

**Board on Public Safety Standards and Training**  
**Executive Committee Meeting**  
**Minutes**  
**June 13, 2013**

The Executive Committee of the Board on Public Safety Standards and Training held a telephonic meeting on June 13, 2013, at the Department of Public Safety Standards and Training in Salem, Oregon. Chair Kent Barker called the meeting to order at 1:35 p.m.

**Board Members Present:**

Kent Barker, Chair of Board and Police Policy Committee  
Rob Poirier, Chair of Telecommunications Policy Committee  
Diana Simpson, Chair of Corrections Policy Committee

**Board Members Absent:**

Jeff Martin, Chair of the Private Security/Investigators Policy Committee  
Joe Seibert, Chair of Fire Policy Committee

**DPSST Staff:**

Eriks Gabliks, Director of the Department of Public Safety Standards and Training  
Todd Anderson, Training Division Director  
Linsay Hale, Compliance Coordinator  
Sharon Huck, JTA Coordinator  
Tammera Hinshaw, Executive Assistant to Director



**1. Minutes of December 13, 2012**

*Approve minutes.*

**Diana Simpson moved to approve the minutes as written. Rob Poirier seconded the motion. The motion carried with a unanimous vote.**

*To see the complete record of the meeting minutes of the Executive Committee of the Board on Public Safety Standards and Training for December 13, 2012, please go to:*

[http://www.oregon.gov/dpsst/BD/Policy\\_Committee\\_Minutes/EC\\_Minutes/Exec121312.pdf](http://www.oregon.gov/dpsst/BD/Policy_Committee_Minutes/EC_Minutes/Exec121312.pdf)

**2. OAR 259-008-0010, 259-008-0011, and 259-008-0075 – Proposed Rules**

*Academic Proficiency Standard*

Linsay Hale reviewed the proposed rules for the committee. See appendix A.

***Rob Poirier moved to approve filing the proposed language for OAR 259-008-0010, 259-008-0011, and 259-008-0075 with the Secretary of State as proposed rules and as permanent rules if no comments are received. Diana Simpson seconded the motion. The motion carried with a unanimous vote.***

***There was no fiscal impact to small business identified by the committee.***

### **3. OAR 259-008-0080 – Proposed Rule**

#### *Certification of Instructors*

Linsay Hale reviewed the rule for the committee. See appendix B.

*Diana Simpson moved to approve filing the proposed language for OAR 259-008-0080 with the Secretary of State as a proposed rule and as a permanent rule if no comments are received. Rob Poirier seconded the motion. The motion carried with a unanimous vote.*

*There was no fiscal impact to small business identified by the committee.*

### **4. Police Field Training Manual Revision and Update**

Todd Anderson reviewed the manual revisions for the committee. The revised manual is the culmination of work and input from chiefs and sheriffs across Oregon. The revised manual was approved by the Police Policy Committee at its May 16, 2013 meeting. DPSST would like to implement the revised manual July 1, 2013. See appendix C.

*Rob Poirier moved to approve the Police Field Training manual and its implementation date of July 1, 2013. Diana Simpson seconded the motion. The motion carried with a unanimous vote.*

### **5. PLAC Reappointments**

*Rebecca Martin – Oregon State Police*

*Richard Cowan – Public Member*

*Lucinda Gardner – Private Examiner*

*Diana Simpson moved to approve the second two year terms. Rob Poirier seconded the motion. The motion carried with a unanimous vote.*

### **6. Director Update**

- The DPSST budget is moving forward. The Joint Ways and Means Committee approved the budget with no reductions this year. The current level of staffing and classes will continue for the 2013-2015 biennium. Eriks stated he very much appreciates not only the Board's role, but the constituents working with the legislature and telling how the reductions DPSST has already taken are very significant and that anything further would drastically impact service levels.
- Discussions are ongoing concerning the Center for Policing Excellence which was introduced in a bill out of the Judiciary Committee. Both the Chiefs and Sheriff's Associations have been involved in that. This would bring back the Leadership Program to DPSST, both middle-management and supervision and would also allow us to do training in data-led or evidence-based policing practices; how we use all the data we collect. This would also restore some Regional positions. If it passes, it will give us two additional positions in Regional Training for the valley and two positions for the Leadership Program.
- Both the Joint House and Senate Judiciary Committees met and had a number of informational updates, one of which dealt with Brady. The Brady vs. Maryland issue is alive across the country. A group introduced legislation that would strengthen the requirements in Oregon law

for how Brady is addressed. Eriks thinks that between the Chiefs, Sheriffs, Labor, and the District Attorneys, they were able to explain to the legislature that DPSST is actually facilitating a workgroup of more than 35 participants to address Brady. Where we're heading toward is something similar to the Senate Bill 111 process where the state, through the group we have, would set guidelines and then each county would establish how they would administer Brady. The union folks would have an obligation and opportunity to defend their members who in some cases have had Brady letters that they haven't been told about. Chiefs, Sheriffs, and District Attorneys would work together to make sure that's addressed. The legislature was very appreciative of the efforts, but if it can't be resolved, they will introduce legislation during the 2014 session.

- Eriks explained there are a number of grants he's been asked to authorize. The information was included in the meeting packet. For any grant over \$7500.00, the Board's authorization is needed by DPSST policy. Eriks asked for authorization from the Executive Committee to spend those dollars.

***Rob Poirier moved to authorize the grants listed on the memo of May 28, 2013. Diana Simpson seconded the motion. The motion carried with a unanimous vote.***

Eriks thanked Diana Simpson for her support of the agency and staff and all she's done to raise the bar for public safety training. Kent Barker also thanked Diana for her work and wished her well in her retirement.

**7. Next meeting – August 8, 2013 at 1:30 p.m.**

With nothing more to come before the committee, Chair Barker adjourned the meeting at 1:55 p.m.

**Department of Public Safety Standards and Training  
Memo**

**Date:** June 13, 2013

**To:** Executive Committee

**From:** Linsay Hale  
Rules Coordinator

**Subject:** OAR 259-008-0010, 259-008-0011 & 259-008-0075 - Proposed Rule  
Academic Proficiency Standard

**Background:** On August 22, 2001, DPSST adopted a 12<sup>th</sup> grade reading and writing standard to address the high level of academic failure of students enrolled in the basic police course. Prior to entry into the basic police course, challenging basic police training, or beginning the police career officer development course (COD), applicants were required to provide evidence to DPSST that the applicant has attained a minimum of a 12<sup>th</sup> grade reading and writing level in the English language. On February 6, 2002, a standard was also adopted requiring telecommunicators and emergency medical dispatchers (EMD) to demonstrate a 12<sup>th</sup> grade reading level only. The adoption of this standard drastically reduced the number of academic failures of students attending the Academy. This standard also allowed local agencies to identify applicants with reading and writing challenges during the selection process.

DPSST researched and approved tests which met these requirements (Att. A.) These standards made the hiring agency responsible for ensuring a DPSST-approved reading and writing test had been administered and the results forwarded to DPSST on a Form F-5 (Application for Training) prior to an applicant being allowed entry into the academy. A later rule update exempted applicants with a four-year college degree from this requirement.

**Issue:** In August 2012, a question was raised by a constituent concerning this standard and the applicability of the tests. As a result, DPSST decided to reevaluate the requirements of the standard as well as the tests that have been approved for use in meeting the standard. A letter was sent to all approved vendors asking them to provide a copy of their current testing and validation materials and any information regarding the methods used to determine grade levels. The vendors were also asked to identify test scores that represent a 12<sup>th</sup> grade reading and writing level (Att. B.)

Based upon the responses received, it became apparent that, with the exception of Clackamas Community College, the current DPSST-approved tests didn't actually measure reading and writing at the 12<sup>th</sup> grade levels. While some vendors indicated that their tests were written so the applicant would have to be able to read and write at the 12<sup>th</sup> grade level to pass, the examinations didn't specifically measure grade level. Further, most vendors could not provide passing score information, indicating it was up to the hiring agency to determine a passing score. It became apparent that the tests being

utilized were actually proficiency tests, measuring the probability of the applicant's success in the field of law enforcement or telecommunications/emergency medical dispatch.

**Recommendation:** Since the implementation of the reading and writing standard, DPSST has seen a significant drop in academic failures, which was the desired result when the standard was implemented in 2001. Employers have implemented applicant testing as part of their selection processes with positive results. However, this drop in the failure rate was not completely the result of ensuring that applicants can read and write at a 12<sup>th</sup> grade level, it was because hiring agencies were utilizing pre-employment proficiency tests. As a result, this proposed rule change updates the standard from a reading and writing standard to an academic proficiency standard.

In addition, DPSST recommends that it no longer be involved in approving testing vendors. Agencies will be free to choose whichever proficiency test best fits their particular agency's hiring needs and budget in consultation with their human resources staff. The DPSST Form F-5 will continue to be used for ensuring that a test has been administered, but will be updated to eliminate the requirement for score reporting (Att. C.)

Additional research about the education requirements for entry-level law enforcement officers in other states has been provided for informational purposes (Att. D.)

The following revised language for OAR 259-008-0010 contains recommended additions (**bold and underlined**) and deletions (~~strikethrough text~~).

## **259-008-0010**

### **Minimum Standards for Employment as a Law Enforcement Officer**

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(c) ~~Reading and Writing~~ **Academic Proficiency** Standard. Before beginning basic police training, challenging basic police training, or beginning the police career officer development course, each applicant must provide evidence to DPSST that the applicant ~~has attained a minimum of a 12th grade reading and writing level in the English language~~ **possesses the academic tools necessary to successfully complete basic police training.**

(A) The hiring agency is responsible for ensuring a **law enforcement proficiency test or validated written test designed to evaluate predictors of job-related skills and behaviors** ~~Department-approved reading and writing test~~ has been administered. The hiring agency must ~~forward the results of the test~~ **verify the completion of the test and report the date of completion** to the Department on a Form F-5 (Application for Training) prior to the applicant being admitted to basic police training.

(B) Individuals submitting transcripts verifying that they possess at least a four-year academic degree from an institution recognized by the Department under the provisions of OAR 259-008-0045 are exempt from ~~completing the 12th grade reading/writing test prior to attending a course identified in this section~~ **this testing requirement.**

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## 259-008-0011

### Minimum Standards for Employment as a Telecommunicator and Emergency Medical Dispatcher

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(6) ~~Reading Standard~~ **Academic Proficiency Standard**. Before beginning basic telecommunicator or Emergency Medical Dispatcher (EMD) training or challenging basic telecommunicator training, each applicant must provide evidence to DPSST that the applicant ~~has attained a minimum of a 12th grade reading level in the English language~~ **possesses the academic tools necessary to successfully complete basic telecommunicator or EMD training.**

(a) The hiring agency is responsible for ensuring a ~~Department approved reading test~~ **telecommunicator/EMD proficiency test or validated written test designed to evaluate predictors of job-related skills and behavior** has been administered. The hiring agency must ~~forward the results of the test~~ **verify the completion of the test and report the date of completion** to the Department on a Form F-5 (Application for Training) prior to the applicant being admitted to basic telecommunicator or EMD training.

(b) Individuals submitting transcripts verifying that they possess at least a four-year academic degree from an institution recognized by DPSST under the provisions of OAR 259-008-0045 are exempt from ~~completing the 12th grade reading test prior to attending a course identified in this section~~ **this testing requirement.**

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## 259-008-0075

### Eligibility for Candidacy for Office of Sheriff

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(4) Prior to attending any Department-approved training course, a person elected or appointed to the office of Sheriff must comply with the minimum standards for employment and training specified in OAR 259-008-0010 and 259-008-0025. This includes, but is not limited to the following categories:

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(i) Submitting an Application for Training (DPSST Form F-5) to the Department providing evidence that a ~~minimum of a 12th grade reading and writing level has been attained~~ **law enforcement proficiency test or validated written test designed to evaluate predictors of job-related skills and behaviors has been completed,** as required in OAR 259-008-0010~~(7)(e)~~;

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**ATTACHMENT A** – DPSST Reading & Writing Vendor List

(<http://www.oregon.gov/dpsst/SC/Pages/VendorList.aspx>)

**ATTACHMENT B** – Letter to testing vendors from L. Hale, Dated August 27, 2012

**ATTACHMENT C** – Revised Form F-5 (Application for Training)

**ATTACHMENT D** – DPSST Staff Memo to Director Eriks Gabliks from Sharon Huck, Dated April 15, 2013

**ACTION ITEM 1:** Determine whether to approve filing the proposed language for OAR 259-008-0010, 259-008-0011 & 259-008-0075 with the Secretary of State as a proposed rule.

**ACTION ITEM 2:** Determine whether to approve filing the proposed language for OAR 259-008-0010, 259-008-0011 & 259-008-0075 with the Secretary of State as a permanent rule if no comments are received.

**ACTION ITEM 3:** Determine whether there is a significant fiscal impact on small businesses.

**Department of Public Safety Standards and Training  
Memo**

**Date:** June 13, 2013  
**To:** Executive Committee  
**From:** Linsay Hale  
Rules Coordinator  
**Subject:** OAR 259-008-0080 - Proposed Rule  
Certification of Instructors

**Issue:** Because DPSST no longer certifies courses, this proposed rule update clarifies that instructor certification is valid for a maximum of two years as prescribed by DPSST Policy 325.

Housekeeping changes are also made for clarity.

The following revised language for OAR 259-008-0080 contains recommended additions (**bold and underlined**) and deletions (~~striketrough text~~).

**259-008-0080**

**Certification of Instructors**

(1) The Department ~~shall~~ **will** certify instructors deemed qualified to teach in any of the certified training courses.

(2) Instructors will be certified on the basis of minimum qualifications as established by the Department in the areas of education, training, and experience. It ~~shall be~~ **is** the continuing responsibility of the Department to see that instructors are assigned only topics which they are qualified to teach and the instruction is evaluated on a regular basis to insure that excellence is maintained.

(3) Instructors for corrections, parole and probation, police, telecommunications, or emergency medical dispatch, ~~shall~~ **must** have a minimum of three (~~3~~) years experience in their respective professions or possess other qualifying professional experience.

(4) Review and approval of instructors ~~shall~~ **will** be the responsibility of the Department.

(5) Applications for instructor certification, ~~shall~~ **must** be submitted on an Instructor Certification Application (BPSST Form F-9) and ~~shall~~ **must** be accompanied by a detailed resume of individual qualifications.

(6) If certification is denied, the requesting agency ~~shall~~ **will** be notified in writing and advised of the reasons for denial.

(7) Instructor certification is not required for teaching assignments in non-Department certified courses.

(8) Review of instructor certification may be initiated upon the request of a department head, staff, or other reliable source.

(9) Instructor certification ~~shall be~~ **is** valid for ~~the term of the associated course.~~ **a maximum of two years.**

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**ACTION ITEM 1:** Determine whether to approve filing the proposed language for OAR 259-008-0080 with the Secretary of State as a proposed rule.

**ACTION ITEM 2:** Determine whether to approve filing the proposed language for OAR 259-008-0080 with the Secretary of State as a permanent rule if no comments are received.

**ACTION ITEM 3:** Determine whether there is a significant fiscal impact on small businesses.

April 15, 2013

**To:** Director Eriks Gabliks

**From:** Sharon Huck

**Subject:** Research Regarding Reading and Writing Standards

**Summary:**

Approximately 10 years ago, the State of Oregon adopted a 12<sup>th</sup> grade reading and writing standard for persons entering certain criminal justice professions within the state. To comply with this standard, DPSST provided a list of approved vendors to test applicants for 12<sup>th</sup> grade reading and writing levels.

Oregon's standard states that before beginning basic police training, challenging basic police training, or beginning the police career officer development course, each applicant must provide evidence to DPSST that the applicant has attained a minimum of a 12th grade reading and writing level in the English language. For telecommunications training, applicants must meet the 12 grade reading level only.

The hiring agency is responsible for ensuring a DPSST approved reading and writing test has been administered. The hiring agency must forward the results of the test to the Department on a Form F-5 (Application for Training) prior to the applicant being admitted to basic police training. Individuals submitting transcripts verifying that they possess at least a four-year academic degree are exempt from completing the 12th grade reading/writing test.

In August of 2012, DPSST began updating its reading and writing test vendor list. The vendors were asked to provide a copy of their current testing and validation materials, as well as information regarding the methods used to determine grade levels. The vendors were also asked to identify test scores that represent a 12<sup>th</sup> grade reading and writing level.

Based upon responses from the vendors, it became apparent that the current DPSST approved tests didn't actually measure 12<sup>th</sup> grade reading and writing levels. While some vendors indicated that their tests were written so the applicant would have to be able to read and write at the 12<sup>th</sup> grade level to pass, the examinations didn't specifically measure 12<sup>th</sup> grade reading and writing levels. Further, most vendors could not provide passing score information, indicating it was up to the agency to determine a passing score. The only DPSST approved examination that met the standard and provided a passing score was the college placement test provided by Clackamas Community College.

To address these issues, research was done to determine if any of the DPSST approved vendors provided validated testing methods that measure 12th grade reading and writing levels. Further, passing or cut-off score determinations were evaluated. Additionally, other state's entry-level education requirements were analyzed to determine if similar reading and writing standards exist and what methods are used for testing.

**Research Findings:**

All 50 states were queried to ascertain their entry-level police officer requirements. Twenty-nine states require **a high school diploma or GED only** as an entry-level requirement.

The remaining 21 states (including Oregon) have different education requirements that vary depending on how the states' police academies are managed. Many states have numerous academies with oversight provided by a board or a commission. These academies have many different entry-level requirements, ranging from a high school diploma to a college degree. Other academies require that applicants pass some type of cognitive entry test prior to admittance to basic training.

Several states do have a specific reading/writing standard.

<b>State</b>	<b>Language</b>	<b>Testing Method</b>
California Regulation 9051	“Every peace officer candidate shall be able to read and write at the levels necessary to perform the job of a peace officer. Satisfactory completion of this requirement may occur at any time prior to date of employment. Reading and writing ability shall be demonstrated by one of the following.” (1)	“1) Completion of the POST Entry-Level Law Enforcement Test Battery or other job-related test of reading and writing ability, administered by either the department or another entity, with a score deemed acceptable by the department. (2) Proof of successful completion of the Regular Basic Course or the Specialized Investigators’ Basic Course. (3) Proof of possession of a Basic Course Waiver.”(1)
Maine	“Shall be able to read and write at a level necessary to master the law enforcement basic training course as determined by the use of a reading and writing test.” (2)	Reading/Writing Test (non-specified.)
Nebraska	“Able to read, write, and understand the English language at the eleventh grade level as demonstrated by the Test of Adult Basic Education.” (3)	Examination approved by the State Department of Education (Test of Adult Basic Education.) (3)
New Jersey	“Is able to read, write and speak the English language well and intelligently.” (21a)	None specified.
Pennsylvania	“Be able to read at no less than the ninth grade level, as established through the administration of the Nelson-Denny Reading Test.” (4)	Nelson-Denny Reading Test. (4)

Additionally, All DPSST certified vendor tests were reviewed to determine if they specifically measure 12<sup>th</sup> grade reading and writing levels. Other than the Clackamas Community College placement test, no test specifically measures 12<sup>th</sup> grade reading and writing. Many vendors submitted testing validation that infers that all or parts of their examinations meet the 12<sup>th</sup> grade reading and writing standard because an applicant can't pass the examination if the applicant can't read or write at the 12<sup>th</sup> grade level.

To support this theory, vendors utilized a variety of methods to calculate the reading levels of their tests. These methods include:

- **Flesch-Kincaid Grade Level Analysis:**
  - An analysis that calculates the average number of words used per sentence and the average number of syllables per word. A mathematical formula is used to calculate a score. The score indicates the school grade reading level of the text. (5)
- **McLaughlin's SMOG Readability Formula:**
  - An analysis that assesses 30 sentences (10 from beginning, middle, and end) in a document and counts every word with three or more syllables in each group of sentences. A mathematical equation of the numbers indicates the reading grade level a person much have to read the text. (6)
- **Gunnings FOG Index:**
  - An analysis where the exact number of words and sentences are counted in a document of at least 100 words. A mathematical equation identifies the average sentence length. A formula is used to determine the percentage of hard words. A mathematical formula determines the grade level of the text. (7)

Most vendors could not provide passing score information and left that determination to the agency. The only vendors that provided a passing score were Clackamas Community College and Stanard and Associates [(National Police Office Selection Test (POST) and the National Dispatch Selection Test (NDST).] Both the POST and NDST exams provided a passing score range rather than a specific number.

Further research determined that establishing passing or cut-off test scores can be problematic. The EEOC Uniform guidelines state, "Where cutoff scores are used, they should normally be set so as to be reasonable and consistent with normal expectations of acceptable proficiency within the work force. Where applicants are ranked on the basis of properly validated selection procedures and those applicants scoring below a higher cutoff score than appropriate in light of such expectations have little or no chance of being selected for employment, the higher cutoff score may be appropriate, but the degree of adverse impact should be considered." (8)

***\*Detailed research findings are listed in the appendices.***

### **Conclusion:**

Other than the Clackamas Community College placement test, DPSST's current 12<sup>th</sup> grade reading and writing testing methods do not specifically test for the current standard. While vendors may debate that their examinations do meet the standard based on various validation methods, the examinations are pre-employment tests, rather than reading/writing tests.

DPSST has several options regarding this issue, including only using college-placement type tests that specifically measure reading and writing levels or changing the wording of the current standard. Further, DPSST needs to evaluate passing or cut-off score designations for any adverse impact considerations.

**Appendix A: Evaluation of Other States’ Minimum Requirements:**

The following states require a **high school diploma or General Education Development (GED) Test only.**

<b>Alabama</b>	<b>Alaska</b>	<b>Arizona</b>	<b>Arkansas</b>	<b>Colorado</b>
<b>Delaware</b>	<b>Idaho</b>	<b>Indiana</b>	<b>Iowa</b>	<b>Kansas</b>
<b>Kentucky</b>	<b>Maryland</b>	<b>Mississippi</b>	<b>Montana</b>	<b>Nevada</b>
<b>New Hampshire</b>	<b>New Mexico</b>	<b>North Carolina</b>	<b>North Dakota</b>	<b>Oklahoma</b>
<b>Rhode Island</b>	<b>South Carolina</b>	<b>South Dakota</b>	<b>Tennessee</b>	<b>Texas</b>
<b>Utah</b>	<b>Washington</b>	<b>West Virginia</b>	<b>Wyoming</b>	

**States with Other Applicant Requirements:**

**California Commission on Peace Officer Standards and Training:**

Every peace officer candidate must be a high school graduate or pass the GED test, or pass the California High School Proficiency Examination, or have attained a two-year, four-year, or advanced degree from an accredited college or university. ***Additionally, every peace officer candidate shall be able to read and write at the level necessary to perform the job of a peace officer.*** This ability will be evaluated by one of the following:

- An acceptable score on the POST Entry-Level Law Enforcement Test Battery or other professionally developed and validated test of reading and writing ability.
- Proof of successful completion of the Regular Basic Course or the Specialized Investigators' Basic Course.
- Proof of possession of a Basic Course Waiver. (9)

**Connecticut Police Officer Standards and Training Council:**

A police officer candidate must be a high school graduate or have passed the GED test. The Connecticut Police Officer Standards and Training Council also requires that the candidate pass a validated written test, designed to evaluate predictors of job related skills and behaviors. (10)

### **District of Columbia Police Standards and Training:**

The Board has not functioned since 2007. The four police academies operate independently and have different standards, ranging from a high school diploma to a college degree. (11)

### **Florida Department of Law Enforcement:**

A police officer candidate must be a high school graduate or equivalent (GED.) Also, applicants who apply for entry into a Commission-approved Basic Recruit Training Program after January 1, 2002, must obtain a passing score on a Basic Abilities Test (BAT) for law enforcement prior to entering the program. (12)

### **Georgia Peace Officer Standards and Training Council:**

A candidate must have a high school diploma or its recognized equivalent. Additionally, the candidate must successfully complete a job-related academy entrance examination. The exam is provided and administered by the Council in conformity with state and federal law. The Council may change or modify the test, as well as establish the criteria for determining satisfactory performance. Applicants who do not pass the exam will be ineligible to retake the exam for a period of six months after an unsuccessful attempt. (13)

### **Hawaii:**

Hawaii does not have a single entity that oversees police officer training. There are no state-wide standards. (14)

### **Illinois Law Enforcement Training and Standards Board:**

No education standard was located. The Board approves numerous different academies. All have different education standards ranging from a high school diploma or GED to college credit. Most academies require a cognitive entry test with a passing score. (15)

### **Louisiana Police Officer Standards and Training Council:**

The Louisiana Police Officer Standards and Training Council certifies numerous police academies with varying requirements (high school diploma, GED, college, and pre-employment tests.) (16)

### **Maine Criminal Justice Academy:**

A candidate must be a high school graduate, or have a GED score of not lower than 35 on any one of the five parts and an average not lower than 45 for all five parts. ***Further, candidates must be to read and write at a level necessary to master the law enforcement basic training course as determined by the use of a reading and writing test.*** (17)

### **Massachusetts Municipal Police Training Committee:**

The Massachusetts Municipal Police Training Committee does not set hiring standards for entry level police officers. Entry-level standards are left to the discretion of the hiring or sponsoring agency. (18)

### **Michigan Commission on Law Enforcement Standards:**

A candidate must have a high school diploma or GED. Additionally, the candidate must pass the MCOLES (reading/writing test) or its equivalent.

The MCOLES Exam has 120 multiple-choice test items measuring writing and reading comprehension. The test measures skills determined from an analysis of actual job-related reading and writing materials.

Upon passing the test, an applicant receives a letter grade. The letter grade indicates whether the applicant is in the top (A), middle (B), or lower (C) group. (19)

### **Minnesota Board of Peace Officer Standards and Training:**

There are no police academies in Minnesota. To become a police officer, a person must earn a degree from a regionally accredited college or university. Additionally, a person must successfully complete a Professional Peace Officer Education (PPOE) Program from one of the colleges and universities certified by the POST Board. (20)

### **Missouri Peace Officer Standards and Training:**

There are numerous police academies in Missouri with different education requirements. To become a Missouri Peace Officer, you must have a high school diploma or its equivalent, graduate from a state licensed law enforcement basic training course and successfully pass the Missouri Peace Officer License Exam. (21)

### **Nebraska Commission on Law Enforcement and Criminal Justice:**

An applicant must be a high school graduate or possess a GED. ***Additionally, the applicant must be able to read, write, and understand the English language at the eleventh grade level.***

To determine if the applicant can read, write and understand the English language at the eleventh grade level, the applicant is required to take an exam approved by the State Department of Education and administered by the Training Center (Test of Adult Basic Education.) (4)

### **New Jersey Police Training Commission:**

The New Jersey Police Training Commission oversees numerous police academies within New Jersey. Additionally, their statute states, ***“The applicant must be able to read, write and speak the English language well and intelligently.”*** (21a)

**New York Municipal Police Training Council:**

An applicant must have graduated from high school or possess a high school equivalency diploma. Additionally, a person must complete New York State Civil Service requirements (written exam) and appointing agency hiring standards. (22)

**Ohio Peace Officer Training Commission:**

The Ohio Peace Officer Training commission sets the training standards for numerous police academies within the state. Upon completion of an approved academy, the applicant must pass a test provided by the Commission and receive a passing score to obtain certification. (23)

**Pennsylvania Municipal Police Officers Education and Training Commission:**

A person must possess a high school diploma or GED. *Further, the person must be able to read at no less than the ninth grade level, as established through the Nelson-Denny Reading Test.* (5)

**Vermont Criminal Justice Training Council:**

A candidate must be a high school graduate or possess a GED. Additionally, as a prerequisite to acceptance into basic training, each candidate for the Vermont Police Academy must achieve a minimum passing score 70 on the current Vermont Police Academy entrance examination. This exam is given by the Council and covers arithmetic, reading comprehension and judgment, observation and retention and vocabulary. (24)

**Virginia Department of Criminal Justice Services:**

The applicant must have a high school diploma or GED. The applicant may be required, in accordance with written policy established by the certified training academy, to submit to literacy tests. (25)

**Wisconsin Law Enforcement Standards Board:**

An applicant for law enforcement or tribal law enforcement must have an associate degree from a Wisconsin Technical College System district or its accredited equivalent from another state or have earned at least 60 accredited credits or higher.

Officers hired on or after February 1, 1993, must meet the college credit requirement within five years of their date of initial law enforcement or tribal law enforcement employment. Officers hired prior to February 1, 1993, are exempt (grandfathered) from the college credit. (26)

## **Appendix B: Current DPSST Test Vendor Reading/Writing Standards:**

### **Vendor: Stanard and Associates, Inc. (27) (28) (29)**

- **Test Name:**
  - The National Police Officer Selection Test (POST.)
  - The National Dispatcher Selection Test (NDST.)
- **Reading Standard NDST:**
  - A score of 65% to 85% correct on the reading comprehension section is considered functionally equivalent to the 12<sup>th</sup> grade reading level.
- **Reading/Writing Standard POST:**
  - A score of 73% to 87% correct on the writing section can be considered functionally equivalent to the 12<sup>th</sup> grade writing level.
  - A score of 68% to 84% on the reading comprehension section can be considered functionally equivalent to a 12<sup>th</sup> grade reading level.
- **Test Description:**
  - Screening test for the basic skills required in the field of law enforcement. The test was formed from a JTA of police officer tasks and skills. The test measures the basic skills of reading comprehension, writing ability, and arithmetic.
- **Passing Score:**
  - Passing test scores are determined by the individual agency or by Stanard & Associates recommendations.
- **Vendor Recommendations for Scoring on POST:**
  - A score of 65% to 85% correct on the Post Reading Comprehension test can be functionally equivalent to the 12th grade reading level.
  - A score of 73% to 87% on the Post Writing Section can be considered functionally equivalent to the 12th grade writing level.
- **Vendor Recommendation for Scoring on NDST:**
  - A score of 65% to 85% correct on NDST Reading Comprehension section can be considered functionally equivalent to the 12th grade reading level.

### **Vendor: CPS HR Consulting: (30) (31)**

- **Test Name:**
  - CPS HR Entry-Level Law Enforcement Examinations (S1037, S1042, S1046, S1057, CPS Dispatcher Test 3421.)
- **Reading/Writing Standard:**
  - Almost all areas of testing do not meet the 12th grade reading standard; although the report summary concludes that the test meets DPSST guidelines. The CPS Dispatcher test review was from September, 2003.

- **Test Description:**
  - The test was formulated from an occupational analysis for entry-level law enforcement officers. The test is based on the following KSA competencies; observation, memory, written communication, report writing, reading, understanding written information, reasoning and analytical ability.
- **Passing Score:**
  - No Passing Score information.

<b>Stock Test S1037 Law Enforcement Officer: (Flesch-Kincaid Reading Grade Level)</b>	
<b>KSA:</b>	<b>Grade Level:</b>
Observation and Memory	Reading grade level 8.45
Written Communication and Report Writing	Reading grade level, 11.33
Spelling and Punctuation	Reading grade level, 7.40
Vocabulary	Reading grade level, 14.56
Reading and Understanding Written Information	Reading grade level, 14.08
Reasoning and Analytical Ability	Reading grade level, 10.13

<b>Stock Test 1042 Law Enforcement Officer: (Flesch-Kincaid Reading Grade Level)</b>	
<b>KSA</b>	<b>Grade Level:</b>
Observation and Memory	Not calculated
Written Communication and Report Writing	Reading grade level, 14.00
Reading and Understanding Written Information	Reading grade level, 9.12
Vocabulary	Reading grade level, 11.40
Reasoning and Analytical Ability	Reading grade level, 7.48

<b>Stock Test 1046 Law Enforcement Officer: (Flesch-Kincaid Reading Grade Level)</b>	
<b>KSA</b>	<b>Grade Level:</b>
Understanding Written Information	Reading grade level, 11.33
Spelling, Punctuation and Grammar	Reading grade level, 8.49
Vocabulary	Reading grade level, 11.70
Reasoning and Analytical Ability,	Reading grade level, 7.27

<b>Stock Test 1057 Law Enforcement Officer:</b>	
<b>KSA</b>	<b>Grade Level</b>
Understanding Written Information	Reading grade level, 11.32
Grammar	Reading grade level, 10.32
Spelling and Punctuation	Reading grade level, 9.90
Vocabulary	Reading grade level, 12.30
Reasoning and Analytical Ability	Reading grade level, 8.42

<b>CPS Dispatcher Test 3421 (September 2003)</b>	
<b>KSA</b>	<b>Grade Level:</b>

Ability to Interpret Written Material	Mean reading grade level, 12.71 to 15.22
Vocabulary	Unable to obtain an accurate grade level through conventional testing; reasonable assessment of writing ability of candidates above the 12th grade level

**Vendor: Darany and Associates: (32)**

- **Test Name:**
  - Written Assessment of Essential Skills for Entry Level Police Officers (DELPOE.)
- **Reading/Writing Standard:**
  - No definitive research indicating this test meets the 12th grade reading/writing standard. All data was from 2001. Studies “may” indicate that correctly answering 78 of the 115 questions relates to the 12 grade level.
- **Test Description:**
  - Written examination consisting of four components; written communication skills, reading with understanding, accuracy of observation, and biographical information.
- **Passing Score:**
  - No passing score information. Studies “may” indicate that correctly answering 78 of the 115 questions relates to the 12 grade level.

**Vendor: Ergometrics & Applied Personnel Research Inc. (33)**

- **Test Name:**
  - Frontline National Reading Test.
  - ECOMM, Emergency Personnel Video Testing System.
- **Reading/Writing Standard:**
  - Frontline Reading Test is below 12th grade reading level (10th grade). ECOMM was not evaluated for reading level due to test type (video, interactive.) No writing standard provided.
- **Test Description (Frontline National):**
  - An entry level-exam for law enforcement officers covering operating procedures, court orders, training bulletins, policy, and procedures.
- **ECOMM (1999)**
  - Video-based testing system for call-takers and dispatchers.
- **Passing Score:**
  - Frontline National Reading Test, passing score of 70%.
  - ECOMM, no grading information.

**Vendor: Fire and Police Selection, Inc. (34)**

- **Test Name:**
  - Writing Ability Test (WAT) For Law Enforcement Officers.
  - Test Preparation Manual (TPM) 5th Ed. Reading Ability Test.

- **Reading/Writing Standard:**
  - Both tests were developed to match reading and writing skills necessary for success as an entry-level police officer, but the tests are not specifically measured with passing scores. The TPM test meets the 12th grade reading standard; however, no measurement is in place for the WAT test. No writing standard was available.
- **Test Description:**
  - Writing ability test specific to law enforcement. Reading ability test specific to law enforcement.
- **Passing Score:**
  - Both tests were developed to match reading and writing skills necessary for success as an entry level police officer, but the tests are not specifically measured with passing scores.

**Vendor: IPMA – HR: (35)**

- **Test Name:**
  - PST Entry-Level Public Safety Telecommunication Exam (PST -100, PST – 80.)
  - Police Officer Examination (A-3.)
- **Reading/Writing Standard:**
  - The tests are specific to job performance and are not developed to ascertain a specific requirement such as reading and writing. The vendor used several formulas to test the grade level of the exams and exam guides. The formulas found that the tests are slightly below the 12th grade level to about the 12th grade level, depending on the test type. The date of the testing is 2002.
- **Test Description:**
  - The exams use job performance as their criteria to measure how well a person will do on the job. The tests cover reading, critical thinking, decision-making and vocabulary.
- **Passing Score:**
  - No passing scores. It is up to the agency to determine a passing grade.

**Vendor: Psychological Services Inc. (PSI): (36)**

- **Test Name:**
  - Police Selection Test.
- **Reading/Writing Standard:**
  - No indication in the provided literature regarding reading/writing levels; however, follow-up with Martin Connelly indicates that the PST is equivalent to a 10th grade level.
- **Test Description:**
  - Test comprising reading comprehension, problem solving, interpretation, writing skills, and verbal problem solving.

- **Passing Score:**
  - Text indicates manual or optical scoring is available, but no details regarding context of a passing score.

**Vendor: Public Safety Testing: (37) (38)**

- **Test Name:**
  - National Criminal Justice Officer Selection Inventory (NCJOSI.)
- **Reading/Writing Standard:**
  - Public Safety Testing has not provided any current information. They indicate they are in the process of putting new exams in place. The current exam states that it meets the 12th grade reading/writing standard; however, there is no documentation to support that statement. In fact, the literature goes into detail that the test is written at a lower reading grade level. ***“Readability analysis of these documents indicated that the average difficult level (i.e., reading grading level) of materials encountered by criminal justice officers is about 11<sup>th</sup> grade, and the difficulty levels range from 8<sup>th</sup> to 12<sup>th</sup> grade. It was imperative that the NCJOSI was written at or below a reading grade level of 11<sup>th</sup> grade to ensure that the examination tests the appropriate skills, abilities and personality characteristics and are not influenced by an inappropriately difficult test to read.”***
- **Test Description:**
  - A test consisting of two portions; cognitive and personality. The two areas can be tested separately. The cognitive section measures reading comprehension, writing, and mathematics.
- **Passing Score:**
  - If both portions of the test are taken, then a combined score is used. If the cognitive section is scored alone, then a score at or above a minimum of 75% would indicate that the candidate is at or above the 12th grade level in reading comprehension, writing, and mathematics.

**Vendor: Clackamas Community College (39)**

- **Test Name:**
  - ACT Compass and ACT Work Keys.
- **Reading/Writing Standard:**
  - Both tests meet the DPSST’s equivalency standards.
- **Test Description:**
  - College placement tests.
- **Passing Score:**
  - For the ACT Compass test, a score of 81 or higher on reading and a score of 79 or higher on writing would meet the 12<sup>th</sup> grade reading and writing standard. For the ACT Work Keys Test, a score of 6 on reading and a score of 4 on writing would meet the 12 grade reading and writing standard.

**Vendor: Biddle Consulting Group, Inc. (40)**

- **Test Name:**
  - CritiCall.
- **Reading/Writing Stanard:**
  - Based on the Flesch-Kincaid testing model, 70% of the test items in the reading comprehension test module are written at the 12<sup>th</sup> grade level. Biddle Group states that the CritiCall test successfully differentiates reading and writing ability levels between test-takers who have at least a 12<sup>th</sup> grade education. All information is from 2003.
- **Test Description:**
  - CritiCall is a computerized pre-employment selection test for dispatchers and call-takers that is self-administered. It includes reading comprehension and writing skills modules.
- **Passing Scores:**
  - Passing scores are determined by the agency. The software allows agencies to set their own specific cutoff scores. The software also has a feature that allows agencies to determine the job relatedness of the test for their agency.

**Appendix C: Source Document:**

- (1) <http://www.post.ca.gov/peace-officer-selection-requirements-regulations.aspx#c1951>
- (2) <http://www.maine.gov/dps/mcja/training/preservice/standards.htm>
- (3) <http://www.nletc.state.ne.us/admissions.html>
- (4) [http://www.pacode.com/secure/data/037/chapter203/037\\_0203.pdf](http://www.pacode.com/secure/data/037/chapter203/037_0203.pdf)
- (5) <http://www.readabilityformulas.com/flesch-grade-level-readability-formula.php>
- (6) <http://www.readabilityformulas.com/smog-readability-formula.php>
- (7) <http://www.readabilityformulas.com/gunning-fog-readability-formula.php>
- (8): Uniform Guidelines on Employee Selection Procedures adopted by the EEOC, Civil Service Commission, Departments of Labor and Justice, August 25th, 1978, Washington DC, Bureau of National Affairs, Inc.
- (9)  
[http://www.post.ca.gov/Data/Sites/1/post\\_docs/hiring/peaceofficers/Tbl1\\_PO\\_Sel\\_Rqts.pdf](http://www.post.ca.gov/Data/Sites/1/post_docs/hiring/peaceofficers/Tbl1_PO_Sel_Rqts.pdf)
- (10) <http://www.ct.gov/post/cwp/view.asp?a=2058&Q=291946&postNav=|42935|>
- (11) <http://www.wusa9.com/rss/article/201866/158/DC-Police-Standards-Board-Disappears>

- (12) [http://www.fdle.state.fl.us/Content/getdoc/f4a02894-bc93-49bd-849a-e4eea4fc76e8/Basic-Abilities-Test-\(BAT\).aspx](http://www.fdle.state.fl.us/Content/getdoc/f4a02894-bc93-49bd-849a-e4eea4fc76e8/Basic-Abilities-Test-(BAT).aspx)
- (13) <http://gapost.org/postAct/3588.html>
- (14) <http://www.civilbeat.com/articles/2013/03/21/18649-why-is-hawaii-the-only-state-without-a-statewide-police-standards-board/>
- (15) <http://www.ilga.gov/commission/jcar/admincode/020/02001720sections.html>;  
[http://www.ptb.state.il.us/training/training\\_lawenforcement.htm](http://www.ptb.state.il.us/training/training_lawenforcement.htm)
- (16) <http://www.lcle.state.la.us/programs/post.asp>;  
<http://www.lcle.state.la.us/programs/postacademies.asp>
- (17) <http://www.maine.gov/dps/mcja/training/basiclaw/standards.htm>
- (18) <http://www.mass.gov/eopss/law-enforce-and-cj/law-enforce/mptc/our-organization/>
- (19) <http://www.michigan.gov/mcoles/0,1607,7-229-41624-150169--,00.html>
- (20) <https://dps.mn.gov/entity/post/becoming-a-peace-officer/Pages/peace-officer-how-to-become.aspx>
- (21) <http://www.moga.mo.gov/statutes/chapters/chap590.htm>
- (21a) [http://lis.njleg.state.nj.us/cgi-bin/om\\_isapi.dll?clientID=18497012&Depth=2&TD=WRAP&advquery=40a%3a%2014-122&depth=4&expandheadings=on&headingswithhits=on&hitsperheading=on&infobase=statutes.nfo&rank=&record={117BF}&softpage=Doc\\_Frame\\_PG42&wordsaroundhits=2&x=17&y=4&zz=](http://lis.njleg.state.nj.us/cgi-bin/om_isapi.dll?clientID=18497012&Depth=2&TD=WRAP&advquery=40a%3a%2014-122&depth=4&expandheadings=on&headingswithhits=on&hitsperheading=on&infobase=statutes.nfo&rank=&record={117BF}&softpage=Doc_Frame_PG42&wordsaroundhits=2&x=17&y=4&zz=)
- (22) <http://criminaljustice.state.ny.us/ops/training/bcpo/bcpo05.htm>
- (23) <http://codes.ohio.gov/oac/109%3A2-1>
- (24) [http://vcjtc.vermont.gov/training/entrance\\_testing](http://vcjtc.vermont.gov/training/entrance_testing)
- (25) <http://www.dcjs.virginia.gov/standardsTraining/compulsoryMinimumTraining/cjm.pdf>
- (26) <https://wilenet.org/html/career/lesb-policy-procedure-manual.pdf>
- (27) Stanard & Associates Fact Sheet, NDST 12<sup>th</sup> Grade Reading Level Rational for Oregon DPSST, dated 2012, page 1
- (28) Stanard & Associates Fact Sheet, POST 12<sup>th</sup> Grade Writing Level Rational for Oregon DPSST, dated 2012, page 1
- (29) Stanard & Associates Fact Sheet, POST 12<sup>th</sup> Grade Reading Level Rational for Oregon DPSST, dated 2012, page 1

- (30) CPS HR Consulting, Oregon Department of Public Safety Standards and Training, Reading/Writing Testing Standards for Oregon Criminal Justice Professionals, September 28<sup>th</sup>, 2012, submitted by Jerry Greenwell, Chief Executive Officer, Pages 8-21
- (31) CPS Human Resource Services, Reading Level Analysis of CPS Dispatcher Test 3421, September 2003, Pages 3-5.
- (32) Letter from Darany and Associates to Shawn Irish, DPSST, dated December 14<sup>th</sup>, 2001, regarding the DELPOE Test and 12<sup>th</sup> grade reading and writing levels
- (33) Letter from Carla Swander, Ergometrics & Applied Personnel Research Inc., to Lindsay Hale, DPSST, regarding 12<sup>th</sup> grade reading and writing standards, attachment, Determining Reading/Writing Levels, page 2
- (34) Email from Steven Armbrust, Fire & Police Selection, to Lindsay Hale, DPSST, dated October, 12<sup>th</sup>, 2012, Regarding the Fire and Police Selection Tests, TPM/WAT
- (35) International Personnel Management Association letter dated April 1, 2002, by Kelli Sheets, Director of Assessment Products, to Shawn Irish, DPSST, regarding reading level assessments of IMPA's Police Officer Examination
- (36) Telephone conversation between Lindsay Hale, DPSST, and Martin Connelly, Psychological Services Inc., October 11<sup>th</sup>, 2012, 11:15 a.m., 818-967-9634, regarding the PSI Police Selection Test
- (37) Letter from I/O Solutions, dated April 24, 2001, by Fred Rafilson, CEO, to Mary Gaines, DPSST, regarding approval of the National Criminal Justice Officer Selection Inventory for use in Oregon
- (38) National Criminal Justice Officer Selection Inventory User's Manual, Industrial/Organizational Solutions, L.L.C, Copyright 1998, page 12
- (39) Letter to Clackamas Community College, Pamela Clem, from Lindsay Hale, DPSST, dated September 21, 2010, regarding approval of Compass and Work Keys Assessments
- (40) Letter and attachments from James Kuthy, Senior Consultant, Biddle Consulting Group, to Shawn Irish, DPSST, dated 2003, regarding CritiCall reading and writing competency



Name: \_\_\_\_\_

DPSST # \_\_\_\_\_

Class # \_\_\_\_\_

**IMPORTANT**

You must answer all questions truthfully. Oregon law allows the Department of Public Safety Standards and Training to deny or revoke the certification(s) of any public safety officer who falsifies any information submitted on any document submitted to DPSST. **I understand that falsification of this document makes my certification(s) subject to denial or revocation under ORS 181.662 and OAR 259-008-0070.**

**ADDITIONAL INFORMATION OR COMMENTS FROM BOX 13**

**Required information for students attending Basic Police, Corrections, Parole & Probation and Telecommunication classes**

**BDU Pant Size:** *Waist size is in parenthesis*

*Regular length = 29 ½ - 32 ½      Long length = 32 ½ - 35 ½*

- |   |   |
|---|---|
| <input type="checkbox"/> Small Regular (27 – 31)  | <input type="checkbox"/> X-Large Regular (39 – 43)    |
| <input type="checkbox"/> Small Long (27 – 31)     | <input type="checkbox"/> X-Large Long (39 – 43)       |
| <input type="checkbox"/> Medium Regular (31 – 35) | <input type="checkbox"/> XX-Large Regular (43 – 47)   |
| <input type="checkbox"/> Medium Long (31 – 35)    | <input type="checkbox"/> XXX-Large Regular (47 – 51)  |
| <input type="checkbox"/> Large Regular ( 35 – 39) | <input type="checkbox"/> XXXX-Large Regular (51 – 55) |
| <input type="checkbox"/> Large Long (35 – 39)     |   |

**BDU Shirt Size:** *Regular Length = 67 – 71*

*Long Length = 71 – 75*

- |   |  |
|---|--|
| <input type="checkbox"/> Medium Regular | <input type="checkbox"/> X-Large Regular   |
| <input type="checkbox"/> Medium Long    | <input type="checkbox"/> X-Large Long      |
| <input type="checkbox"/> Large Regular  | <input type="checkbox"/> XX-Large Regular  |
| <input type="checkbox"/> Large Long     | <input type="checkbox"/> XXX-Large Regular |

**Sweatshirt Size:**

- |                                  |                                    |
|----------------------------------|------------------------------------|
| <input type="checkbox"/> Medium  | <input type="checkbox"/> XX-Large  |
| <input type="checkbox"/> Large   | <input type="checkbox"/> XXX-Large |
| <input type="checkbox"/> X-Large |                                    |

**Weapon Carried:** \_\_\_\_\_

August 27, 2012

VENDOR

ATTN: Professional Testing

RE: Reading/Writing Testing Standards for Oregon Criminal Justice Professionals

Dear Sir/Madam:

It has been nearly 10 years since the State of Oregon adopted a 12th grade reading and writing standard for those entering criminal justice professions within the state. After the minimum standard was adopted, a number of firms applied with the Department of Public Safety Standards and Training (DPSST) to be included as an approved vendor to administer tests designed to determine whether an applicant meets the standard. Your firm was one of those approved as a 12th grade reading/writing vendor.

Because so much time has passed since the original group of test vendors was approved, DPSST is undertaking the process of updating its test information and approved vendor list.

If your firm is interested in remaining on Oregon's list of approved vendors of reading/writing proficiency tests for public safety officers, please provide us with the following:

1. A copy of your current testing and validation materials, which must include validation that your test(s) are non-discriminatory with respect to protected classes.
2. Information about the method(s) being used to determine grade levels in your test(s).
3. Identification of the scores that represent 12th grade reading and writing levels, based on the standardized methods of determining such grade levels you have identified in your response to (2) above.

With respect to (3) above, we understand that employers have the discretion to determine what represents a "passing" score in the overall test that they have selected for use, based on their agencies' needs. However, Oregon Administrative Rule dictates that each applicant must—at a minimum attain a 12th grade level in the reading and writing elements of your assessment (12th grade reading level only for basic telecommunications testing, based on job task analyses of their essential tasks). Employer discretion may only be applied with respect to other elements of the test they use, or with regard to whether they choose to identify a reading/writing standard higher than the state minimum.

VENDOR  
August 27, 2012  
Page Two

We are requesting that all interested vendors provide the above materials and information to us by September 28, 2012, if they wish to remain on Oregon's approved vendor list. Please do not hesitate to contact me if you have any questions, or if there is any way I can be of assistance to you with regard to this process.

Sincerely,

Linsay Hale  
Rules & Compliance Coordinator  
(503) 378-2431  
Linsay.Hale@state.or.us

**DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING  
Memorandum**

TO: Executive Committee  
Board on Public Safety Standards and Training

FROM: Eriks Gabliks, Director

DATE: May 18, 2013

SUBJECT: Police Field Training Manual Revision & Update

Over the past few months, DPSST brought together a work group to review and update the Police Officer Field Training Manual (FTM). Through the efforts of many people, this revision was completed in April of 2013. A copy of the final product is attached for your review. The BPSST Police Policy Committee unanimously approved the FTM at its May 16, 2013 meeting and we would like your permission to begin use of the new FTM as of July 1, 2013.

DPSST would like to extend its' appreciation to those individuals who donated their time and expertise to make this project a success.

**Police Officer Field Training Manual Review Committee**

Captain Dave Henslee	Corvallis Police Department
Lieutenant Chris Carney	Bend Police Department
Sergeant Dave Shook	Washington County Sheriff's Office
Sergeant Chuck Byram	Pendleton Police Department
Sergeant William Goff	Portland Police Bureau
Sergeant Matt Lowen	Eugene Police Department

**DPSST Staff**

Eriks Gabliks	Director
Todd Anderson	Training Division Director
Teresa Plummer	Captain, Training Division
Roger Eaton	Captain, Survival Skills
Suzy Isham	Captain, Tactical Training
Rob Anderson	Lieutenant, Training Division
Steve Winegar	Ph.D.
Sharon Huck	JTA Coordinator
Kristy Witherell	Testing Specialist
J.D. Edwards	Curriculum Coordinator

Thank you for your time and consideration in this matter. If you have any questions please contact J.D. Edwards in our Curriculum Section.