



# **Maine Criminal Justice Academy Strategic Planning and Development**

**Final Strategic Plan**

**May 2023**

The Maine Criminal Justice Academy (MCJA, the Academy) and their Board of Trustees partnered with Slalom Consulting (Slalom) to help develop a plan to guide the future of the Academy by identifying priority activities MCJA needs to undertake over the next five years. Slalom collected input and perspectives from a wide range of stakeholders to identify the enhancements necessary to achieve, enrich, and improve the Academy and the outcomes it delivers.

The Academy is committed to the following outcomes:



Slalom engaged with **more than 55 individuals**, conducted multiple **on-site workshops**, reviewed reports and literature and engaged **Subject Matter Experts** in policing, public safety, and law enforcement education to develop a three-phase roadmap to guide the MCJA.

**Year 1**

## **PHASE ONE: BUILD A FOUNDATION**

Address immediate needs and identify additional funds and capacity to realize the goals laid out.

**Year 2**

## **PHASE TWO: MODERNIZE THE ACADEMY**

With additional funds and capacity, begin to modernize operations, gaining greater efficiency and efficacy.

**Years 3-5**

## **PHASE THREE: EVOLVE FOR THE FUTURE**

Accelerate modernization tasks begun in Year Two and look to evolve with longer-term efforts.



# There were three phases to our approach to develop a five-year plan for the Academy.



## RESEARCH

Research about the current state of the Academy through interviews, focus groups and surveys. We reviewed operational documentation and conducted some research about factors outside the Academy that may influence its future.



## STRATEGY

We evaluated the opportunities to improve and enhance the Academy that emerged out of our research findings. We grouped the activities needed to achieve these into initiatives and prioritized the ones that most advance the mission of the Academy.



## PLANNING

A clear sequence for the initiatives to ensure the right things get done in the right order. This five-year roadmap also considers risks and identifies mitigating actions.





# Research Findings



# Slalom solicited perspectives through interviews, focus groups, and surveys to understand perceptions of the current state of the Academy. We also asked about future aspirations people have for the Academy.

## Who We Engaged\*

- Academy leadership (Director, Former Director)
- Commissioners of the Departments of Public Safety and Corrections
- Members from the MCJA Board of Trustees
- MCJA office staff, training coordinators, and cadre
- Maine State Representative
- Members from the Maine Chiefs of Police Association and Department of Corrections
- Various community organizations such as AARP, EqualityMaine, NAMI, Community College Partners, Maine Municipal Association, and more

## What We Discussed

- Current strengths and weaknesses of the Academy, as well as key achievements and perspectives on what makes MCJA unique.
- Opinions about what MCJA could accomplish in the future, key gaps to be addressed, and risks to achieving future goals.
- Community sentiment and current satisfaction with Maine Law Enforcement and Corrections, and unique needs from criminal justice personnel.



# Four key themes emerged from our research

These were an input into initiative design and planning.

**1**

MCJA has dedicated staff but struggles with a lean budget and staffing shortages.

**2**

MCJA excels in the programs they offer, but there is opportunity to strengthen their instructor pipeline and update training practices.

**3**

There is a strong need for MCJA to invest in its facilities and technology to catch up to national standards.

**4**

There are multiple opinions among participants about which stakeholders and initiatives MCJA should prioritize.

# Participants identified many strengths of the Maine Criminal Justice Academy.

“The staff does an amazing job”

“The curriculum is top notch”

“There is a collaborative approach to training with community-based entities and local law enforcement agencies”

“The staff are passionate and dedicated”

“I appreciate the hard work they do every day in a very challenging, and sometimes hostile environment”

“Really good leadership”

“The officers who come out of MCJA function at a high level”



# We identified areas of strength and opportunities for improvement for MCJA.

## Strengths

- Staff is dedicated to the Academy, and accomplishes a tremendous amount of work for limited staff size
- There is a culture of “giving back” among alumni who volunteer
- Scenario-based trainings and debriefs enable cadets to function in a stressful environment
- Board of Trustees is engaged; has authority to hold officers accountable (Complaint Review Committee, ability to suspend certifications or decertify officers)

## Weaknesses

- Academy staff is small
- There is opportunity to strengthen the pipeline of volunteer instructors amidst state-wide staffing shortages
- There is opportunity to upgrade the facilities (\$20M in repairs identified, currently at 60% capacity due in-progress construction)
- There is opportunity to increase environmentally friendly practices (e.g., digitize to reduce current paper-based processes, explore alternatives to inefficient heating system)

## Challenges

- MCJA operates on a lean budget
- There are recruitment and retention challenges for Law Enforcement and Corrections nationwide
- Commute to Vassalboro can be a burden for staff and instructors
- There is current turnover with the Academy Director and Assistant Director positions

# To complete the current state analysis, the team researched MCJA's performance, functions, and capabilities compared to peer academies and national trends and best practices.

We looked at the following areas of MCJA:



## Internal Operational Components:

- Facilities
- Staff
- Instructors
- Programs Offered
- Curriculum and Training
- Data and Technology
- Academy Oversight
- Standards and Compliance



## External Environmental Components:

- Political
- Economic
- Social
- Technological
- Legal
- Environmental

# This assessment of internal and external perspectives revealed opportunities to improve staff size, the pipeline of instructors, and training methodology, and a strong need to invest in the facilities and technology.

	Component	Observations
Excellent	<b>Programs Offered</b>	MCJA offers an impressive depth and breadth of programs each year.
Good	<b>Academy Oversight and Compliance</b>	The Academy has strong regulatory and compliance frameworks in place.
Needs Improvement	<b>Curriculum and Training Methodology</b> <b>Instructor Pipeline</b> <b>Staff Size</b>	While instructors, curriculum, and training are on par with peer academies, there are opportunities to improve these areas in order to follow best practices.
Sub-optimal	<b>Facilities</b> <b>Data and Technology</b>	There is an acute need for the Academy to invest in its facilities and technology to catch up to peer academies and meet best practices.

# Exploring the landscape - Political, Economic, Social, Technological, Legal, and Environmental.

On the following pages we outline the key trends inside and outside of MCJA that will impact the future of the Academy.





# Political

In order to be successful, the Academy needs to operate consistently in a political landscape that is subject to change. As a bureau of the Department of Public Safety, MCJA should strive to maintain proactive communication, ongoing education around criminal justice trends, and forward-thinking and industry-leading training.

MCJA should do this by continuing to collaborate with members of the community and organizations that represent vulnerable populations with tailored needs.

More information on this can be found in Appendix F.

# Economic

MCJA runs a lean financial operation with an annual budget of ~\$2M. Many of the tasks on the five-year roadmap will require additional funding, which MCJA has struggled with securing in the past.

Therefore, MCJA must more effectively seek funding to execute this Strategic Plan. This can be done through:

- Applying for federal and state grants
- Strengthening budget requests with data

# Social

Nationally, Law Enforcement and Corrections agencies are facing challenges brought on by negative public sentiment. However, the officers trained at MCJA hold a favorable reputation among the community groups that we surveyed. The Academy should use this positive reputation as a foundation to build stronger collaboration with the community. This can be done by:

- Partnering on curriculum updates to increase education on LGBTQ+, mental health, and substance abuse issues
- Engaging the community through community open houses or youth academies

More information on this can be found in Appendix F.

# Technological

Modern technology is not being effectively used at the Academy. Financial data is scattered on invoice spreadsheets instead of centralized in an online system, paper records are stored in boxes in the basement, and classroom reservations are manually done through one of the training coordinators.

These processes that are manual today can be digitized within five years. It is important the Academy make this investment in technology in order to free up capacity among the staff.

# Legal

All Law Enforcement officers who have the power of arrest and the authority to carry a firearm are under the purview of the Academy and its Board. A five-person Complaint Review Committee on the Board reviews every Academy-related complaint filed against an officer and can act on the complaint through disciplinary action.

This accountability is crucial to maintain, especially as news stories of Law Enforcement and Correctional officer misconduct make national headlines.

Additionally, MCJA addresses ongoing legislative mandates for both Corrections and Law Enforcement.

# Environmental

As the Academy pursues renovations to the facilities, they should look to lower their carbon footprint (e.g., assess heating oil usage, transition to LED lighting). Additionally, MCJA should consider hybrid and electric vehicles and decrease the dependency on paper-based processes for academic and administrative purposes.

Environmental considerations should remain top of mind as they invest in campus-wide technology, revisit architecture plans for facility improvements, and seek outside funding through grants.

# Based on what we gathered, we identified key opportunities for improvement.



Align on the Academy's goals



Build out **scenario-based trainings** and codify into the curriculum



Hire **full-time paid instructors** or **incentivize volunteer instructors**



Explore additional **funding opportunities**



Increase **full-time staff** to support with clerical work



Create more flexibility to **increase participation**



Expand and repair the **physical facilities**



Invest in **technology** for staff and cadets



# Strategic Alignment

**Before these opportunities could be prioritized on a five-year roadmap, MCJA strategic leadership (the Academy Director and members of the Board—including the Board Chair and the Commissioners of the Departments of Public Safety and Corrections) needed to align on the Academy's goals.**

# Halfway through the project, MCJA strategic leadership met to agree on **goals** for the next **five years**.

These goals describe the key ambitions leadership believes MCJA should strive for as they deliver on their mission.



**Optimize Facilities and Finances**



**Provide High Quality Training**



**Offer a Supportive Work Environment**



**Promote High Level of Professional Standards**



**Merit Confidence in the Academy**

# With goals set, MCJA strategic leaders identified the key stakeholders they serve.

Each of these groups exerts some influence on the success of the Academy, though not all exert the same influence.

Key Stakeholders the Academy serves	
Board of Trustees	Maine Chiefs of Police Association
Department of Public Safety	Maine Sheriffs Association
Department of Corrections	Cadets
State Legislature	Staff
Sending Agencies	Special Advocacy Groups
Judicial System	Committee on Criminal Justice and Public Safety
Maine Residents and Visitors	



# Finally, MCJA strategic leadership agreed on the priority initiatives that must be completed.

In addition to these important priorities, strategic questions about the future identity of the Academy must be addressed by leadership by the end of Year One of the five-year Plan.

**Improve the Cadet Experience**

**Evolve the Academy for the Future**

**Build and Retain a High-Performing Team**

**Implement Standardized Processes**

**Focus on Facility Improvements**

**Focus on Academy Culture: Build Consensus and Emphasize Communication and Transparency**

# Planning



**With leadership aligned on goals, stakeholders and priorities, we developed a roadmap detailing activities, dependencies, and durations of identified initiatives.**



# The Academy should execute its five-year priority initiatives in the three phases below.

## Year One Build the Foundation

Year One is focused on foundational activities to free up capacity and funds needed to achieve the tasks on the roadmap. This includes tasks such as:

- Fill priority vacant positions
- Assign a person to monitor and apply for external grants
- Begin to digitize manual processes
- Assess what tasks can be reallocated among Academy staff

By the end of this year, the Academy Director, Assistant Director, and Board of Trustees should have alignment on the larger, unanswered strategic questions.

## Year Two Modernize the Academy

Year Two builds off the foundation and anticipates having additional funding and additional capacity to begin efforts to modernize. Tasks related to modernizing the Academy include:

- Begin a two-year curriculum refresh
- Leverage cloud-based digital platform & repository for file storage, doc sharing, digitized annual reporting
- Modernize budget and financial processes into a centralized system

By the end of this year, MCJA should have support from external stakeholders to move forward on the larger strategic questions.

## Years Three to Five Evolve for the Future

Years Three to Five are focused on executing the tasks that will evolve the Academy for the future. This includes longer-term efforts that are informed by Academy alignment in Years One to Two, such as\*:

- Formalize and expand a hybrid instructor training course, update lesson plans
- Invest in dedicated spaces for experiential trainings
- Extend BLETP/BCTP durations

In years Three to Five, MCJA should be executing the tasks that are impacted by the decisions made in Years One to Two.



# There are four main risks that may hinder execution of the roadmap.

## Challenge or Risk

## Possible Mitigation Strategies

There are differing opinions regarding the future of the Academy that will impact activities on the roadmap.

By the end of Year One, MCJA leadership should have internal alignment on the larger, unanswered questions and should secure the necessary support from external stakeholders to move forward by the end of Year Two.

The constrained budget and limited capacity of Academy staff poses a risk to executing the five-year plan. More information on the finances is provided on the next page.

MCJA should fill vacant positions, hire new roles, and incentivize volunteer instructors to strengthen the pipeline of instructors. Supplement the budget through available state or federal grants.

The reliance on volunteer instructors is precarious given staffing shortages in criminal justice caused by a competitive job market and national public sentiment towards Law Enforcement and Corrections.

MCJA should consider ways to reduce barriers to participation (e.g., a non-residential option) to help alleviate staffing shortages at agencies. Explore community-building activities to showcase the positive benefits of serving in criminal justice.

Strategic Planning is not regularly conducted at MCJA.

The Academy Director should carve out dedicated program management capacity to oversee the Plan execution. Integrate strategic planning as an annual process to revisit priorities and assess metric progress.

# An assessment of the Academy's financials revealed an opportunity to leverage available grants to increase funding.

	Expenses	Income	
Recurring	<ul style="list-style-type: none"><li>• Staff salary, cadre reimbursement</li><li>• Facility maintenance and renovations</li><li>• Personnel expenses</li><li>• Rent for off-site facilities</li><li>• Supplies and textbooks</li></ul>	<ul style="list-style-type: none"><li>• BLETP and BCTP tuition</li><li>• Fees for special trainings</li><li>• 3% of traffic fines collected in the state of Maine</li></ul>	The Academy runs a <b>lean financial operation</b> with an average YoY budget of \$2.05M. For reference, the New Hampshire Officer and Corrections Academies (single campus) serves a similar state population (1.35M compared to Maine's 1.34M <sup>1</sup> ), yet their adjusted authorized budget for FY23 is \$5.62M <sup>2</sup> . There is an opportunity for MCJA to leverage additional funding sources, such as <b>federal grants</b> , to maximize the budget.
One-time	<ul style="list-style-type: none"><li>• Technology investments</li><li>• Internal operations</li></ul>		
Anticipated given roadmap	<ul style="list-style-type: none"><li>• Investments in technology, equipment, facilities, and staff professional development</li></ul>		

- 💡 MCJA should assign someone on staff to be a **grant coordinator** to identify grants that support, improve, aid, and fund action items and deliverables within the Strategic Plan objectives. This would entail:
- understanding the type of training or program desired
  - ensuring eligibility
  - reviewing expected or desired outcomes and reporting measures
  - writing and submitting the proposal

# The Academy Director should regularly assess metric progress for the five goals identified.

## OPTIMIZE FACILITIES AND FINANCES

- Percentage of facilities being utilized (% capacity)\*
- Increased budget YoY through grants

## PROVIDE HIGH QUALITY TRAINING

- Percentage of cadets that complete probation at hiring agency (85%+)
- Demand of trainings (# of vacancies, # on waitlist)\*
- Graduation rate (85%+) \*
- Test scores of cadets\*
- Hiring agency satisfaction rate (to be collected through surveys)
- Cadet course evaluations\*
- Injury rate \*
- Fitness scores before program vs. after
- Pulse survey to measure mental health

## OFFER A SUPPORTIVE WORK ENVIRONMENT

- Cadet : cadre ratio
- Cadet : instructor ratio
- Retention of staff
- Staff satisfaction surveys\*
- Dedicated \$ to staff development (e.g., conferences)\*

## PROMOTE HIGH LEVEL OF PROFESSIONAL STANDARDS

- Ability to certify and decertify all Law Enforcement and Corrections Officers
- Ability to enforce annual In-Service training requirements

## MERIT CONFIDENCE IN THE ACADEMY

- Positive feedback from all stakeholders (sheriffs, chiefs, wardens, board of trustees, DPS, etc.)
- Positive feedback from families of cadets



For each of the metrics above, baseline measures should be instituted as a foundational task in Year One.

Measures notated with an asterisk (\*) exist in some form and may need to be refined or standardized, while all others are net-new and will require capacity to implement and measure going forward.

# Next Steps



Socialize the Strategic Plan with internal and external stakeholders



Allocate resources to drive priority initiatives



Execute foundational activities to achieve the future state vision

# Appendix



# Appendix A: List of Participants

Slalom engaged **55+ stakeholders** to better understand their perspective on current state and future aspirations for MCJA, tactically plan the roadmap, and gain deliverable feedback.

## Initial Findings

### 11 60-minute 1-on-1 interviews from 3/20 - 3/31 in-person and over Teams

- Commissioner Michael Sauschuck
- Special Agent Brian Pellerin
- Interim Academy Dir. Jack Peck
- Former Academy Dir. Rick Desjardins
- Commissioner Randall Liberty
- Chief Charles Rumsey
- Sergeant Lincoln Ryder
- Commander Craig Clossey
- Cpl. Mark Struck
- Lt. Jason Madore
- Office Associate Supervisor Karen Green

### 2 90-minute in-person focus groups

- 5 Cadre
  - Sgt. Joe Mills
  - Sgt. Scott Hamilton
  - Dep. Matthew Noyes
  - Sgt. Jake Hall
  - Off. Derek Drouin
- 5 Training Coordinators
  - Alan Gregory
  - Don Finnegan
  - Joshua Daley
  - Darin Gilbert
  - Kevin Kidd

### 22 surveys sent for offline feedback

- Additional leadership (7)
  - Chief Jason Moen
  - Representative Suzanne Salisbury
  - Laura Rodas
  - Scott Landry
  - Elizabeth Ward Saxl
  - Kimberly Russell
  - Francine Garland Stark
- MCJA Office Staff (3)
  - Cheryl Twitchell
  - Nellie Raymond
  - Debbie Dalzell
- Community Engagement (12)
  - AARP, Equality Maine, 3 BoT Citizen Representatives, NAMI, Catholic Charities Refugee and Immigration Services, Comm. College Partners, Maine Municipal Assoc, Falmouth Town Manager

### Meetings on academy finances

- Derek Gorneau (Assistant to the Commissioner)
- Larry Carbonneau (DFPS - SESC)
- Debbie Dalzell (MCJA Office Staff)

## Workshops

### Strategic Alignment Workshop

MCJA leadership gained strategic alignment across the future state vision using a Strategy Map template.

- Interim Academy Dir. Jack Peck
- Former Academy Dir. Rick Desjardins
- Commissioner Sauschuck
- Board Chair Brian Pellerin
- Sgt. Lincoln Ryder
- Laura Rodas
- Associate Commissioner Scott Landry
- Chief Jared Mills

### Strategic Roadmap Workshop

MCJA staff and key constituents transposed the strategy map into a draft roadmap.

- Jack Peck
- Darin Gilbert
- Sgt. Scott Hamilton
- Becky O'Keefe
- Cpl. Mark Struck
- Kevin Kidd
- Debbie Dalzell
- Rosalie Morin
- Joshua Daley

## Reviews

The MCJA Strategic Planning Steering Committee and the Slalom engagement team met biweekly on project deliverable reviews.

MCJA/Slalom presented jointly an engagement update during the 5/12 Board of Trustees Meeting. In addition to Board members who participated in interviews or workshops, the following members were engaged for the first time:

- Deputy Chief David Bushey
- Colonel Daniel Scott
- Colonel William Roth
- Sheriff Scott Nichols
- District Attorney Kathryn Slattery
- Hon. Matthew Dana II, Chief
- Detective Seth Blodgett
- Officer Mateo Mendoza

# Appendix B: Research Methodology for Internal Operational Components

Slalom performed supplemental research to assess the facilities, staff, instructors, programs, curriculum and training, data and technology, academy oversight, and standards and compliance of MCJA against peer academies, national trends, and best practices. The sources and rationale for each area are outlined below.

## 1. MCJA Current State:

Comprised of findings from 1-on-1 interviews, surveys, focus groups, the MCJA website, and other discovery documentation

## 2. Neighboring State Academies Comparison:

We considered New Hampshire and Vermont\* because of physical proximity and the similar demographics they serve. Both also feature residential academies overseen by governing bodies like MCJA

### **New Hampshire: NH Officer and Corrections**

**Academies**, governed by the NH Police Standards and Training, provide a 16-week residential program for law enforcement and a 9-week non-residential program for corrections

**Vermont: Vermont Police Academy**, governed by the Vermont Criminal Justice Council, provides a 16-week residential basic law enforcement program. **Vermont Correctional Academy** is 8-week residential (Mon-Thurs)

Additional information on VT and NH can be found in Appendix C.

*\*Information on Vermont and New Hampshire academies is based on their public-facing websites and may be outdated.*

## 3. Trends and Best Practices:

We gathered national trends and best practices from our Subject Matter Experts (SMEs) with knowledge of operations and standards in jurisdictions in Washington, and Oakland, CA.\*\*, and reviewed literature regarding best practices and trends, listed below:

- Policing Project's "New Era of Public Safety Report"
- The President's Task Force on 21st Century Policing
- Commission on Accreditation for Law Enforcement Agencies (CALEA) Standards
- Police Executive Research Forum (PERF)
- International Association of Directors of Law Enforcement Standards and Training (IADLEST)
- New Era of Public Safety: A Guide to Fair, Safe, and Effective Community Policing by Gupta, V. and The Leadership Conference on Civil and Human Rights

*\*\*Insights related to Oakland, CA were considered as the city's criminal justice efforts have been undergoing a multi-decade transformation due to acute challenges.*

# Appendix B: Research Methodology for External Environmental Components

The environment analysis contains research findings on the overall landscape in which MCJA operates. These findings are organized into a Political, Economic, Social, Technological, Legal, and Environmental (PESTLE) analysis. The sources used for each component is outlined below.

## MCJA Current State Sources:

Comprised of findings from 1-on-1 interviews, surveys, focus groups, the MCJA website, and other discovery documentation

## Best Practices Sources:

Best practices are based on subject matter experience and research from the following sources:

- Policing Project's "New Era of Public Safety Report"
- The President's Task Force on 21st Century Policing
- Commission on Accreditation for Law Enforcement Agencies (CALEA) Standards
- Police Executive Research Forum (PERF)
- International Association of Directors of Law Enforcement Standards and Training (IADLEST)
- New Era of Public Safety: A Guide to Fair, Safe, and Effective Community Policing by Gupta, V. and The Leadership Conference on Civil and Human Rights

# Appendix C: Additional Details on the Peer Academy Comparison (1 of 2)

Maine, Vermont, and New Hampshire all offer one Law Enforcement and Corrections Academy in their state\*. The population sizes<sup>1</sup> for the three states are: 1.34M (Maine), 1.35M (New Hampshire), and 624K (Vermont). Below is some additional information on their respective Academy staff sizes and programs offered.

	MCJA Current State	New Hampshire (NH) Officer and Corrections Academies	Vermont (VT) Police Academy and Vermont Correctional Academy
<b>Summary</b>	<ul style="list-style-type: none"> <li>MCJA is a bureau within the Maine Department of Public Safety and offers a single academy for Law Enforcement and Corrections</li> </ul>	<ul style="list-style-type: none"> <li>NH Officer and Corrections Academies (same campus) is run by the New Hampshire Police Standards and Training Council</li> </ul>	<ul style="list-style-type: none"> <li>VT Police Academy is controlled by the Criminal Justice Training Council</li> <li>VT Correctional Academy is run by the Vermont Dept. of Corrections</li> </ul>
<b>Staff Size**</b>	<ul style="list-style-type: none"> <li><b>Total staff size:</b> 11</li> <li><b>MCJA administrative staff:</b> four full-time office associates (additional support requested: one full-time office associate and one full-time administrative assistant)</li> <li><b>MCJA leadership:</b> one full-time Director and one full-time Assistant Director (vacant)</li> <li><b>MCJA training coordinators:</b> five (Academy has requested to add a new Training Coordinator position to full-time staff)</li> <li><b>MCJA other:</b> one temporary staff development specialist (on loan)</li> </ul>	<ul style="list-style-type: none"> <li><b>Total staff size:</b> 29 (22 full-time, six part-time, one unclassified)<sup>2</sup></li> <li><i>Note: the FY24 Budget for the NH Academies requests two additional full-time academy positions for a Program Specialist III and a Training Development Manager<sup>3</sup></i></li> </ul>	<ul style="list-style-type: none"> <li><b>VT Police Academy total staff size:</b> 12 (one Executive Director, one Director, three Administrative Staff, seven Training Staff)</li> <li><i>Note: the FY22 Budget for the VT Criminal Justice Council requests two additional full-time academy positions for a K-9 Trainer and an additional Training Coordinator<sup>4</sup></i></li> </ul>

\*Vermont's Police Academy is separate from its Correctional Academy, but there is one of each in the State.

\*\*Staff refers to leadership positions (Director, Assistant Director), academic positions (Training Coordinators), administrative positions (Office Staff), but does not include other support (chef, maintenance).

<sup>1</sup><https://lhc.ca.gov/sites/lhc.ca.gov/files/Reports/264/Report264.pdf>

<sup>2</sup><https://www.pstc.nh.gov/publications/documents/annual-report-fy-2022.pdf>

<sup>3</sup>[https://gencourt.state.nh.us/lba/budget/operating\\_budgets/2024-2025/HF\\_Division\\_II/PSTC%20D-11%20Budget%20Presentation%202-16-23.pdf](https://gencourt.state.nh.us/lba/budget/operating_budgets/2024-2025/HF_Division_II/PSTC%20D-11%20Budget%20Presentation%202-16-23.pdf)

<sup>4</sup><https://legislature.vermont.gov/Documents/2022/WorkGroups/House%20Appropriations/Reports%20and%20Resources/W~Vermont%20Criminal%20Justice%20Council~FY2022%20Budget%20Proposal~1-15-2021.pdf>

# Appendix C: Additional Details on the Peer Academy Comparison (2 of 2)

## MCJA Current State

### Programs Offered

- **Law Enforcement Pre-Service (LEPS) Training:** virtual (40 hours) and in-person (80 hours)
- **BLETP:** residential; 18 weeks (720 hours); twice a year. The program educates the cadet on the basic tenets of being a modern law enforcement officer. Cadets learn the importance of chain of command, lifetime fitness and being physically fit, report writing, understanding the principles of community policing, effective communications. It also teaches cadets the ability to problem-solve and “think on their feet.” It emphasizes strong ethical oversight standards.
- **BCTP:** hybrid; five weeks (208 hours); six times a year. The program uses state-of-the-art curriculum to address the many changes correctional facilities face today, and to better prepare cadets to maintain the safety and security of inmates in their charge.
- **Law Enforcement In-Service:** offered online and in-person. 20 required annual hours plus 20 elective training hours every two years. Interviews revealed a desire for a leadership training class
- **Corrections In-Service:** offered online and in-person. Required courses plus one elective topic.

## New Hampshire (NH) Officer and Corrections Academies

- **Pre-Service:** not required for full-time officers
- **Law Enforcement:** 16-week residential
- **Corrections Academy:** nine weeks non-residential (commuter school); offered twice a year
- **In-Service:** eight hours annually (not including Firearms, Use of Force, First Aid, CPR, and Defensive Tactics) with plans to increase to 24 hours by 2024

## Vermont (VT) Police Academy and Vermont Correctional Academy

- **Pre-Service:** not required for full-time officers
- **Law Enforcement:** 16-week residential
- **Correctional Academy:** eight weeks residential (M-Th)
- **In-Service:** 30 hours annually

*The National Average for a Basic Law Enforcement Program is 20-to-21 weeks while the national average for annual In-Service training is 21 required hours.*



# Appendix D: A Comparison on Staff Size

There is no benchmark of recommended academy staff size because every academy is different. However, below is a list of states that offer a **single Law Enforcement Academy** and have **similar state populations** as Maine, which demonstrates how small MCJA’s full-time staff is relative to peers.

State	Vermont	Montana	Maine	New Hampshire	West Virginia
State Population <sup>1</sup>	624K	1.05M	1.34M	1.35M	1.82M
Staff Size*	<b>12</b> full-time for Law Enforcement Academy only	<b>14</b> full-time for Law Enforcement Academy only	<b>11</b> full-time for Law Enforcement and Corrections Academy	<b>22</b> full-time for single Law Enforcement and Corrections Academy	<b>14</b> full-time for Law Enforcement Academy only

<sup>1</sup><https://lhc.ca.gov/sites/lhc.ca.gov/files/Reports/264/Report264.pdf>

\*Staff refers to leadership positions (Director, Assistant Director), academic positions (Training Coordinators), administrative positions (Office Staff), but does not include other operational support (maintenance, chef, etc.).

# Appendix E: A Summary of Current State Internal Operations

**Score Legend**

- Excellent
- Good
- Needs improvement
- Sub-optimal

Category	Sub-Category	Rationale	Score
<b>Facilities and Staff</b>	Facilities	An outside architecture firm identified \$20M in repairs needed at the facility. MCJA does not have a firearms range or emergency vehicle operation course on site.	<span style="color: red;">○</span>
	Staff	MCJA has a smaller full-time staff than New Hampshire and Vermont's academies. MCJA full-time staff has decreased from 22 to 11 full-time employees.	<span style="color: red;">○</span>
<b>Curriculum and Training</b>	Instructors	The reliance on volunteer instructors is precarious; best practice is to have full-time instructors for high-liability subjects.	<span style="color: yellow;">●</span>
	Programs	MCJA offers 18-week residential BLETP twice a year, a 5-week BCTP, and requires annual in-service hours for graduated officers.	<span style="color: green;">●</span>
	Curriculum and Training Methodology	Training Coordinators have competing priorities that detract from curriculum development; there is opportunity to incorporate more adult-based learning principles in the classroom.	<span style="color: yellow;">●</span>
<b>Data and Technology</b>	Administrative Data and Technology	There is opportunity to streamline reporting and to digitize processes that are manual today, which will free up capacity among the staff who spend significant time on clerical activities.	<span style="color: red;">○</span>
	Classroom Data and Technology	There is opportunity to leverage tools that engage students during class (e.g., Smartboards), establish a central repository to allow instructors to memorialize topics that were taught in class (e.g., SharePoint), and provide electronic devices to cadets to reduce paper and streamline content.	<span style="color: red;">○</span>
<b>Regulatory and Compliance</b>	Academy Oversight	The 18-person MCJA Board is invested and engaged in the Academy. All curriculum updates must be approved through the Board of Trustees.	<span style="color: green;">●</span>
	Compliance	The Academy can suspend or dismiss cadets who violate the Code of Conduct. The Board has authority to de-certify all officers who have engaged in criminal misconduct; there is opportunity for greater investigative capacity for de-certifications.	<span style="color: lightgreen;">○</span>
	Minimum Standards	MCJA requires a minimum academic average of 75%; peer academies reviewed require 70%. There is an opportunity to explore alternatives to polygraphs or Alert tests for admission standards.	<span style="color: lightgreen;">○</span>

# Appendix F: Community Engagement Responses

We fielded ten community engagement surveys to representatives from various populations to understand their current perception and future aspirations for criminal justice in Maine. While most respondents indicated they are already Satisfied with criminal justice personnel across Maine, below outlines some areas of opportunity provided in survey responses.

**Three responses** indicated they were Less than Satisfied with criminal justice personnel today and offered potential solutions to address these challenges:

- Officers are not always educated about, trained on, and generally aware of LGBTQ+ issues.
- There is a divide between the culture of mental health and collaboration to address mental health needs.
- There is a concern with how Law Enforcement officers are trained to respond to and address substance use in the community, particularly the training given on the Good Samaritan Law.

For each of these challenges, it was suggested that [increased training and collaboration with advocates would help address the challenges](#).

Among **all responses**, three prevalent themes related to community perceptions of Law Enforcement emerged:

1. [Enthusiasm to partner with MCJA](#) to increase communication, support education, and stay engaged during this planning process and in an ongoing manner.
2. [Recognition of staffing shortages in Maine](#) for criminal justice personnel. Some groups have voiced opinions that the residential model poses a barrier to those who are single parents or caregivers to get involved in this profession.
3. [Desire for increased coordination between Law Enforcement and Corrections officers and mental health professionals](#) to help officers recognize mental health symptoms, understand the impacts, be trained in de-escalation techniques, and be more aware of community resources.

