year.

In addition to his work with IADLEST, Vic is an Organizational Performance and Training Consultant, an expert witness on public safety training and police administration, and he volunteers time as a school board member and a local NAACP branch Criminal Justice Chairperson.

**Dianne Beer-Maxwell:**

Dianne is serving in the role of Assistant Project Manager at IADLEST and providing support to the Academy Innovations Project (supported by the COPS Office), the National Decertification Index Expansion initiative (supported by BJA), Data Driven

Approaches to Crime and Traffic Safety (supported by NHTSA), Law Enforcement Training and Technical Assistance Resource Center (a partnership with IACP, supported by BJA), and the IADLEST Partner Advisory Committee.



Dianne spent 8 years in program management with the International Association of Chiefs of Police. She started working on projects focused on building leadership and management capacity in smaller and rural police agencies and her experience expanded to include pretrial justice reform; Elimination of Sexual Abuse in Confinement (PREA); Census of State and Local Law Enforcement Agencies; Project Safe Neighborhoods - Gang and Gun Violence Reduction; Building Trust between Law Enforcement and Communities of Color; National SWAT Study; Coordination with the OJP Diagnostic Center; Homicide Closure Best Practices; New Police Chief Mentoring; Capitol Police section liaison; Law Enforcement Response to Persons with Mental Illness; Officer Suicide; Internal Affairs; Wrongful Convictions. She also served as guest editor of Police Chief Magazine for several editions and was the project manager for the Police Chiefs Desk Reference, 2<sup>nd</sup> Edition.

Prior to joining the IADLEST team, Dianne spent five years working with the Pretrial Justice Institute to raise awareness about inequities in the pretrial detention system and coordinating logistics for the Safety and Justice Challenge (supported by the John D. and Catherine T. MacArthur Foundation).

**Rebecca “Becky” Reynolds** joined the IADLEST team as the Operations Assistant.

Becky is a career administrative assistant, with more than 20 years of support experience. Becky worked for many years in the telecom industry and IBEW labor union.



She worked for county operations in Arizona, a mental health organization team, and in support of programs for the US Navy service members and their families in Washington state. Becky brings a tireless work ethic to our IADLEST team.

She was born in Juneau, Alaska and raised in Fairbanks. After 53 years of life in Alaska, she and her husband moved in early 2016, to rural Arizona to be closer to family and for his work. In the fall of 2017, they were on the move again, this time to Washington state, again for her husband's work. After three years in Washington state, the beauty and lifestyle of Idaho, drew them here in August 2020. This is the place where they plan to retire in a few years.

Giving back and making a difference in all she does, is important to Becky. She applied to work here because of the important work being done establishing effective and defensible standards for the employment and training of public safety personnel.

When not working for IADLEST, Becky enjoys spending time with her husband Lauren. They love traveling (especially to Hawaii), attending live music events, riding motorcycles, spending time with family and friends, genealogy research and exploring the Idaho wineries.

## IN THE NEWS

### Utah Governor Signs Training and Immunity Law Amendments

Effective May 5, 2021, Utah law requires a peace officer's annual 40-hour training requirement to include 16-hours of mental health and other crisis intervention responses, arrest control, and de-escalation training. The new requirements were contained in two House Bills, H.B. 162 and H.B. 344.

Under Utah Governor Spencer J. Cox's signature, two new laws were signed addressing the annual in-service training for Utah's peace officers. In the state, "peace officers" includes all law enforcement officers, jailors, state corrections officers, special function officer, etc.



The text of H.B. 162 added the following language to Utah Code Annotated 53-6-202, and states:

(c) (i) The annual training shall include no less than 16 hours of training focused on mental health and other crisis intervention responses, arrest control, and de-escalation training.

(ii) Standards for the training shall be determined by each law enforcement agency or department and approved by the director or designee.

(iii) Each law enforcement agency or department shall include a breakdown of the 16 hours within the annual audit submitted to the division.

H.B. 334 amended Utah law to in a similar manner, providing that the Director of the state's Peace Officer Standards and Training agency "ensure that annual training covers intervention responses for mental illness, autism spectrum disorder, and other neurological and developmental disorders."

Another law signed by Governor Cox, H.B. 376, also effective on May 5, 2021, makes a governmental entity, its officers, and its employee immune from suit, and immunity is not waived, for any injury proximately caused by a negligent act or omission of an employee committed within the scope of employment, if the injury arises out of or in connection with, or results from:

(w) a communication between employees of one or more law enforcement agencies related to the employment, disciplinary history, character, professional competence, or physical or mental health of a peace officer, or former, current, or prospective employee of a law enforcement agency, including any communication made in accordance with Section 53-14-101.

The law will protect law enforcement officers during inquiries made by law enforcement agencies or academies made in conjunction with an agency's background investigation procedures.

## A Piece of History: Idaho POST Celebrated 50 Years of Service

In the year 2020, Idaho Peace Officer Standards and Training (POST) celebrated its 50th Anniversary of operation. The ceremony brought together many of Idaho's former POST directors and staff members, as well as POST Council members and criminal justice leaders.

Idaho's Governor Brad Little spoke at the ceremony, and he signed a proclamation recognizing the historical status and advancements that public safety, through law enforcement, had accomplished during the past 50 years in Idaho. He emphasized Idaho's reputation for having safe communities, and pointed out Meridian, Idaho's status as one of the fastest growing communities in America, as being by-products of Idaho POST's success in training public safety officers.

POST Administrator Brad Johnson hosted the event and introduced six former Idaho POST directors and administrators who attended the ceremony.

Larry Plott, a veteran of 23 years' service at Idaho POST, provided a historical review of the creation of Idaho POST through its establishment at Idaho State University, in Pocatello, ID.; to its move to Boise; then to the current POST facility located in Meridian, Idaho.

Administrator Johnson stated, "It was a very modest beginning, with a staff of 3 and an operating budget of about \$50,000. A modest but crucial beginning, as they took that initial investment and rolled out the first Basic Academy in January, 1970 with an enrollment of 32 law enforcement officers from around the state. Fast forward to today, and POST provides basic

training and certification for nine law enforcement disciplines, delivering 19 basic training academy classes a year, and operates on an annual budget of approximately \$4.5 million with a staff of 31."

Furthermore, Administrator Johnson stated in his address, "Now, as we recognize and honor our past, and where it has brought us, we dedicate ourselves to continue our evolution; to address new challenges in the pursuit of excellence. We must constantly rethink our strategies, tools, and systems. We must be wary of providing old answers to new problems and embody strong leadership and new and innovative solutions. We must seize the windows of opportunity that frequently open only once."

Idaho POST is just one of four state law enforcement standards and training agencies that celebrated 50 years of service to American law enforcement, during 2020.

Though, several states have surpassed the fifty-year mark, with some as long as 60 years, celebrations such as these emphasize the traditions and progression of activities that our law enforcements has undergone during the last half century.



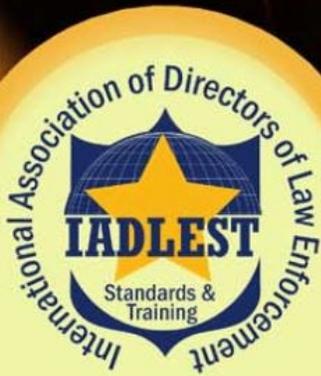
Idaho Governor Brad Little



Current and former Idaho POST Directors (L-R) Brad Johnson, Vic McCraw, Larry Plott, Tom McDowell, Michael Becar and William Flink

Since its establishment, Idaho POST has had eight Directors. Six of the eight directors of Idaho POST attended the day of celebration and are in the picture to the left.

*If your POST agency is hitting a milestone year in its service to the public, IADLEST would be honored to recognize the agency in future editions of our IADLEST publications.*



## What Does IADLEST Membership Provide You With?

For more information about the International Association of Directors of Law Enforcement Standards and Training, contact Executive Director Michael N. Becar, at [mikebecar@iadlest.org](mailto:mikebecar@iadlest.org) or telephone 208-288-5491.

**Network of Peers:** Exchange ideas and experiences regarding standards, certifications, and course development with fellow IADLEST members who face the same challenges you face.

**Professional Development:** Participate in our national training conference, access our professional development library, and find the information you need to succeed.

**National Decertification Database:** Access this clearinghouse for persons decertified as law enforcement officers for cause.

**Voice in Legislation:** Find strength in numbers by providing input on national policies affecting law enforcement standards and training.

**News:** Receive the Quarterly Member publications that share ideas and innovations from law enforcement leaders, saving you time from reinventing the wheel.

**Job Postings:** Utilize IADLEST's online ads to reach the best employees and employers in your profession.

**NLEARN:** Access our network linking all U.S. law enforcement training entities including training news and features, assessment and testing strategies, and a forum for inter-Academy query and discussion.

**Online Resources:** Access the knowledge you need, when you need it, at IADLEST.org, a resource for staying current on training issues through our training calendar, discussion

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IMPROVEMENT**

## IADLEST MEMBERSHIP

### **Categories of Membership**

#### **POST Director**

This is an agency membership available to the director or chief executive officer of any board, council, commission, or other policy making body, which is established and empowered by state law and possesses sole statewide authority and responsibility for the development and implementation of minimum standards and/or training for law enforcement, and where appropriate, correctional personnel. Includes 2 complimentary members.

Annual dues in this category are \$400.00.

#### **Academy Director**

Available to any director, or person in charge of administering a law enforcement training academy responsible for the basic and/or in-service training of law enforcement officers. Includes 2 complimentary memberships.

Annual dues in this category are \$300.00

#### **General Member**

General membership is available to any professional employee or member of an agency headed by a director, a criminal justice academy, board, council, or other policy-making body, or foreign equivalent, who is actively engaged in the training/education of law enforcement, and where appropriate, correctional personnel.

Annual dues in this category are \$125.00.

#### **Life Member**

This membership is available to members who conclude their service in the position which provided eligibility for their membership and whose contributions to IADLEST have been significant.

#### **Sustaining Member**

Sustaining membership is limited to any individual, partnership, foundation, corporation, or other entity involved directly or indirectly with the development or training of law enforcement or other criminal justice personnel.

Annual dues in this category are \$300.00.

#### **Corporate Member**

IADLEST Corporate memberships are available to any corporation that is involved in or supports law enforcement standards or training.

- **Small-** Under 100 employees. Includes 5 complimentary sustaining memberships. Annual dues \$1,000
- **Medium-** Up to 500 employees. Includes 10 complimentary sustaining memberships . Annual dues \$2,500
- **Large-** Over 500 employees. Includes 20 complimentary sustaining memberships . Annual dues \$5,000

#### **International Member**

Available to any international (outside the United States) employee or member of an agency, academy, board, council, or other policy-making body, who is actively engaged in the training or education of international law enforcement personnel.

Annual dues for this category are \$50

# ***IADLEST Standards & Training Director Magazine***

## **Author Guidelines**

The *IADLEST Standards & Training Director Magazine* is a publication to bring association information to its membership and law enforcement academy personnel. It is designed to enhance knowledge about standards and training development to the forefront for consumption, discussion and implementation. The *IADLEST Standards & Training Director Magazine* is developed as an online-only publication, offering readers, worldwide, dynamic and expansive knowledge about setting “best practice” standards and training for law enforcement, criminal justice and other public safety officers.

The *IADLEST Standards and Training Director Magazine* accepts articles on virtually any topic related to law enforcement standards setting, training development or training enhancement. As an association periodical, *we do not* accept articles that are directed to advertise a specific product or service. However, we do accept graphic advertisements.

### **Preparation**

Feature articles can be 2,000-3,000 words in length. Shorter articles are accepted between 500-1,000 words, or about 1 to 2 pages. A short author biography may be included with the article. Articles should include the name of the author (s), position or title, organization, and email address.

Articles should be written in Microsoft Word (.doc or .docx). Do not send any other text software format. Approved fonts are Arial or Times New Roman. Font size should be 11pt. Line spacing should be at 1.08. Paragraph spacing should be at 0 pts above paragraph and 6 pts after paragraph. Reference citations should be noted by endnotes. Graphics and photographs are encouraged, however, do not embed graphics or photographs in the text. Graphics or photographs may be included with suggested placement in the article, however, final placement will be the decision of the magazine editorial staff.

Upload submissions and any photographs or graphics attached to an email addressed to: [STDM@iadlest.org](mailto:STDM@iadlest.org)

*IADLEST Standards and Training Director Magazine* staff members judge articles according to relevance to the audience, factual accuracy, analysis of the information, structure and logical flow, style and ease of reading, and length. IADLEST staff reserve the right to edit all articles for length, clarity, format, and style.

### **Relevance to the Audience and Factual Accuracy**

*IADLEST's Standards & Training Director Magazine* provides a forum for information exchange throughout the criminal justice standards and training community. Our readers consist of instructors, supervisors, midlevel managers, law enforcement academy directors, directors of peace officer standards and training agencies within the United States, and various national and international law enforcement training institutions, worldwide. Our readership has various levels of English language comprehension and reading abilities. Most have limited time for reading articles. With that in mind, authors should present material in clear, concise, and understandable terms.

Authors should support their articles with accurate, concise, and appropriate details, providing sufficient background information, detailed explanations, and specific examples. Source citations must accompany facts, quoted or paraphrased ideas or works, and information generally not well known.

Contributors' opinions and statements should not be considered an endorsement by IADLEST for any program, or service. The *IADLEST Standards and Training Director Magazine* is produced by the staff of the IADLEST.

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The International Association of Directors of Law Enforcement Standards and Training (IADLEST) mission is to support the innovative development of professional standards in public safety through research, development, collaboration and sharing of information, to assist states and international partners with establishing effective and defensible standards for the employment and training of public safety personnel.

