


PS COMMITTEE #1
February 3, 2020
Briefing

MEMORANDUM

January 29, 2020

TO: Public Safety Committee

FROM: Susan J. Farag, Legislative Analyst 

SUBJECT: Briefing: Police Training

PURPOSE: To receive information on police training. No action required.

Those expected to attend the briefing include:

Chief Marcus Jones, Montgomery County Police Department (MCPD)
Captain Jason Cokinos, Director, Training and Education Division, MCPD

OVERVIEW

Police training is foundational to every aspect of police work. It proactively sets the baseline of knowledge and skills that police officers must have to provide effective law enforcement within their community. Increasingly, police work is more complex and challenging, and training must continually reflect these changes.

MCPD provides basic training at its Academy. It also provides its Probationary Officers with Field Service training, and all sworn Police Officers with annual In-Service Training. While the Department also provides specialized training for certain positions like School Resource Officers, Special Weapons and Tactics, District Community Action Teams, alcohol enforcement, and other Police functions, this briefing focuses primarily on basic training. It provides comparative data from other police departments nationwide, using the federal Bureau of Justice's 2013 Census of Law Enforcement Training Academy (CLETA) survey. It also provides information on field service training, in service training, and training topics that have been of significant interest to the Committee and the Council.

HISTORY OF POLICE TRAINING

The concept of a centralized municipal police department did not exist in the United States until the mid-1800s.¹ Prior to that, communities would often create a “night watch” where volunteers would attempt to detect illicit behavior by their neighbors. Individuals or businesses, particularly businesses in growing cities, would also pay for private protection. As commerce grew in these cities, businesses sought to transfer the cost of protection to the government. Most major cities had municipal police departments by the 1880s; however, the departments were rife with undue influence and corruption by local political, business, and labor leaders.

“The linking of police and politics bred political and financial corruption and injustice. Police became involved in partisan political activity to ensure the election of particular candidates; they received “gratuities” for not enforcing unpopular vice laws; and they excluded strangers from social and political life.”²

Early 20th Century police reformers attempted to break the link between local politics and police, and create true civil service police departments, free from both political and business interests. Instrumental in that reform was police training. Formal police training is documented as early as 1907, when August Vollmer, as Town Marshal and then Police Chief of the Berkeley, California Police Department, sought to provide both in-service training to police officers as well as develop college programs for policing.³ As Chief, he established the police department’s first police school, which provided instruction on a variety of subjects including the law and evidentiary procedures.⁴ Chief Vollmer believed it critical to view police as professionals on par with lawyers and doctors, and firmly believed it necessary to provide the appropriate education to do so.⁵ This police training framework went on to influence police training across the United States.

POLICE TRAINING TODAY

Police training across the U.S. is decentralized and varies among the nation’s 664 state and local law enforcement academies. The components of training at each academy are largely dependent upon federal, state, and local regulation, as well as voluntary compliance with various accreditation entities. Each year, approximately 45,000 recruits enter basic training programs across the U.S.

The Bureau of Justice Statistics has conducted a periodic survey of police academies since 2002. The data presented in this staff report comes from the 2013 Census of Law Enforcement Training Academies (CLETA), which was published in 2016. The Bureau of

¹ The History of Policing in the United States, <https://plsonline.eku.edu/insidelook/history-policing-united-states-part-1>

² Early Police in the United States, <https://www.britannica.com/topic/police/English-and-American-policing-in-the-late-19th-century>

³ August Vollmer, <https://scholarlycommons.law.northwestern.edu/cgi/viewcontent.cgi?article=4112&context=jclc>

⁴ City of Berkeley Police Department History The Earliest Years 1905-1925 "First In Policing" [https://www.cityofberkeley.info/Police/Home/History The Earliest Years 1905-1925.aspx](https://www.cityofberkeley.info/Police/Home/History%20The%20Earliest%20Years%201905-1925.aspx)

⁵ Vollmer, <https://scholarlycommons.law.northwestern.edu/cgi/viewcontent.cgi?article=4112&context=jclc>

Justice Statistics just conducted a newer survey in 2018, and its results are expected to be published later this year.

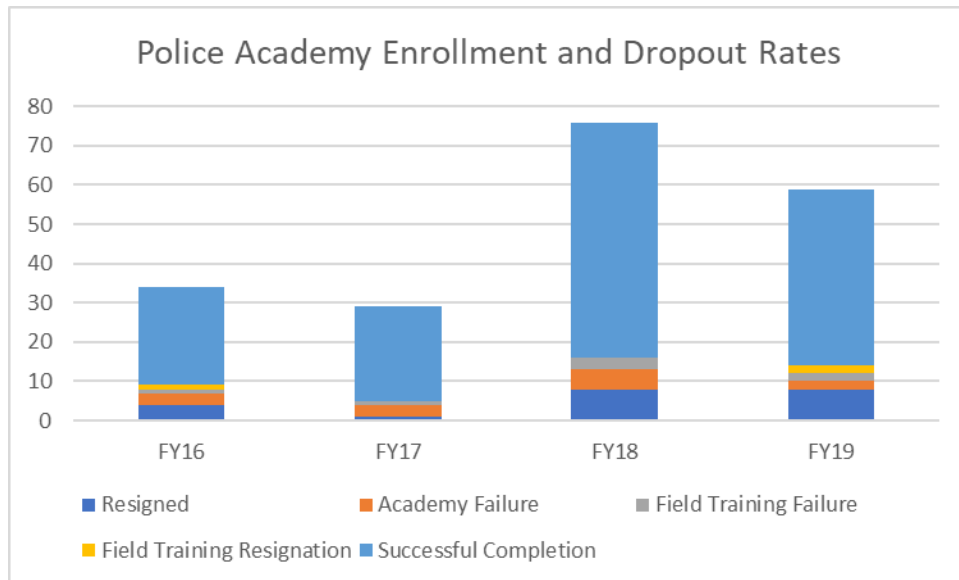
MONTGOMERY COUNTY POLICE TRAINING

Montgomery County Police Department (MCPD) has an authorized complement of 1,307 sworn officers that provides services to 1.2 million people in the County. There are several municipal police departments in the County that also provide service. All these law enforcement agencies use the MCPD Police Academy to train its recruits. MCPD administers its own police academy at the new Public Safety Training Academy site in Gaithersburg. The Academy has 32 full-time staff, including 26 sworn officers and six civilian instructors. The Academy also has two instructors temporarily assigned from the Sheriff's Office, and one instructor temporarily assigned from the Maryland-National Capital Parks and Planning Commission (M-NCPPC) Police Department. The State's Attorney's Office provides one instructor. There are no part-time instructors; however, the Academy regularly uses "adjunct" instructors pulled from their regular duties in the police districts and other divisions.

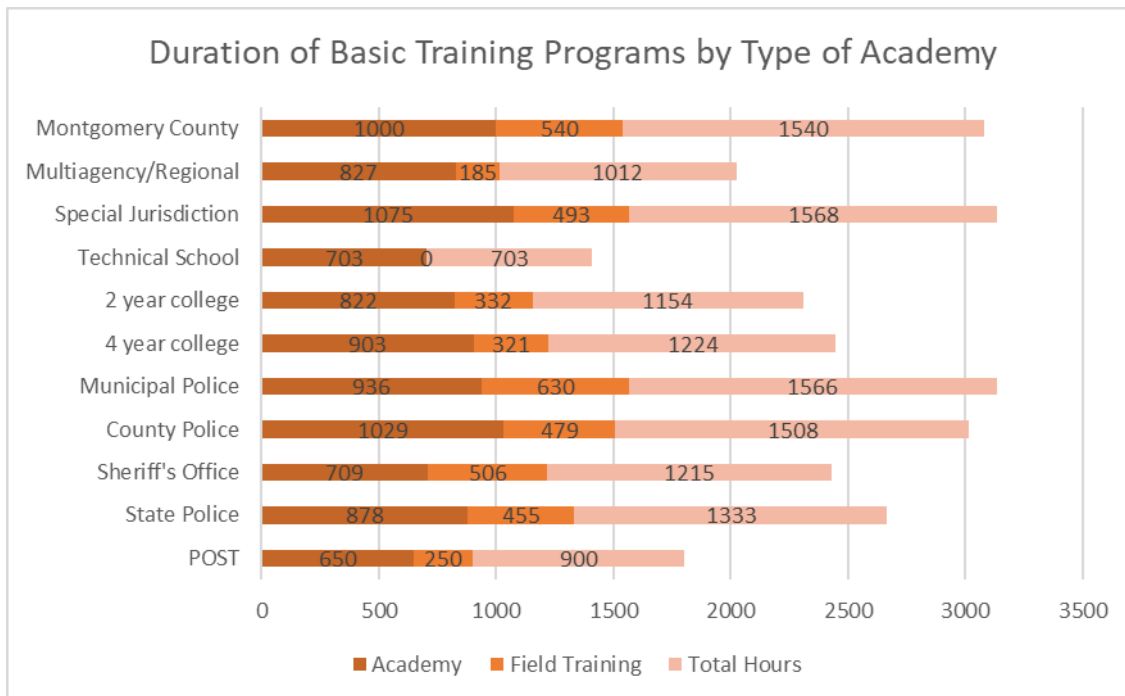
MCPD provides basic training instruction at the Academy for MCPD recruits as well as recruits for the Park Police, Gaithersburg City Police, Rockville City Police, the Sheriff's Office, the Chevy Chase Village Police, and occasionally Montgomery County Fire and Rescue Service fire and explosive investigators.

According to the CLETA survey, academies generally held two classes per year. The median smallest class size was 14 recruits and the median largest class size was 28 recruits. The entire range of class sizes varied from one graduate to one with more than 1,000 recruits. MCPD class sizes are generally large in comparison, ranging from 40-50 for each class (this includes not only MCPD recruits, but recruits from other local police departments as well). Nationwide, approximately 86% of all recruits successfully complete the training program and graduate from the academy. MCPD's graduation rate is close to this average. Over the past four years, 83% of MCPD recruits graduated from the Academy.

The following chart illustrates annual enrollment totals, as well as dropout rates from the Academy, over the past four fiscal years.



Length of Training (Basic and Field Service): MCPD police recruits must have one of the following: 1) 60 hours of college credits; 2) three years' active duty service in the military with an honorable discharge; or 3) three years' experience in another law enforcement agency. Basic training runs for 25 weeks, or 1,000 hours of instruction. Field service training adds another 14 weeks or 540 hours of instruction. The 2013 CLETA survey of all police academies reports that the average length of basic training is 843 hours, and the average length of field service training is 521 hours. The average number of instruction hours varies by the type of academy. State Peace Officer Standards and Training (POST) academies have the fewest hours of instruction, with 650 academy hours and 250 field training hours.



Elements of Training Basic Training: The MCPD Academy's basic training curriculum must meet the Maryland Police and Correctional Training Commission's minimum requirements that are set for all police officers in the State. MCPD is accredited by the Commission on Accreditation for Law Enforcement Agencies, Inc. (CALEA) and meets its training standards as well. State and federal case law also influence training needs. MCPD works within these requirements and includes additional coursework as needed to meet the needs of the County, as it develops its instructional program. The Academy's Program of Instruction for 2018-2019 is attached at ©35-53. This curriculum will be updated for the 2020.

Elements of instruction range from broad overviews of Department organization and history and Academy rules and regulations, to substantive instruction including training modules on the Maryland criminal justice system, Constitutional law, Maryland criminal law, juvenile procedures, investigative techniques, patrol operations, use of force, community relations and community policing, traffic enforcement, firearms training, emergency vehicle operations, and first aid.

Stress/Non-Stress: The CLETA survey distinguishes between "stress" and "non-stress" methods of policing training. Stress methods are based on a military model of training. This method relies heavily on both physical and psychological demands. According to the Bureau of Justice, non-stress training methods are more likely to emphasize academic achievement and physical training and include a more relaxed and supportive instructor/student relationship.

About half of academies provided a training model that was more stress than nonstress-oriented. Approximately one fifth of academies provided a training model that was more nonstress-oriented. One third of the academies provide a blended approach. MCPD advises that its approach is also blended.

All high-stress academies and most all low-stress academies use one or more types of reality-based scenario training. High-stress academies used more reality-based scenario training and used this type of training for eight out of the nine training areas for which data was gathered. The types of reality-based scenarios include:

- Self-defense;
- Arrest control tactics;
- Verbal tactics;
- Use-of-force continuum;
- Firearms;
- Non-lethal weapons;
- Non-lethal live fire (e.g. Submunitions or paintballs);
- Firearms training simulators; and
- Threat assessments.

MCPD provides reality-based training in all of these scenarios.

Training Subject Areas: The CLETA survey gathers data regarding more than 40 different basic training subject areas. These range from operational functions such as patrol procedures, emergency vehicle operations, first aid, radar, report writing, and basic investigations. They also include training for weapons/defensive tactics such as de-escalation, firearms skills, and nonlethal weapons. Legal training subject areas include criminal and Constitutional law, juvenile justice law, and traffic law. Self-improvement training includes basic foreign language instruction, ethics and integrity, health and fitness, professionalism, and stress prevention/management. The survey also collects data regarding special topics such as community policing.

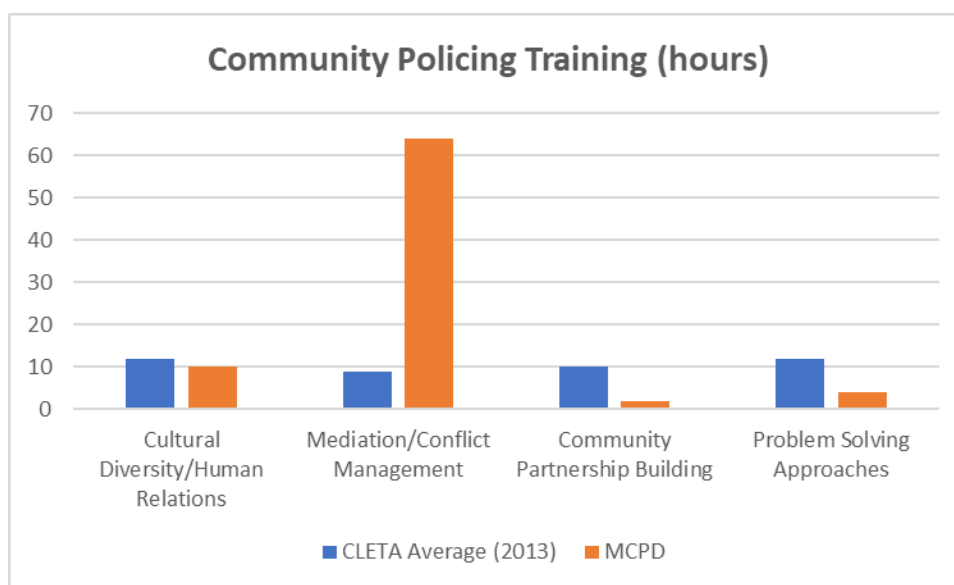
The following chart reflects major subject areas of training. It is not all-inclusive of reported or collected data. Please see ©1-20 for the 2013 CLETA survey and ©21-34 for MCPD's survey.

Training Subjects and Hours			
Subject	CLETA Average (2013)	MCPD	Difference
Basic First Aid/CPR	24	48	24
Investigations	42	40	-2
Patrol Procedures	52	170	118
Report Writing	25	39	14
Emergency Vehicle Operations	38	40	2
Traffic Accident Investigation	23	38	15
Computers/Information Systems	9	40	31
Defensive Tactics	60	88	28
Firearms	71	40	-31
Nonlethal weapons	16	19	3
Criminal/Constitutional Law	53	108	55
Juvenile Justice	10	7	-3
Traffic Law	23	25	2
Domestic Violence	13	2	-11
Gangs	4	2	-2
Hate Crimes/Bias Crimes	3	8	5
Mental Illness	10	64	54
Community Policing	43	81	38
Terrorism	9	4	-5
Ethics and Integrity	8	4	-4
Professionalism	11	2	-9
Stress Prevention	6	2	-4

In general, MCPD provides more hours of training in each subject area. Two notable exceptions are training in domestic violence (two hours compared to the national average of 13 hours) and the use of firearms (40 hours compared to the national average of 71 hours).

MCPD provides significantly more hours of training in several subjects, including first aid, patrol procedures, defensive tactics (which includes use of force and de-escalation training), Constitutional law, community policing, and mental health. MCPD provides 81 hours of community policing training compared to the national average of 43 hours. The Department also provides 64 hours of mental health training compared to the national average of 10 hours.

Community Policing Training: This subject area has been identified as a best practice by the President’s Task Force on 21st Century Policing.⁶ Community policing is a proactive approach to crime prevention where the police and the community work together as partners to reduce crime and address other community concerns. Approaches to community policing may be very neighborhood-specific, and therefore look different across the nation. The CLETA survey captures the following elements of community policing, and this chart compares MCPD community policing training to the national experience.



Mental Health Training: This subject area has also been identified as critical to modern police training and practices. The President’s Task Force on 21st Century Policing report notes that:

“Crisis intervention training (CIT) was developed in Memphis, Tennessee, in 1988 and has been shown to improve police ability to recognize symptoms of a mental health crisis, enhance their confidence in addressing such an emergency, and reduce inaccurate beliefs about mental illness.”

⁶ President’s Task Force on 21st Century Policing, <https://noblenational.org/wp-content/uploads/2017/02/President-Barack-Obama-Task-Force-on-21st-Century-Policing-Implementation-Guide.pdf>

The CLETA survey does not identify down any specific elements of mental health training. The MCPD Training Academy program currently includes 40 hours of Crisis Intervention Training for all recruits. The recruits also receive the eight-hour Mental Health First Aid training. As with other aspects of training, this subject spans a variety of training modules. The Academy also uses its reality-based scenarios to simulate dealing with individuals with mental illness.

Use of Force and De-Escalation Training: The International Association of Chiefs of Police has described use of force as the "amount of effort required by police to compel compliance by an unwilling subject." Most agencies view the use of force as a continuum, including basic verbal and physical restraint, less-lethal force, and lethal force.⁷ Generally, police officers are taught to use the least amount of force necessary to prevent harm and take control of the incident. MCPD provides 20 hours of de-escalation training, 88 hours of defensive tactics, and 19 hours of non-lethal weapon training.

Field Service Training: Once recruits have graduated from the Academy, they are required to complete 14 weeks of Field Service Training. Probationary officers are assigned to a Field Training Officer and must complete every enumerated task (see "Probationary Officer's Handbook attached at ©58-86).

In-Service Training: In-Service training is provided annually to all police officers. It is governed by Maryland Police and Correctional Training Commission Requirements that include 18 hours of in-service training per year of the following subjects:

- Firearms (annually);
- TASER qualifications (annually);
- Rifle and Shotgun (semi-annually);
- Autism; and
- The study of criminal laws concerning rape, sexual offenses, sexual abuse of children; the contact with and treatment of victims of crimes; victims' rights, services, and support; and the notification of victims of identify fraud of their rights under federal law (triennially).

CALEA accreditation standards mandate in-service training on:

- Use of Force Policy (annually);
- Protective Instruments (biennially);
- Firearms, Rifle, and Shotgun (annually);
- Legal Updates (annually);
- Biased Based Policing (required biennially; however, MCPD does this annually);
- TASER (annually);
- Defensive Tactics (biennially);
- Ethics (biennially);

⁷ Overview of Police Use of Force, National Institutes of Justice, <https://nij.ojp.gov/topics/articles/overview-police-use-force>

- Mental Illness (triennially, however MCPD does this annually);
- Temporary Detention Room (triennially); and
- Remedial Training for those who do not qualify.

The Federal Emergency Management Agency (FEMA) also requires:

- IS 100 – Introduction to Incident Command;
- IS 700 – National Incident Command System;
- IS 200 – Basic Incident Command (Sergeants and above, and ECC supervisors);
- IS 300 – Intermediate ICS for expanding incidents – (Lieutenants and above);
- IS 400 – Advanced ICS for Command and Staff (Lieutenants and above); and
- IS 800 – National Response Framework (Lieutenants and above).

The National Safety Council mandates:

- CPR (biennially)

In addition to these mandated in-service training elements, MCPD requires training in:

- Blood Borne Pathogens (annually);
- Firearms (annually);
- Less-lethal Weapons (annually);
- Legal Updates (annually);
- Defensive tactics and protective instruments (annually)
- Ethics (biennially and includes all sworn and civilian employees);
- Preventing Workplace Harassment (triennially);
- Mental Illness (annually beginning in 2020, for all sworn and civilian employees);
- Biased Based Profiling Issues, Including Legal Aspects (entry-level and biennially).

DISCUSSION ISSUES

1. The CLETA survey composition does not easily reflect blended training elements, such as when the Academy concurrently trains on mental illness and de-escalation techniques. It would be helpful to the Committee if the Department could give an example of how certain skills such as de-escalation or community policing are factored into multiple training elements.
2. The Academy makes use of many adjunct instructors, often on overtime, to help teach basic training and other specialized training. Is this done to efficiently make use of subject matter experts out in the field? Or does it reflect insufficient Academy staffing? Or both?
3. What influences the Academy's development of its curriculum outside of legal and accreditation mandates? How often does the Academy change its curriculum?
4. What are recent changes the Academy has made to its curriculum, and why?

This packet contains	©
State and Local Law Enforcement Training Academies, 2013	1-20
Montgomery County CLETA Survey Responses, 2018	21-34
MCPD Program of Instruction (Recruits)	35-53
Updated CALEA Training Standard on Bias Policing	54
Updated CALEA Training Standard on Mental Health Issues	55
Updated CALEA Training Standard on Training of Personnel	56
Updated CALEA Training Standard on All Hazards Plan Training	57
Field Service and Evaluation Program Probationary Officer's Handbook	58-86
In-Service Training – Required Training	87-88

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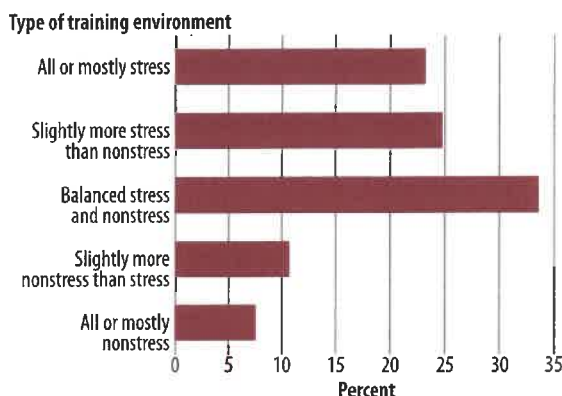
State and Local Law Enforcement Training Academies, 2013

Brian A. Reaves, Ph.D., *BJS Statistician*

From 2011 to 2013, a total of 664 state and local law enforcement academies provided basic training to entry-level officer recruits in the United States. During this period, nearly 135,000 recruits (45,000 per year) entered a basic training program, and 86% completed the program successfully. This completion rate was the same as was observed for the 57,000 recruits who entered training programs in 2005.

About half (48%) of recruits were trained by academies using a training model that was more stress than nonstress oriented in its approach (figure 1). Stress-based training is based on the military model and typically involves intensive physical demands and psychological pressure. About a fifth (18%) of recruits were trained by academies that maintained more of a nonstress environment. The nonstress model emphasizes academic achievement, physical training, and a more relaxed and supportive instructor–trainee relationship. A third (34%) of recruits were trained in academies that balanced the two approaches.

FIGURE 1
Distribution of recruits in basic training programs in state and local law enforcement training academies, by type of training environment, 2011–13



Note: See appendix table 16 for standard errors.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

HIGHLIGHTS

- On average, 45,000 recruits entered basic law enforcement training programs each year from 2011 to 2013.
- From 2011 to 2013, 86% of the recruits who started a basic training program completed it successfully.
- About 1 in 7 recruits entering basic training programs were female.
- Nearly 1 in 3 recruits were members of a racial or ethnic minority.
- From 2011 to 2013, academies at 2-year colleges graduated the most recruits (10,000 per year), followed by municipal police (7,000) academies.
- Excluding field training, basic training programs lasted an average of about 840 hours, or 21 weeks.
- Major training areas included operations (an average of 213 hours per recruit); firearms, self-defense, and use of force (168 hours); self-improvement (89 hours); and legal education (86 hours).
- Nearly all academies required basic training on community policing, with an average of more than 40 hours of instruction per recruit.
- Nearly all basic training programs addressed social issues such as domestic violence (an average of 13 hours per recruit) and mental illness (10 hours).

This report uses data from the Bureau of Justice Statistics' (BJS) 2013 Census of Law Enforcement Training Academies (CLETA) to describe basic training programs for new recruits based on their content, instructors, and teaching methods. It also describes the recruits' demographics, completion rates, and reasons for failure. The data describing recruits cover those entering basic training programs from 2011 to 2013. The data describing academies are based on 2013, the latest year referenced in the survey.

Like prior BJS studies conducted in 2002 and 2006, the 2013 CLETA collected data from all state and local academies that provided basic law enforcement training. Academies that provided only in-service, corrections and detention, or other specialized training were excluded. Any on-the-job training received by recruits subsequent to their academy training is not covered. (See *Methodology* for additional details.)

Educational institutions operated nearly half of law enforcement training academies

From 2011 to 2013, nearly half (47%) of the academies that provided basic training for new recruits were based at an educational institution such as a 2-year college (33%), 4-year college or university (7%), or technical school (7%) (**table 1**). Municipal police departments operated 20% of academies, sheriffs' offices operated 10%, and state police or highway patrol agencies operated 6%. State Peace Officer Standards and Training (POST) agencies, which typically certify peace officers, operated 5% of academies.

State POST and college/university academies were the least likely to use a stress-oriented training model

Nearly 1 in 4 academies (23%) reported their training environment was all or mostly stress oriented (**table 2**). State police or highway patrol academies (61%) were the most likely to use this type of training model. For all other types of academies, no more than 32% used a predominately stress-oriented training model.

Twenty-six percent of academies reported a slightly more stress than nonstress training environment. Overall, a majority of state police or highway patrol (76%), multiagency or regional (60%), and sheriff's office (58%) academies used training models that were more stress than nonstress oriented to at least some degree.

More than a quarter of the academies operated by 4-year colleges and universities (33%), state POST agencies (28%), and 2-year colleges (27%) used a training model that was more nonstress than stress oriented. About 1 in 10 state police or highway patrol (9%), multiagency or regional (10%), county police (10%), and sheriff's office (11%) academies were more nonstress than stress oriented in their approach.

TABLE 1
State and local law enforcement training academies providing basic training, by type of academy, 2013

Type of academy	Number	Percent
All types	664	100%
State POST*	30	4.5
State police/highway patrol	41	6.2
Sheriff's office	66	9.9
County police	22	3.3
Municipal police	132	19.9
4-year college/university	43	6.5
2-year college	221	33.3
Technical school	43	6.5
Special jurisdiction	17	2.6
Multiagency/regional	49	7.4

Note: Detail may not sum to total due to rounding.

*Peace Officer Standards and Training.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

TABLE 2
Training environment of state and local law enforcement training academies, by type of academy, 2013

Type of academy	All or mostly stress	Slightly more stress than nonstress	Balanced stress and nonstress	Slightly more nonstress than stress	All or mostly nonstress
All types	23%	26%	32%	12%	8%
State POST*	18	21	32	14	14
State police/highway patrol	61	15	15	3	6
Sheriff's office	21	37	32	2	9
County police	29	19	43	10	0
Municipal police	24	26	34	10	6
4-year college/university	15	21	32	15	18
2-year college	16	27	31	19	8
Technical school	16	25	34	12	12
Special jurisdiction	21	14	43	21	0
Multi-agency/regional	32	28	30	2	8

Note: Detail may not sum to total due to rounding.

*Peace Officer Standards and Training.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

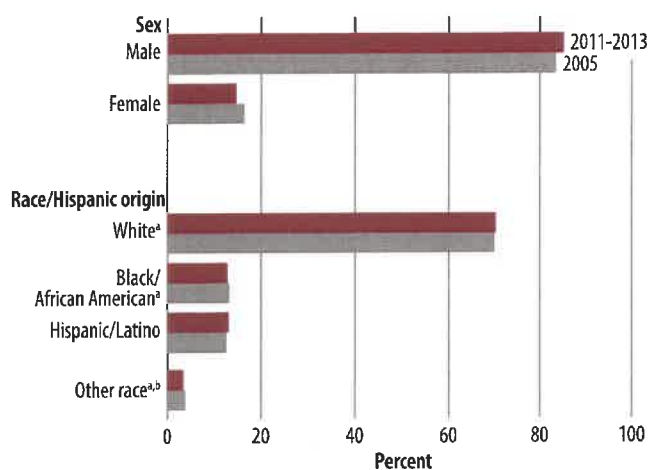
More than 2 in 5 recruits were trained at academies operated by educational institutions

Nearly all (96%) state and local law enforcement training academies used a class structure for basic training (groups of recruits being trained at the same time) (not shown). From 2011 to 2013, academies held a median of six training classes, or two classes per year (table 3). The median smallest class size was 14 recruits and the median largest class size was 28 recruits. Overall, there was a large range of class sizes. Some academies had classes with 1 graduate and others had classes with more than 1,000 graduates (not shown).

From 2011 to 2013, an average of 44,891 recruits entered basic training programs each year (table 4). More than two-fifths of the recruits were trained at academies primarily operated by educational institutions, including 2-year colleges (28%), 4-year colleges and universities (8%), and technical schools (7%). About half (47%) of these academies offered an academic degree track (not shown).

About 17% of recruits entered training programs at municipal police academies. State POST agencies, which operated only 5% of all academies, trained 13% of all recruits. Academies operated by sheriffs' offices trained 8% of all recruits, and those operated by state police or highway patrol academies trained 7%. County police (3%) and special jurisdiction (1%) academies trained the smallest numbers of recruits.

FIGURE 2
Recruits entering basic training programs in state and local law enforcement training academies, by sex and race/Hispanic origin, 2005 and 2011–13



Note: See appendix table 17 for standard errors.

^aExcludes persons of Hispanic or Latino origin.

^bIncludes American Indian and Alaska Native; Asian, Native Hawaiian, and Other Pacific Islander; and persons of two or more races.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2006 and 2013.

Nearly 1 in 3 recruits entering basic training programs were members of a racial or ethnic minority

A total of 488 (73%) academies provided data on the sex of 91,000 recruits entering basic training programs from 2011 to 2013. Fifteen percent of these recruits were female, down slightly from the estimated 17% in 2005 (figure 2). During the same period, 336 (51%) academies provided data on race and Hispanic origin for 58,000 recruits entering basic training. As in 2005, 70% of these recruits were white, and 30% were members of a racial or ethnic minority. Blacks and Hispanics each accounted for 13% of recruits, and 4% were members of other races.

TABLE 3
Average number of basic training classes and average class size, by type of academy, 2011–13

Type of academy	Median number of classes	Median class size	
		Smallest	Largest
All types	6	14	28
State POST*	10	24	41
State police/highway patrol	5	27	45
Sheriff's office	5	13	27
County police	6	16	34
Municipal police	3	16	28
4-year college/university	6	16	25
2-year college	6	12	25
Technical school	6	13	23
Special jurisdiction	2	12	18
Multiagency/regional	6	14	31

*Peace Officer Standards and Training.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

TABLE 4
Average number of recruits starting basic training programs annually in state and local law enforcement training academies, by type of academy, 2011–13

Type of academy	Number	Percent
All types	44,891	100%
State POST*	5,992	13.3
State police/highway patrol	3,105	6.9
Sheriff's office	3,512	7.8
County police	1,219	2.7
Municipal police	7,777	17.3
4-year college/university	3,507	7.8
2-year college	12,664	28.2
Technical school	2,930	6.5
Special jurisdiction	375	0.8
Multiagency/regional	3,810	8.5

Note: Detail may not sum to total due to rounding. See appendix table 11 for standard errors.

*Peace Officer Standards and Training.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

Excluding field training, basic law enforcement training programs lasted an average of about 21 weeks

Excluding field training, the average length of a basic law enforcement training program in a training academy was about 840 hours, or 21 weeks (table 5). This was about 2 weeks longer than was observed in the 2006 CLETA. Academies operated by agencies with special jurisdictions (such as natural resources, parks, or transportation systems) had the longest training programs (an average of 1,075 hours), followed by county police academies (1,029 hours). Academies operated by state POST agencies (650 hours), technical schools (703 hours), and sheriffs' offices (706 hours) had the shortest training programs on average. Across all types of academies, each recruit spent an average of 806 hours each completing basic training (not shown).

More than a third of academies included a mandatory field training component in their basic program

Overall, 37% of academies (which trained 31% of all recruits) required recruits to complete a mandatory field segment after graduating from the basic academy training program. Field training provides recruits with the opportunity to work with a field training officer in order to learn the practical aspects of law enforcement and community service, and to assimilate into the professional culture of a particular agency. More than two-thirds of state police or highway patrol (76%), county police (76%), municipal police (71%), and special jurisdiction (69%) academies had a field training requirement.

An additional 44% of academies (which trained 45% of all recruits) reported that there was a field training requirement, but the hiring agency oversaw it. When agency-specific requirements were included, there was a field training requirement for recruits at all county police and special jurisdiction academies and at nearly all municipal police (97%), multiagency or regional (96%), state police or highway patrol (94%), and sheriff's office (90%) academies.

Among academies that oversaw a mandatory field training component, the average program was about 500 hours. Municipal police academies (630 hours) had the longest field training programs on average.

TABLE 5
Duration of basic training programs in state and local law enforcement training academies, by type of academy, 2013

Type of academy	Average length in classroom	Mandatory field training component			
		Total	For all recruits	Agency specific	Average length ^a
All types	843 hrs.	81%	37%	44%	521 hrs.
State POST ^b	650	38	14	24	250
State police/highway patrol	878	94	76	18	455
Sheriff's office	706	90	37	53	506
County police	1,029	100	76	24	479
Municipal police	936	97	71	26	630
4-year college/university	903	68	15	53	321
2-year college	822	71	14	57	332
Technical school	703	65	0	65	~
Special jurisdiction	1,075	100	69	31	493
Multiagency/regional	827	95	36	60	185

Note: Detail may not sum to total due to rounding.

~Not applicable.

^aExcludes field training segments that were not overseen by academies.

^bPeace Officer Standards and Training.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

Academies required an average of 168 hours of basic training per recruit on weapons, defensive tactics, and the use of force

Among the major topical training areas in the CLETA survey instrument, the most required training hours were in the area of operations (more than 200 hours per recruit). Major topics covered in operations training included patrol procedures (52 hours), investigations (42 hours), emergency vehicle operations (38 hours), and report writing (25 hours) (table 6).

An average of 168 hours per recruit were required for training on weapons, defensive tactics, and the use of force. Recruits spent most of this time on firearms (71 hours) and self-defense (60 hours) training. Recruits also spent an average of 21 hours on the use of force, which may have included training on agency policies, de-escalation tactics, and crisis intervention strategies.

Recruits were typically also required to take training classes in self-improvement (89 hours per recruit) and legal education (86 hours). On average, more than half of self-improvement training hours were related to health and fitness (49 hours). A majority of the legal training focused on criminal and constitutional law (53 hours) and traffic law (23 hours). Nearly a third (29%) of academies required basic foreign language training with an average of 9 hours per recruit (not shown in table).

TABLE 6
Major subject areas included in basic training programs in state and local law enforcement training academies, 2013

Training area	Percent of academies with training	Average number of hours of instruction required per recruit*
Operations		
Report writing	99%	25 hrs.
Patrol procedures	98	52
Investigations	98	42
Traffic accident investigations	98	23
Emergency vehicle operations	97	38
Basic first aid/CPR	97	24
Computers/information systems	61	9
Weapons/defensive tactics/use of force		
Defensive tactics	99%	60 hrs.
Firearms skills	98	71
Use of force	98	21
Nonlethal weapons	88	16
Self-improvement		
Ethics and integrity	98%	8 hrs.
Health and fitness	96	49
Communications	91	15
Professionalism	85	11
Stress prevention/management	81	6
Legal education		
Criminal/constitutional law	98%	53 hrs.
Traffic law	97	23
Juvenile justice law/procedures	97	10

*Excludes academies that did not provide this type of instruction.

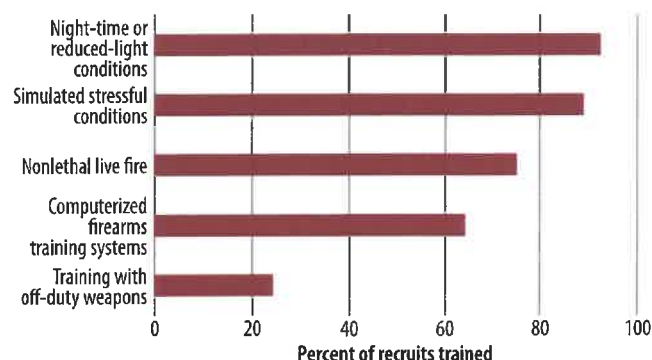
Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

About two-thirds of recruits received some computerized firearms training

About 9 in 10 recruits received training on the use of firearms under night-time or reduced-light conditions (93%) or simulated stressful conditions (89%) (figure 3). Most recruits also received firearms training under nonlethal live fire (75%) and in computerized firearms training systems (64%).

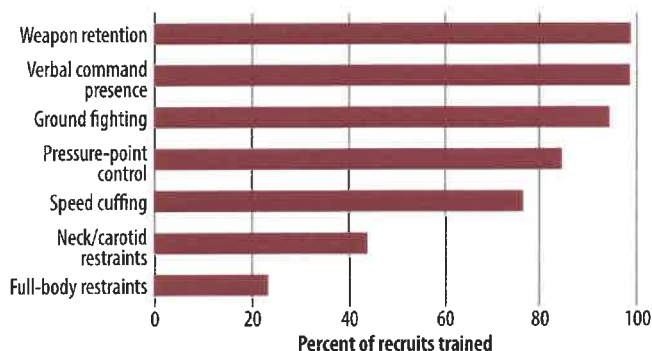
Nearly all recruits received training on weapon retention (99%), verbal command presence (99%), and ground fighting (94%) (figure 4). Most of recruits were also trained on pressure-point control (85%) and speed cuffing (77%).

FIGURE 3
Special types of firearms training provided in state and local law enforcement training academies, 2013



Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

FIGURE 4
Techniques included in basic control/defensive tactics instruction in state and local law enforcement training academies, 2013

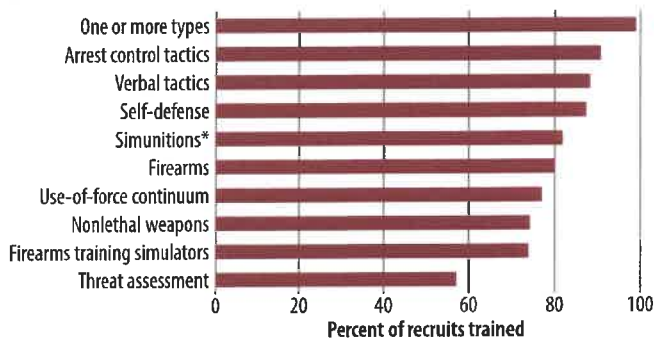


Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

About 8 in 10 recruits received reality-based scenario training on the use of firearms

Nearly all recruits (99%) were trained at academies that incorporated reality-based (mock) scenarios into their use-of-force training (figure 5). Such training allows recruits to practice critical decisionmaking, execute standard operating procedures, and employ potentially life-preserving tactics under the duress of realistic conditions. About 9 in 10 recruits received reality-based training on arrest control tactics (91%), verbal tactics (88%), and self-defense (87%), and about 8 in 10 received this type of training on the use of firearms (80%) and the use-of-force continuum (77%). More than 7 in 10 recruits (74%) received reality-based training on the use of nonlethal weapons.

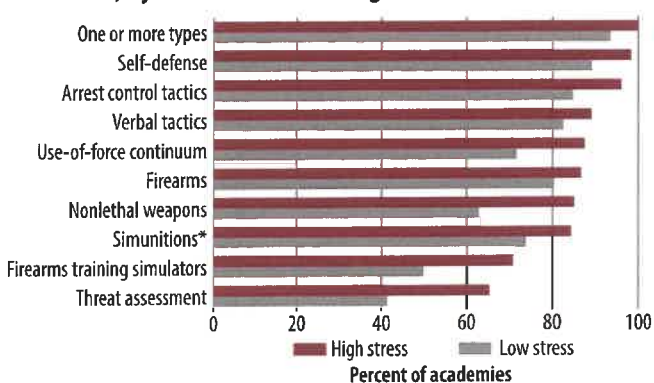
FIGURE 5
Types of reality-based (mock) scenarios used for basic use-of-force instruction in state and local law enforcement training academies, 2013



*Nonlethal ammunition, such as capsules filled with paint.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

FIGURE 6
Types of reality-based (mock) scenarios used for basic use-of-force instruction in state and local law enforcement training academies, by stress level of training environment, 2013



*Nonlethal ammunition, such as capsules filled with paint.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

Stress-oriented academies used more types of reality-based training than nonstress academies

All high-stress (defined as all or mostly stress) academies and nearly all low-stress (defined as all or mostly nonstress) academies (94%) used one or more types of reality-based scenario training. On average, high-stress academies used this type of training for eight of the nine training areas identified in the 2013 CLETA survey instrument, compared to an average of six areas for the low-stress academies. A higher percentage of high-stress academies than low-stress academies used each type of reality-based training. The difference was greatest for threat assessment (65% compared to 41%), nonlethal weapons (87% compared to 63%), and firearms training simulators (71% compared to 50%) (figure 6).

About 4 in 5 recruits received training on how to identify the excessive use of force by other officers

In 2013, 81% of academies (which trained 81% of all recruits) provided basic training on how to identify and respond to excessive force used by other officers (table 7). This was similar to the findings in 2006. About 9 in 10 academies operated by county police departments (90%), sheriffs' offices (89%), and municipal police departments (86%) provided this type of training.

TABLE 7
Instruction on excessive force used by other officers included in basic training programs in state and local law enforcement training academies, by type of academy, 2013

Type of academy	Percent of academies
All types	81%
State POST*	75
State police/highway patrol	82
Sheriff's office	89
County police	90
Municipal police	86
4-year college/university	76
2-year college	78
Technical school	84
Special jurisdiction	67
Multiagency/regional	79

*Peace Officer Standards and Training.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

Academies required an average of more than 40 hours of community policing training

Community policing continued to be an important component of basic law enforcement training in 2013. Nearly all (97%) of academies (which trained 98% of recruits) provided training in this area, up from the 92% observed in 2006 ([table 8](#)). In 2013, recruits were required to complete an average of more than 40 hours of training in community policing. A majority received training on how to identify community problems (77%), the history of community-oriented policing (75%), interacting with youth (62%), using problem-solving models (61%), environmental causes of crime (57%), and prioritizing crime and disorder problems (51%) ([figure 7](#)).

Nearly all basic training programs addressed social issues such as domestic violence and mental illness

More than 90% of academies included training on domestic violence (an average of 13 hours per recruit), mental illness (10 hours), and sexual assault (6 hours). More than 80% provided training on domestic preparedness and terrorism (9 hours), crimes against children (6 hours), victim response (5 hours), and gangs (4 hours) ([table 9](#)).

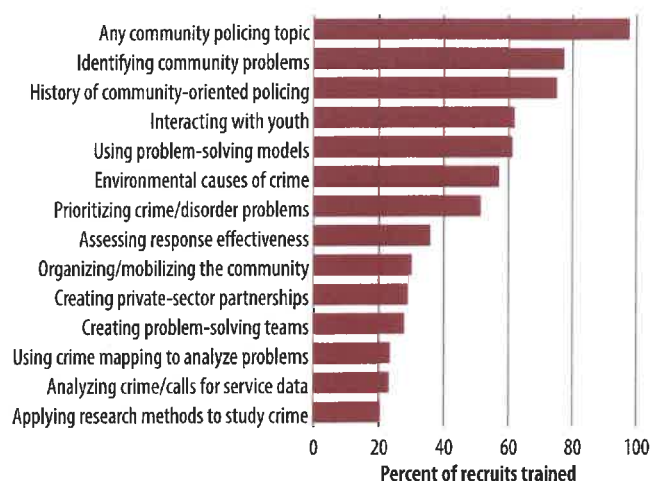
TABLE 8
Community policing subject areas in basic training programs in state and local law enforcement training academies, 2013

Topic	Percent of academies with training	Average number of hours required per recruit*
Total	97%	43 hrs.
Cultural diversity/human relations	95	12
Mediation/conflict management	82	9
Community partnership building/collaboration	82	10
Problem-solving approaches	80	12

*Excludes academies that did not provide this type of instruction.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

FIGURE 7
Community policing topics in basic training programs in state and local law enforcement training academies, 2013



Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

TABLE 9
Special topics included in basic training programs in state and local law enforcement training academies, 2013

Subject area	Percent of academies with training	Average number of hours of instruction per recruit*
Domestic violence	98%	13 hrs.
Mental illness	95	10
Sexual assault	92	6
Crimes against children	90	6
Domestic preparedness/terrorism	85	9
Gangs	82	4
Victim response	80	5
Hate crimes/bias crimes	78	3
Sexual harassment	75	3
Elder abuse	73	3
Clandestine drug labs	67	4
Human trafficking	64	3
Cyber/internet crimes	57	3

*Excludes academies that did not provide this type of instruction.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

Nearly all recruits received terrorism-related training

In 2013, 95% of academies (which trained 95% of recruits) provided basic training on terrorism-related topics, an increase from 2006 (90%). A majority of recruits received training on the National Incident Management System/ Incident Command System (78%); understanding the nature of terrorism (69%); response to weapons of mass destruction (68%); relevant federal, state, and local agencies (60%); disaster response and recovery (56%); and intelligence gathering (53%) (figure 8).

From 2006 to 2013, the number of training hours required for firearm skills increased

Between 2006 and 2013, the average amount of instruction required per recruit increased the most for firearms skills, from 63 hours in 2006 to 71 hours in 2013 (figure 9). Decreases were observed for criminal and constitutional law (from 64 hours to 53 hours) and patrol procedures (from 58 hours to 52 hours).

Two-thirds of academies used input from academy staff to assist with curriculum development

In 2013, nearly all academies reported they had developed content for their basic training program in response to mandates from a state POST or other state-level agency or commission (93%) (figure 10). A majority of academies also developed content in response to legislative or regulatory mandates (56%). About two-thirds (67%) of academies used input from staff members and about half (54%) used outside subject-matter experts. For the seven development methods identified in the 2013 CLETA, responses to legislative or regulatory mandates showed the largest increase compared to 2006 (from 45% in 2006 to 56% in 2013).

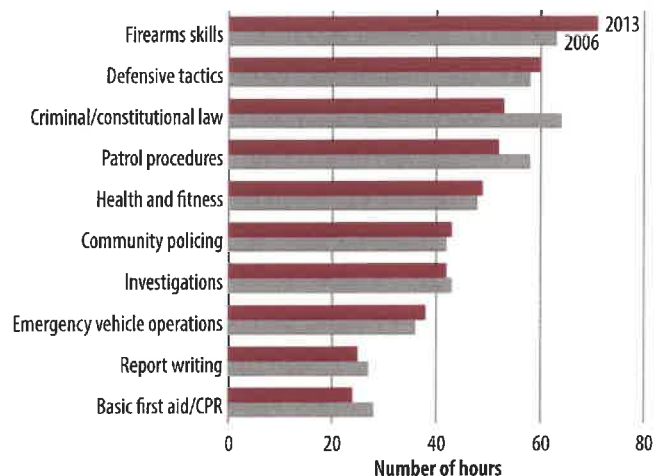
FIGURE 8
Terrorism-related topics covered in basic training programs in state and local law enforcement training academies, 2013



Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

FIGURE 9

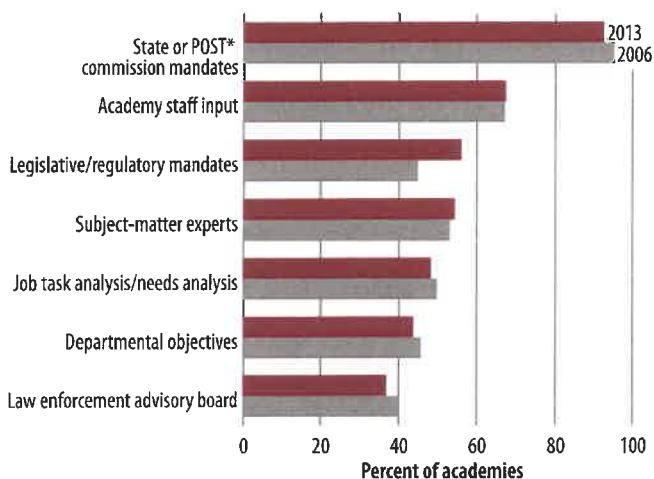
Average number of hours of basic training instruction required per recruit in state and local law enforcement training academies, 2006 and 2013



Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2006 and 2013.

FIGURE 10

Curriculum development methods used by state and local law enforcement training academies, 2006 and 2013



*Peace Officer Standards and Training.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2006 and 2013.

Academies employed more than 5,000 sworn personnel as full-time instructors

In 2013, academies employed more than 15,000 full-time instructors and nearly 23,000 part-time instructors. A third (33%) of the full-time instructors were sworn officers permanently employed by or permanently assigned to the academy (**table 10**). Another third of full-time instructors were on-duty sworn officers temporarily assigned to the academy (19%) or off-duty sworn officers compensated to teach (16%).

About 4 in 10 (42%) part-time training academy instructors were off-duty sworn officers compensated to teach, and about 2 in 10 (21%) were adjunct faculty. On-duty sworn officers temporarily assigned to the academy accounted for 9% of part-time instructors.

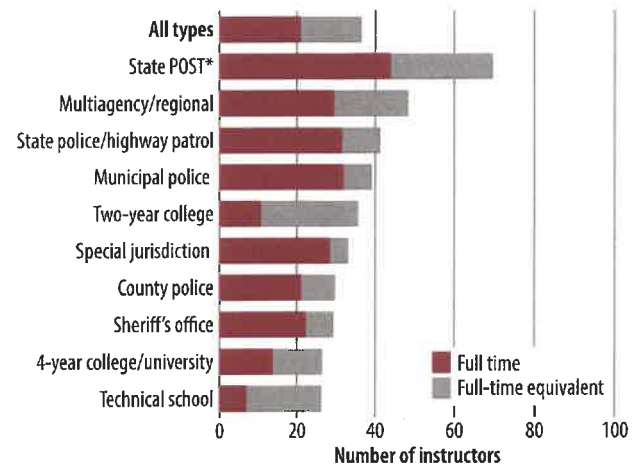
Academies employed an average of 21 full-time and 32 part-time instructors

On average, academies employed 37 full-time-equivalent instructors, including 21 full-time personnel and 32 part-time personnel (**figure 11**). Academies operated by state

POST agencies were the largest, employing an average of 70 full-time-equivalent instructors, with 44 full-time instructors and 51 part-time instructors. On average, academies operated by technical schools (26) and 4-year colleges and universities (27) had the lowest number of full-time-equivalent instructors.

More than 140 academies employed 50 or more full-time-equivalent instructors (21%), including 37 academies with 100 or more (5%) (**table 11**). A majority (55%) of all academies employed at least 25 full-time-equivalent instructors.

FIGURE 11
Average number of full-time-equivalent instructors in state and local law enforcement training academies, by type of academy, 2013



Note: Calculated by weighting the number of part-time instructors by 0.5 and adding it to the number of full-time instructors.

*Peace Officer Standards and Training.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

TABLE 10
Types of instructors employed by state and local law enforcement training academies, 2013

Type of instructor	Full time		Part time	
	Number	Percent	Number	Percent
Total	15,223	100%	22,659	100%
Permanent sworn	5,064	33	1,682	7
On-duty sworn	2,874	19	2,102	9
Off-duty sworn	2,429	16	9,546	42
Civilian	1,809	12	725	3
Adjunct faculty	1,472	10	4,855	21
Volunteer	822	5	1,596	7
Contractor	193	1	548	2
Other	562	4	1,605	7

Note: Detail may not sum to total due to rounding. See appendix table 12 for standard errors.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

TABLE 11
State and local law enforcement training academies and instructors, by size of academy, 2013

Number of full-time-equivalent instructors	Academies		Full-time instructors		Part-time instructors	
	Number	Percent	Number	Percent	Number	Percent
All sizes	664	100%	15,223	100%	22,659	100%
100 or more	37	6	4,292	28	2,754	12
50-99	107	16	4,879	32	5,673	25
25-49	219	33	4,136	27	8,677	38
10-24	229	34	1,613	11	5,203	23
9 or fewer	72	11	304	2	351	2

Note: Detail may not sum to total due to rounding. See appendix table 13 for standard errors.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

Continued on next page

Academies employed more than 5,000 sworn personnel as full-time instructors (continued)

About 3 in 4 academies required full-time instructors to have law enforcement experience

Three-quarters (75%) of academies required full-time instructors to have a minimum number of years of law enforcement experience prior to employment (table 12). The average requirement was about 4 years.

About a third of academies required full-time instructors to have a 4-year degree (15%), 2-year degree (10%), or graduate degree (8%) (table 13). A majority of the academies operated by 2-year colleges (62%), technical schools (60%), and 4-year colleges and universities (53%) had a degree requirement for instructors.

Nearly all academies required both full-time and part-time instructors to be certified

Nearly all academies required full-time (98%) and part-time (96%) instructors to be certified by a state POST commission or other state-level agency (appendix table 7). Full-time

instructors in 80% of academies and part-time instructors in 72% of academies were required to have state-level certification. About 60% of academies required full-time and part-time instructors to be certified as subject-matter experts. Seventy-four percent of academies provided ongoing or refresher training for their instructors (appendix table 8).

More than 9 in 10 academies used student input when evaluating the performance of instructors

Ninety-one percent of training academies used student feedback when evaluating the performance of academy instructors (appendix table 9). Supervisory evaluations (74%) were also widely used. Less than half of academies used ratings by other trainers (45%) or state certifications (41%) when evaluating instructors.

TABLE 12
Minimum years of law enforcement experience required for full-time instructors in state and local law enforcement training academies, by type of academy, 2013

Type of academy	Percent of academies with minimum requirement	Average number of years required
All types	75%	4.1 yrs.
State POST*	62	4.3
State police/highway patrol	71	3.1
Sheriff's office	75	3.4
County police	81	3.4
Municipal police	65	3.7
4-year college/university	80	5.2
2-year college	80	4.7
Technical school	97	5.1
Special jurisdiction	69	3.1
Multiagency/regional	70	3.4

*Peace Officer Standards and Training.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

TABLE 13
College degree requirements for full-time instructors in state and local law enforcement training academies, by type of academy, 2013

Type of academy	Total	Type of degree		
		Graduate	4-year	2-year
All types	34%	8%	15%	10%
State POST*	28	0	28	0
State police/highway patrol	15	0	3	12
Sheriff's office	5	0	2	4
County police	15	0	5	10
Municipal police	10	1	4	6
4-year college/university	53	29	18	6
2-year college	62	16	27	19
Technical school	60	23	30	7
Special jurisdiction	31	0	25	6
Multiagency/regional	19	0	7	12

Note: Detail may not sum to total due to rounding.

*Peace Officer Standards and Training.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

Academies used a variety of tests to evaluate recruits

Nearly all academies evaluated recruits with written tests (95%) and skills proficiency tests (93%), and they administered a median of 16 written tests and 5 skills proficiency tests to each recruit (table 14). Eighty-eight percent of academies used physical fitness tests with a median of three tests, and 76% used scenario-based tests with a median of seven tests. Competency exams constructed by a state POST commission or other state-level agency were used by 70% of academies.

About 6 in 7 recruits who started a basic training program completed it successfully

From 2011 to 2013, 86% of all recruits who started a basic law enforcement training program completed it successfully and graduated from the academy (table 15). Academies based at technical schools (92%) had the highest overall completion rate. The completion rates at academies operated by county police departments (83%), 2-year colleges (82%), and state police or highway patrol agencies (81%) were slightly lower than the overall average. By size of academy, completion rates ranged from 81% for those with fewer than 25 instructors to 88% for those with 100 or more full-time instructors (not shown).

The average completion rate per academy was highest among those operated by state POST agencies (92%) and sheriffs' offices (90%). The lowest averages were observed in academies operated by state police or highway patrol agencies (80%) and 2-year colleges (81%).

From 2011 to 2013, an average of 38,560 recruits completed basic law enforcement training at state and local academies each year. Academies at 2-year colleges graduated the most recruits during this period, an average of more than 10,000 per year, followed by municipal police academies (nearly 7,000 per year) and state POST academies (more than 5,000 per year).

Academies with an all or mostly nonstress training environment had the highest completion rates

At the 488 academies (73%) that provided data on the sex of 91,000 recruits, 87% of males and 80% of females completed the training (figure 12). At the 336 academies (51%) that provided data on race and Hispanic origin for about 58,000

recruits, 86% each of whites, Hispanics, and recruits of other races completed the training, compared to 79% of blacks. In academies that used an all or mostly nonstress training environment, 91% of recruits who started a basic training program completed it, compared to 85% in other academies (not shown).

TABLE 15
Completion rates for recruits who started basic training programs in state and local law enforcement training academies, by type of academy, 2011–13

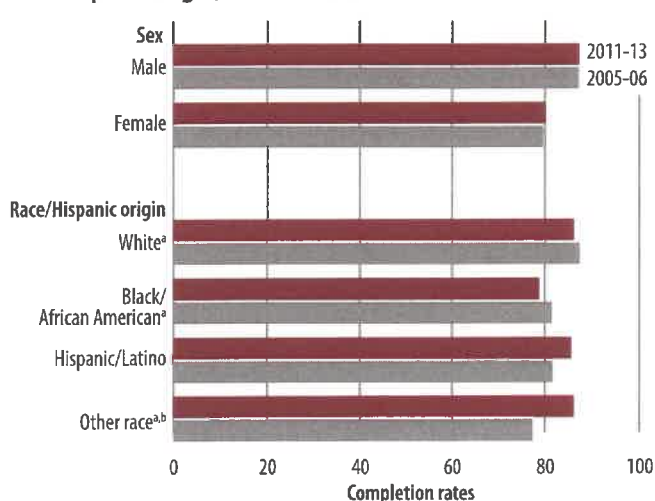
Type of academy	Average number per year	As a percent of those who started training	
		Overall	Average per academy
All types	38,560	86%	85%
State POST*	5,317	89	92
State police/highway patrol	2,451	81	80
Sheriff's office	3,163	88	90
County police	1,013	83	83
Municipal police	6,746	87	87
4-year college/university	3,046	87	87
2-year college	10,383	82	81
Technical school	2,702	92	86
Special jurisdiction	328	87	88
Multiagency/regional	3,410	90	89

Note: See appendix table 14 for standard errors.

*Peace Officer Standards and Training.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

FIGURE 12
Completion rates for recruits in basic training programs in state and local law enforcement training academies, by sex and race/Hispanic origin, 2005–06 and 2011–13



Note: See appendix table 18 for standard errors.

^aExcludes persons of Hispanic or Latino origin.

^bIncludes American Indian and Alaska Native; Asian, Native Hawaiian, and Other Pacific Islander; and persons of two or more races.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2006 and 2013.

TABLE 14
Types of tests used to evaluate basic recruits in state and local law enforcement training academies, 2011–13

Testing method	Percent of academies	Median number of tests required
Written tests	95%	16
Skills/proficiency tests	93	5
Physical fitness tests	88	3
Scenario-based tests	76	7
State competency exams	70	1
Oral tests	25	2

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

About a third of male (36%) and female (31%) recruits that failed to complete their basic training did so because they voluntarily withdrew from the program (table 16). Excluding these voluntary withdrawals (for which no further information is available), the most common reasons that male recruits did not complete training were poor academic performance (38%), failure to meet physical standards (19%), injury or illness (15%), and disciplinary problems (9%) (figure 13). The most

common reasons that female recruits did not complete training were poor academic performance (25%), failure to meet physical standards (24%), poor firearms performance (17%), and injury or illness (15%).

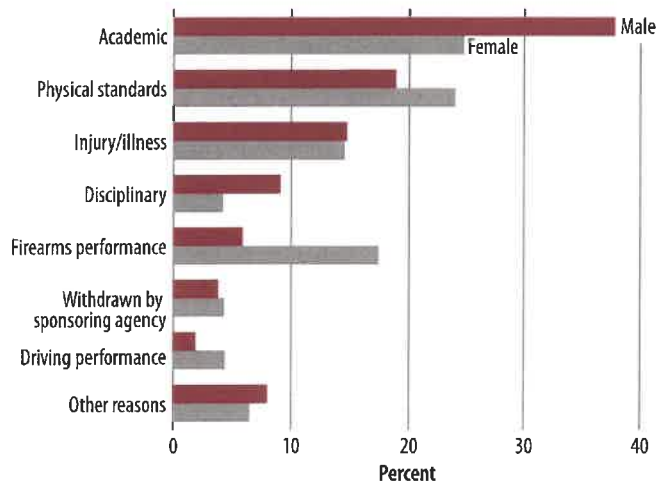
TABLE 16
Primary reason for failure of recruits to complete basic training programs in state and local law enforcement training academies by sex, 2011–13

Primary reason for failure	Total	Male	Female
Voluntary withdrawal	34.9%	36.2%	30.5%
Academic	22.5	24.1	17.2
Physical standards	13.1	12.0	16.7
Injury/illness	9.6	9.4	10.1
Firearms performance	5.7	3.8	12.1
Disciplinary	5.1	5.8	2.9
Withdrawn by sponsoring agency	2.5	2.4	3.0
Driving performance	1.6	1.2	3.0
Other	5.0	5.1	4.5

Note: See appendix table 15 for standard errors.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

FIGURE 13
Primary reason for involuntary failure of recruits to complete basic training programs in state and local law enforcement training academies, by sex, 2011–13



Note: See appendix table 19 for standard errors.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

Methodology

Academy response rate

A master list of law enforcement training academies operating in the United States was compiled from a variety of sources, including professional associations, state law enforcement training organizations, and existing law enforcement data collections. An initial screening verified the telephone number, mailing address, and other academy contact information.

From 2011 to 2013, a total of 664 academies nationwide provided basic law enforcement training and were eligible to be included in the survey. A total of 591, or 89%, of all eligible academies responded to the Bureau of Justice Statistics' (BJS) 2013 Census of Law Enforcement Training Academies (CLETA). When classified by type of operating agency, the response rate was higher than 80% for all 10 types of academies (table 17).

Nonresponse adjustment and imputation

To adjust for the effect of nonresponse, the average number of recruits trained each year from 2011 to 2013 had to be estimated for nonresponding academies. Data on the number of recruits trained were available from the 2006 CLETA for most of these academies. A general adjustment was made to the 2006 recruit counts to account for the overall lower number of recruits in 2013 compared to 2006. These adjusted 2006 CLETA recruit counts were used as imputed values for the 2013 CLETA.

Some nonresponding academies were new to the CLETA data collection in 2013, and therefore no data were available for 2006. For these academies, the median number of recruits for the corresponding type of academy in 2013 was used as an imputed value.

Once a value for number of recruits trained per year had been imputed for each nonresponding academy in the 2013 CLETA, a nonresponse adjustment factor was created for each type of academy. This nonresponse adjustment was defined as the ratio of the total number of recruits trained per year for all academies of that type (actual and imputed) divided by the number of recruits trained per year by the academies that provided data in response to the 2013 CLETA. These nonresponse adjustment factors ranged from 1.021 for county police academies to 1.648 for academies operated by 4-year colleges and universities (table 18).

While the count-based measures related to recruits presented in the report are weighted and include some imputed values, no adjustments were made to the percentage-based measures related to academies that are presented. These measures represent only the academics that responded to the survey.

TABLE 17

Response rates for the 2013 Census of Law Enforcement Training Academies, by type of academy

Type of academy	Number of academies surveyed	Academies that responded	
		Number	Percent
All types	664	591	89.0%
State POST*	30	29	96.7
State police/highway patrol	41	34	82.9
Sheriff's office	66	59	89.4
County police	22	21	95.5
Municipal police	132	127	96.2
4-year college/university	43	35	81.4
2-year college	221	191	86.4
Technical school	43	35	81.4
Special jurisdiction	17	16	94.1
Multiagency/regional	49	44	89.8

*Peace Officer Standards and Training.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

TABLE 18

Nonresponse adjustments for recruit-based data in the 2013 Census of Law Enforcement Training Academies, by type of academy

Type of academy	Total	Number of recruits trained, 2011–13		
		Respondent provided data	Imputed data	Nonresponse adjustment
All types	134,714	110,258	24,456	~
State POST*	17,977	16,095	1,882	1.117
State police/highway patrol	9,126	6,563	2,563	1.390
Sheriff's office	10,767	7,922	2,845	1.359
County police	3,657	3,581	76	1.021
Municipal police	23,330	20,742	2,588	1.125
4-year college/university	10,520	6,382	4,138	1.648
2-year college	37,993	31,443	6,550	1.208
Technical school	8,791	7,742	1,049	1.135
Special jurisdiction	1,124	788	336	1.426
Multiagency/regional	11,429	9,000	2,429	1.270

~Not applicable.

*Peace Officer Standards and Training.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

Item response rate

Item response rates were higher than 90% for nearly all of the items included in the 2013 CLETA, excluding items related to the demographics of recruits. Eighty-three percent of academies reported the sex of recruits, and 57% reported their race and Hispanic origin. While 93% of academies reported the reasons that recruits failed to complete a training program, the percentage dropped to 74% when broken down by the sex of recruits (table 19).

Accuracy of the estimates

The accuracy of the estimates of recruits and instructors presented in this report are subject to measurement error: measurement error can be attributed to many sources such as the inability to obtain information about all cases in the sample, inability to obtain complete and correct information from the administrative records, and processing errors. In any survey, the full extent of the measurement error is never known.

Because the estimates for recruits and instructors were weighted to account for non-response, variance and standard error estimates for these values were generated using the SUDAAN statistical software package. The Taylor linearization method for a “stratified without replacement” design was used for these calculations.

These standard error estimates may be used to construct confidence intervals around recruit-based and instructor-based numbers and percentages in this report. For example, the 95%-confidence interval around the average number of recruits who started basic training annually in state and local law enforcement training academies is $44,891 \pm 6,233$ ($3,182 \times 1.96$) (or 38,658 to 51,124). The 95%-confidence interval around the percentage of recruits who completed their training program would be $86\% \pm 1.8\%$ (0.9×1.96) (or approximately 84% to 88%).

The standard errors may also be used to test the significance of the difference between two statistics by pooling the standard errors of the two estimates. For example, the standard error of the difference between male and female recruits who successfully completed training would be .55% (or the square root of the sum of the squared standard errors for each group). The 95%-confidence interval around the difference would be $1.96 \times .55\%$ (or 1.1%). Because the observed difference of 7.1% (87.3% minus 80.2%) is greater than 1.1%, the difference would be considered statistically significant.

TABLE 19

Item response rates for the 2013 Census of Law Enforcement Training Academies

Survey item	Response rate
Type of operating agency	100%
Types of training provided	100
Types of positions trained for	100
Types of agencies served	96
State certification	99
CALEA* certification	98
College credit awarded	99
Types of degrees awarded	98
Length of basic training program	99
Field training requirements	99
Number and type of instructors	98
Education requirement for instructors	96
Law enforcement requirement for instructors	93
Certification requirements for instructors	99
Sharing of instructors with other academies	94
Instructor performance evaluation	99
Refresher training for instructors	99
Funding sources	99
Satellite locations	99
Types of facilities	98
Operating budget	79
Equipment budget	77
Class structure	99
Number of recruit classes	93
Number of recruits trained	91
Size range of recruit classes	82
Number of recycled recruits	88
Number of recruits by sex	83
Number of recruits by race/Hispanic origin	57
Reasons for recruit failures	93
Reasons for recruit failures by sex	74
Formal rules of behavior	97
Content development methods	97
Stress level of training environment	97
Hours of instruction by subject	96
Training delivery methods	96
Types and number of tests used	100
Terrorism-related topics covered	96
Types of reality-based training	96
Types of weapons training	96
Special conditions used for firearms training	96
Types of control/defensive tactics training	96
Training on use of force by other officers	95
Community policing topics covered	96
Training or orientation for families	96
Types of patrol training	96
Types of specialized training	96

Note: Item response rates are based on the 591 academies that responded to the survey.

*Commission on Accreditation for Law Enforcement Agencies, Inc.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

APPENDIX TABLE 1**Types of personnel trained by state and local law enforcement training academies, 2011–13**

Type of personnel	Percent of academies
Local police officer	90%
Sheriff's deputy*	72
Campus police officer	58
Jail officer	33
Corrections officer	28
Park ranger/officer	26
School resource officer	26
State police/highway patrol officer	23
Auxiliary officer	22
Pre-service/self-sponsored	20
Natural resources officer	19
Arson investigator	18
Parole/probation officer	15
Constable	15
Transportation police officer	14
Fire marshal	13
Tribal police officer	12
Emergency medical technician	10
Firefighter	10
Private security officer	10
Animal control officer	8
Commercial vehicle safety officer	8
Public housing officer	5

*Law enforcement.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

APPENDIX TABLE 2**Facilities and resources of state and local law enforcement training academies, 2013**

Type of facility/resource	Total with access	Part of academy	Not part of academy
Educational			
Computer lab	88%	57%	31%
Resource center/library	81	43	38
Internet/online classes	70	41	29
Media lab/video production	52	20	32
Satellite information service	52	20	32
Mobile data terminals	49	26	23
Video conferencing classes	33	5	28
Electronic tablets	28	12	16
Weapons/self-defense			
Defensive tactics room	98%	89%	9%
Outdoor firearms range	95	69	26
Scenario training facility	85	65	20
Firearms training simulator	81	66	15
Indoor firearms range	39	25	14
Physical fitness/agility			
Fitness facilities	96%	80%	16%
Obstacle course	73	53	20
Swimming pool	39	9	30
Driving related			
Vehicle operation range	96%	60%	36%
Driving simulator	39	22	17
Other			
Dormitory/residential facilities	27%	17%	10%

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

APPENDIX TABLE 3**Special types of firearms training used in state and local law enforcement training academies, by type of academy, 2013**

Type of academy	Night-time or reduced light conditions	Simulated stressful conditions	Nonlethal live fire	Computerized firearms training systems	Training with off-duty weapons
All types	97%	87%	72%	56%	23%
State POST*	100	86	86	82	11
State police/highway patrol	97	97	85	61	36
Sheriff's office	98	88	75	46	30
County police	100	100	90	57	43
Municipal police	98	95	88	56	40
4-year college/university	88	79	74	59	18
2-year college	95	82	53	51	11
Technical school	97	72	81	69	6
Special jurisdiction	100	100	85	31	54
Multiagency/regional	100	88	64	69	14

*Peace Officer Standards and Training.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

APPENDIX TABLE 4

Types of control and defensive tactics instruction in basic training programs in state and local law enforcement training academies, by type of academy, 2013

Type of academy	Weapon retention	Verbal command presence	Ground fighting	Pressure-point control	Speed cuffing	Neck/carotid restraints	Full-body restraints
All types	98%	98%	93%	89%	75%	45%	24%
State POST*	100	100	89	79	71	39	14
State police/highway patrol	100	100	100	85	73	55	33
Sheriff's office	100	98	96	95	77	54	25
County police	100	100	95	86	81	52	29
Municipal police	99	99	96	93	79	46	28
4-year college/university	97	97	94	79	74	50	18
2-year college	96	96	90	89	75	41	22
Technical school	100	100	88	94	81	41	31
Special jurisdiction	92	100	92	77	62	23	8
Multiagency/regional	98	98	98	90	69	43	17

*Peace Officer Standards and Training.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

APPENDIX TABLE 5

Use of reality-based (mock) scenarios in state and local law enforcement training academies, by type of academy, 2013

Type of academy	Arrest control tactics	Self-defense	Verbal tactics	Firearms	Use-of-force continuum	Nonlethal weapons	Simunitions ^a	Firearms training simulator	Threat assessment
All types	94%	93%	86%	84%	83%	80%	76%	64%	59%
State POST*	93	86	93	89	71	68	96	79	64
State police/highway patrol	100	100	94	94	97	94	100	79	61
Sheriff's office	89	96	79	86	75	84	79	53	58
County police	95	100	90	95	86	86	95	81	67
Municipal police	95	95	87	89	92	87	90	70	69
4-year college/university	94	94	94	79	74	71	65	68	47
2-year college	92	86	80	73	79	72	57	55	51
Technical school	100	100	91	97	84	88	81	69	59
Special jurisdiction	100	100	100	100	100	100	77	38	77
Multiagency/regional	95	93	90	88	83	79	83	81	67

*Peace Officer Standards and Training.

^aNonlethal ammunition, such as capsules filled with paint.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

APPENDIX TABLE 6

Instructors in state and local law enforcement training academies, by type of academy, 2013

Type of academy	Full-time-equivalent instructors ^a		Full-time instructors		Part-time instructors	
	Number	Percent	Number	Percent	Number	Percent
All types	26,553	100%	15,223	100%	22,659	100%
State POST*	2,258	9	1,425	9	1,666	7
State police/highway patrol	2,022	8	1,484	10	1,076	5
Sheriff's office	2,347	9	1,794	12	1,105	5
County police	639	2	455	3	367	2
Municipal police	5,475	21	4,430	29	2,090	9
4-year college/university	1,449	5	753	5	1,391	6
2-year college	8,076	30	2,425	16	11,303	50
Technical school	1,017	4	269	2	1,495	7
Special jurisdiction	755	3	650	4	208	1
Multiagency/regional	2,515	9	1,537	10	1,957	9

Note: Detail may not sum to total due to rounding.

*Peace Officer Standards and Training.

^aCalculated by weighting the number of part-time instructors by 0.5 and adding it to the number of full-time instructors.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

APPENDIX TABLE 7**Certification requirements for instructors in state and local law enforcement training academies, by type of academy, 2013**

Type of academy	Percent of academies requiring certification for:							
	Full-time instructors				Part-time instructors			
	Any type	State or POST certification	Qualified subject matter expert	Academy certification	Any type	State or POST certification	Qualified subject matter expert	Academy certification
All types	98%	80%	59%	32%	96%	72%	60%	26%
State POST*	93	76	76	48	93	52	76	45
State police/highway patrol	100	79	62	26	97	62	44	9
Sheriff's office	98	76	68	41	98	64	59	25
County police	95	86	38	19	95	67	24	10
Municipal police	98	89	53	28	91	62	49	18
4-year college/university	97	74	71	24	97	76	68	21
2-year college	98	74	60	32	98	83	72	32
Technical school	100	76	50	38	100	88	62	41
Special jurisdiction	100	88	56	38	94	56	56	31
Multiagency/regional	100	86	53	33	100	81	53	30

*Peace Officer Standards and Training.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

APPENDIX TABLE 8**Methods used to develop refresher training for instructors in state and local law enforcement training academies, by type of academy, 2013**

Type of academy	One or more types	Academy staff input	Subject-matter expert	State or POST commission	Job task/needs analysis	Law enforcement advisory board
All types	74%	73%	59%	58%	43%	30%
State POST*	90	92	81	50	35	23
State police/highway patrol	76	88	58	50	65	19
Sheriff's office	88	71	62	62	52	21
County police	86	94	56	44	44	11
Municipal police	79	82	61	50	45	11
4-year college/university	62	59	73	73	45	27
2-year college	65	61	55	64	36	49
Technical school	71	52	44	80	28	64
Special jurisdiction	62	90	70	50	60	30
Multiagency/regional	79	80	54	51	37	26

*Peace Officer Standards and Training.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

APPENDIX TABLE 9**Methods used to evaluate instructors in state and local law enforcement training academies, by type of academy, 2013**

Type of academy	Student feedback	Supervisory evaluations	Peer evaluations	State-level certifications
All types	91%	74%	45%	41%
State POST*	93	83	34	45
State police/highway patrol	94	74	35	26
Sheriff's office	93	68	54	42
County police	100	81	57	57
Municipal police	87	76	44	39
4-year college/university	91	65	38	59
2-year college	90	78	45	38
Technical school	94	65	26	47
Special jurisdiction	81	81	62	56
Multiagency/regional	91	70	51	30

*Peace Officer Standards and Training.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

APPENDIX TABLE 10

Disciplinary actions that may be taken in response to violations of conduct rules in state and local law enforcement training academies, by type of academy, 2013

Type of academy	Dismissal/ expulsion	Verbal reprimand	Counseling	Written reprimand	Motivational physical training	Extra-duty tasks	Probation/ suspension	Loss of privileges	Demerits	Lowering of course grades
All types	92%	88%	86%	83%	64%	53%	45%	38%	20%	11%
State POST*	100	79	93	86	43	46	50	68	32	0
State police/highway patrol	91	85	88	79	85	70	21	76	21	3
Sheriff's office	91	89	81	81	77	58	42	37	21	5
County police	86	95	100	90	81	62	24	43	24	10
Municipal police	92	90	91	84	79	56	27	39	14	6
4-year college/university	97	85	79	73	48	48	64	33	24	21
2-year college	91	87	83	83	54	51	54	29	22	18
Technical school	97	97	81	94	41	31	69	25	12	19
Special jurisdiction	93	93	86	100	64	57	36	50	14	0
Multiagency/regional	88	88	88	81	64	55	67	31	29	7

*Peace Officer Standards and Training.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

APPENDIX TABLE 11

Standard errors for table 4: Average number of recruits starting basic training programs annually in state and local law enforcement training academies, by type of academy, 2011–13

Type of academy	Standard errors	
	Number	Percent
All types	3,182	~
State POST*	640	1.42%
State police/highway patrol	437	0.97
Sheriff's office	521	1.16
County police	180	0.40
Municipal police	709	1.58
4-year college/university	490	1.09
2-year college	845	1.88
Technical school	595	1.32
Special jurisdiction	69	0.15
Multiagency/regional	635	1.42

~Not applicable.

*Peace Officer Standards and Training.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

APPENDIX TABLE 12

Standard errors for table 10: Types of instructors employed by state and local law enforcement training academies, 2013

Type of instructor	Standard errors	
	Full time	Part time
Total	991	1,277
Permanent sworn	557	352
On-duty sworn	407	392
Off-duty sworn	380	799
Civilian	298	133
Adjunct faculty	299	602
Volunteer	226	307
Contractor	98	106
Other	168	403

Note: Detail may not sum to total due to rounding.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

APPENDIX TABLE 13

Standard errors for table 11: State and local law enforcement training academies and instructors, by size of academy, 2013

Number of full-time-equivalent instructors	Full-time instructors	Part-time instructors
All sizes	991	1,277
100 or more	888	868
50–99	584	899
25–49	365	746
10–24	150	378
9 or fewer	46	68

Note: Detail may not sum to total due to rounding.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

APPENDIX TABLE 14

Standard errors for table 15: Completion rates for recruits who started basic training programs in state and local law enforcement training academies, by type of academy, 2011–13

Type of academy	Standard errors	
	Average number per year	As a percent of those who started training
All types	2,834	1.9%
State POST*	517	3.2
State police/highway patrol	360	1.8
Sheriff's office	444	2.0
County police	157	1.9
Municipal police	719	3.7
4-year college/university	697	3.0
2-year college	727	0.9
Technical school	581	3.3
Special jurisdiction	61	2.3
Multiagency/regional	413	2.1

*Peace Officer Standards and Training.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

APPENDIX TABLE 15

Standard errors for table 16: Primary reason for failure of recruits to complete basic training programs in state and local law enforcement training academies, 2011–13

Primary reason for failure	Standard errors		
	Total	Male	Female
Voluntary withdrawal	3.44%	3.54%	3.10%
Academic	3.82	4.04	3.04
Physical standards	2.12	1.80	3.20
Injury/illness	1.27	1.23	1.38
Firearms performance	0.81	0.54	1.74
Disciplinary	0.58	0.59	0.54
Withdrawn by sponsoring agency	0.58	0.51	0.81
Driving performance	0.37	0.31	0.57
Other reasons	0.90	0.92	0.87

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

APPENDIX TABLE 16

Estimates and standard errors for figure 1: Distribution of recruits in basic training programs in state and local law enforcement training academies, type of training environment, 2011–13

Type of training environment	Estimates	Standard errors
All or mostly nonstress	7.6%	1.91%
Slightly more nonstress	10.7	1.34
Balanced stress and nonstress	33.6	5.46
Slightly more stress	24.8	1.13
All or mostly stress	23.2	1.53

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

APPENDIX TABLE 17

Estimates and standard errors for figure 2: Recruits entering basic training programs in state and local law enforcement training academies, by sex and race/Hispanic origin, 2005 and 2011–13

	Estimates	Standard errors
Sex		
Male	85.2%	0.14%
Female	14.8	0.14
Race/Hispanic origin		
White ^a	70.4%	2.08%
Hispanic/Latino	13.2	1.20
Black/African American ^a	12.9	0.16
Other ^{a,b}	3.5	0.73

Note: Standard errors were not calculated for 2005 because it was a complete enumeration.

^aExcludes persons of Hispanic or Latino origin. See appendix table 17 for standard errors.

^bIncludes American Indian and Alaska Native; Asian, Native Hawaiian, and Other Pacific Islander; and persons of two or more races.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2006 and 2013.

APPENDIX TABLE 18

Estimates and standard errors for figure 12: Completion rates for recruits in basic training programs in state and local law enforcement training academies, by sex and race/Hispanic origin, 2005–06 and 2011–13

	Estimates	Standard errors
Sex		
Male	87.3%	0.39%
Female	80.2	0.37
Race/Hispanic race		
White ^a	86.2%	0.45%
Black/African American ^a	78.9	0.48
Hispanic/Latino	85.6	1.70
Other ^{a,b}	86.2	5.42

Note: Standard errors were not calculated for 2005 because it was a complete enumeration.

^aExcludes persons of Hispanic or Latino origin. See appendix table 17 for standard errors.

^bIncludes American Indian and Alaska Native; Asian, Native Hawaiian, and Other Pacific Islander; and persons of two or more races.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2006 and 2013.

APPENDIX TABLE 19

Estimates and standard errors for figure 13: Primary reason for involuntary failures recruits to complete basic training programs in state and local law enforcement training academies, by sex, 2011–13

Primary reason for failure	Estimates		Standard errors	
	Male	Female	Male	Female
Academic	37.8%	24.7%	6.33%	4.38%
Physical standards	18.9	24.0	2.82	4.61
Injury/illness	14.7	14.5	1.93	2.00
Disciplinary	9.1	4.2	0.92	0.78
Firearms performance	5.9	17.4	0.85	2.51
Withdrawn by sponsoring agency	3.8	4.3	0.80	1.16
Driving performance	1.9	4.4	0.48	0.82
Other	8.0	6.5	1.43	1.25

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.



The Bureau of Justice Statistics of the U.S. Department of Justice is the principal federal agency responsible for measuring crime, criminal victimization, criminal offenders, victims of crime, correlates of crime, and the operation of criminal and civil justice systems at the federal, state, tribal, and local levels. BJS collects, analyzes, and disseminates reliable and valid statistics on crime and justice systems in the United States, supports improvements to state and local criminal justice information systems, and participates with national and international organizations to develop and recommend national standards for justice statistics. Jeri M. Mulrow is acting director.

This report was written by Brian A. Reaves. Shelley Hyland verified the report.

Irene Cooperman and Jill Thomas edited the report. Barbara Quinn and Tina Dorsey produced the report.

July 2016, NCJ 249784



NCJ 249784

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2018 CENSUS OF LAW ENFORCEMENT TRAINING ACADEMIES (CLETA)
U.S. Department of Justice, Bureau of Justice Statistics

Acting as collection agent: RTI International

Please use this form to provide information on behalf of the following academy:

NTGOMERY COUNTY PUBLIC SAFETY TRAINING ACADE

If the academy name printed above is incorrect, please call us at 1-800-647-9670.

Submit this form using one of the following four methods:

- Online: ☐
 - Agency ID: _____
 - Password: _____
- E-mail: ☐
- Fax: 1-866-354-4989 (toll-free) ☐
- Mail: Use the enclosed postage-paid envelope ☐

If you have any questions regarding the survey, please contact the CLETA Help Desk at RTI International at 800-647-9670 or _____ . If you have general project-related questions, please contact Shelley Hyland of BJS at (202) 616-1706 or _____ .

INSTRUCTIONS FOR COMPLETING PAPER SURVEY**Please do not leave any items blank.**

- If the answer to a question is none or zero, write "0" in the space provided. When exact numeric answers are not available, please provide estimates.
- Use blue or black ink and print as neatly as possible.
- Use an X when marking an answer in a box.

INDICATE WHO COMPLETED THIS SURVEY**Name:**

Last Name

First Name

MI

Title:

Director

Phone:**Extension:****Fax:****E-mail:****Burden Statement**

Public reporting burden for this collection of information is estimated to average two hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate, or any other aspects of this collection of information, including suggestions for reducing this burden, to the Director, Bureau of Justice Statistics, 810 Seventh Street, NW, Washington, DC 20531. The Omnibus Crime Control and Safe Streets Act of 1968, as amended (34 U.S.C. § 10132), authorizes this information collection. Although this survey is voluntary, we urgently need and appreciate your cooperation to make the results comprehensive, accurate, and timely.

21

GENERAL ACADEMY INFORMATION

1. Which one of the following options best describes the entity responsible for operating your training academy in 2018? Select only one response.

- ☒ State Peace Officer Standards and Training (POST) (or equivalent state authority) **MPCTC**
- ☐ State police/highway patrol agency
- ☐ City/municipal police department
- ☐ Sheriff's office/department
- ☐ County police department
- ☐ Academy affiliated with a 4-year college/university
- ☐ Academy affiliated with a 2-year college/community college
- ☐ Technical school
- ☐ Other (please specify):

2. For purposes of this survey, "Basic Law Enforcement" (BASIC) training is defined as the mandatory training for newly appointed or elected law enforcement officers as required by federal or state statute, rule, or regulation, depending upon the jurisdiction of the agency hiring the new officer.

In 2018, did your academy provide any BASIC training?

- ☒ Yes
- ☐ No → **Skip the rest of the survey and submit it using the instructions on the survey cover sheet**

3. In 2018, was your academy state- or POST-certified/approved?
- ☒ Yes
- ☐ No

4. In 2018, was your academy accredited by the Commission on Accreditation for Law Enforcement Agencies (CALEA)?

- ☒ Yes
- ☐ No

5. In 2018, were the following degrees offered through your academy?

Yes No

- a. Associate's Degree ☐ ☒
- b. Bachelor's Degree ☐ ☒

6. In 2018, was college credit awarded for your academy's BASIC training?

- ☐ Yes, college credit was awarded automatically
- ☐ Yes, college credit was awarded under certain circumstances (e.g., student-initiated)
- ☒ No

7. In 2018, in addition to BASIC training, did your academy offer the following types of training? Include only trainings conducted or provided by your academy.

Yes No

- a. In-service training for active duty, certified officers ☒ ☐
- b. Specialized training (e.g., SWAT, K-9, marine, etc.) ☒ ☐
- c. First-line or higher supervisor training ☒ ☐
- d. Field training instructors—FTO/PTO ☒ ☐
- e. Lateral training for officers hired from other agencies ☒ ☐
- f. Pre-service training (training prior to the enrollment in a BASIC training class) ☐ ☒
- g. Night class, extended format, or modular format ☐ ☒
- h. Reserve officer course ☐ ☒

STARTING 2019

22

8. In 2018, did your academy provide BASIC training for the following positions?

	Yes	No
a. Local police officer (city/county)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. Sheriff's deputy (law enforcement)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c. University/college campus police officer	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d. Corrections officer	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e. Park ranger/officer	<input type="checkbox"/>	<input checked="" type="checkbox"/>
f. School resource officer	<input type="checkbox"/>	<input checked="" type="checkbox"/>
g. State police/highway patrol officer	<input type="checkbox"/>	<input checked="" type="checkbox"/>
h. Auxiliary officer	<input type="checkbox"/>	<input checked="" type="checkbox"/>
i. Pre-service/self-sponsored	<input type="checkbox"/>	<input checked="" type="checkbox"/>
j. Natural resources officer	<input type="checkbox"/>	<input checked="" type="checkbox"/>
k. Arson investigator or fire marshal	<input checked="" type="checkbox"/>	
l. Constable	<input type="checkbox"/>	<input checked="" type="checkbox"/>
m. Transportation police officer	<input type="checkbox"/>	<input checked="" type="checkbox"/>
n. Tribal police officer	<input type="checkbox"/>	<input checked="" type="checkbox"/>
o. Marshal	<input type="checkbox"/>	<input checked="" type="checkbox"/>

9. In 2018, how many of the following types of law enforcement agencies sent recruits to your academy's BASIC training? Do not include self-sponsored candidates (i.e., candidates who are not affiliated with or sponsored by an agency).

If your academy served only self-sponsored candidates, check here: ☐ → **Go to Question 10**

	Number of Agencies
a. Local police department (e.g., municipal, county, regional)	<input type="text"/> <input type="text"/> <input type="text"/> 5
b. Sheriff's office/department	<input type="text"/> <input type="text"/> <input type="text"/> 1
c. State police/highway patrol agency	<input type="text"/> <input type="text"/> <input type="text"/> 0
d. Special Jurisdiction <i>Examples: Public buildings/facilities (e.g., university, campus), Natural resources (e.g., fish and wildlife, parks), Transportation (e.g., airports, railroads, harbor), Criminal investigations (e.g., state/county/city investigations, fraud), Special enforcement (e.g., alcohol, narcotics)</i>	<input type="text"/> <input type="text"/> <input type="text"/> 1 MCFRS

e. Total number of agencies served in 2018 (Sum of Rows a through d) 7

23

10. Enter the length of your core BASIC training program as of December 31, 2018 and mark the appropriate unit of time. Do not include any formal field training program, details outside your core program, or any breaks from scheduled BASIC training.

Length of BASIC training: 28

☐ Hours

☒ Weeks

☐ Months

☐ Semesters

☐ Other increment (please specify):

*2019 → 25 wks

11. In 2018, was field training mandatory for recruits following completion of your academy's BASIC training?

☒ Yes, it was mandatory for all recruits

☐ Yes, it was mandatory for some recruits (e.g., field training was agency-specific)

☐ No

12. Did your academy oversee the field training component?

☒ Yes

☐ No → Go to Question 14

13. Enter the length of your core field training program as of December 31, 2018 and mark the appropriate unit of time.

Length of field training segment in recruit training program:

14

☐ Hours

☒ Weeks

☐ Months

☐ Semesters

☐ Other increment (please specify):

14. In 2018, did your academy provide any training or orientation for the families of recruits in BASIC training, such as preparing family members for lifestyle changes they may encounter when the recruit begins work as a law enforcement officer?

☒ Yes

☐ No → Go to Question 16

15. In 2018, were recruits typically present during this training or orientation for family members?

☒ Yes

☐ No

24

BASIC TRAINING PERSONNEL

16. For the BASIC recruit academy class(es) that ended in 2018, how many of the total number of personnel serving as trainers or instructors worked full-time or part-time in each category shown below? Full-time employees are those regularly scheduled for 35 hours or more per week. Please report each trainer or instructor only once.

	Number of full-time trainers or instructors	Number of part-time trainers or instructors
a. Sworn officers employed by, or permanently assigned to, the academy	<input type="text" value="0"/> <input type="text" value="0"/> <input type="text" value="8"/>	<input type="text" value="0"/> <input type="text" value="0"/> <input type="text" value="0"/>
b. On-duty sworn officers temporarily assigned to the academy	<input type="text" value="0"/> <input type="text" value="0"/> <input type="text" value="0"/>	<input type="text" value="0"/> <input type="text" value="0"/> <input type="text" value="0"/>
c. Off-duty sworn officers compensated to teach	<input type="text" value="0"/> <input type="text" value="0"/> <input type="text" value="0"/>	<input type="text" value="0"/> <input type="text" value="0"/> <input type="text" value="0"/>
d. Retired sworn officers	<input type="text" value="0"/> <input type="text" value="0"/> <input type="text" value="0"/>	<input type="text" value="0"/> <input type="text" value="0"/> <input type="text" value="0"/>
e. Civilians employed by, or permanently assigned to, the academy	<input type="text" value="0"/> <input type="text" value="0"/> <input type="text" value="2"/>	<input type="text" value="0"/> <input type="text" value="0"/> <input type="text" value="0"/>
f. Civilians temporarily assigned to the academy	<input type="text" value="0"/> <input type="text" value="0"/> <input type="text" value="0"/>	<input type="text" value="0"/> <input type="text" value="0"/> <input type="text" value="0"/>
g. Total number of trainers or instructors (<i>Sum of Rows a through f</i>)	<input type="text" value="0"/> <input type="text" value="1"/> <input type="text" value="0"/>	<input type="text" value="0"/> <input type="text" value="0"/> <input type="text" value="0"/>

17. In 2018, what was the minimum education requirement for your academy's full-time trainers or instructors?

- ☐ Graduate degree required
- ☐ Four-year college degree required
- ☒ Two-year college degree required
- ☐ Some college but no degree required
- ☐ High school diploma or equivalent required
- ☐ Not applicable—there was no formal education requirement for our academy trainers or instructors

18. In 2018, what was the minimum number of years of law enforcement experience required for your academy's full-time trainers or instructors? If there was no minimum requirement, enter 0.

years

19. In 2018, were the following certifications required for your academy's full-time trainers or instructors?

- | | Yes | No |
|--|-------------------------------------|--------------------------|
| a. State- or POST-certification | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| b. Academy certification | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| c. Qualified subject matter expert | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| d. Other certification requirement (please specify): | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

PHYSICAL TRAINING, DEFENSIVE TACTICS, FAIR + IMPARTIAL POLICING

20. In 2018, were the following used to evaluate the performance of your academy's trainers or instructors?

- | | Yes | No |
|--|-------------------------------------|-------------------------------------|
| a. State- or POST-certification | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| b. Supervisory evaluations | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| c. Peer evaluations (i.e., evaluated by other instructors) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| d. Student feedback/evaluations | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

21. In 2018, did your academy provide ongoing or refresher training for your trainers or instructors?

☒ Yes

☐ No → Go to Question 23

22. Were the following used to develop the content of your academy's 2018 training sessions for your trainers or instructors?

- | | Yes | No |
|--|-------------------------------------|-------------------------------------|
| a. Job task analysis or needs analysis | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| b. State- or POST-commission | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| c. Subject matter expert | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| d. Law enforcement advisory board | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| e. Academy staff input | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

ACADEMY RESOURCES

23. In 2018, which of the following resources did BASIC training recruits have access to?

If recruits did not have access to a resource, select only the box in the far-right column.

Resource	Recruits in BASIC training had access to the resource and the resource was...		Recruits in BASIC training did not have access
	Operated by your academy	Operated by another entity/organization	
A. Educational			
1. Computer lab	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Electronic tablet/iPad	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Internet/on-line classes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Media lab/video production facility	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Mobile data terminals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Resource center/library	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Subscription to web- or online-based training content (e.g., LETN, PoliceOne Academy, In the Line of Duty)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Video conferencing classes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B. Weapons/Self-Defense			
1. Defensive tactics room	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Firearms training simulators	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Indoor firearms range	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Outdoor firearms range	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Scenario training facility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Physical Fitness/Agility			
1. Fitness facilities (e.g., gym, weight room)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Obstacle course	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Swimming pool	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D. Driving-Related			
1. Driving simulator	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Vehicle operation range/driving track	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Living Arrangements			
1. Dormitory/residential facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

24. Enter your academy's total operating budget for the fiscal year that included June 30, 2018. Exclude recruit salaries and purchases of equipment (e.g., cars, computers with a life expectancy of five or more years). If the budget is not available, provide an estimate and check the box.

\$, 50 , 000 .00 ☐ If amount is estimate, check here.

25. Enter your academy's total budget for equipment (e.g., purchase of cars, radios, computers, etc., with a life expectancy of five years or more) for the fiscal year that included June 30, 2018. If the budget is not available, provide an estimate and check the box.

\$, , 0 .00 ☒ If amount is estimate, check here.

BASIC ACADEMY TRAINEES

26. For the BASIC recruit academy class(es) that ended in 2018, please indicate the total number of recruits who started BASIC training, and the total number who completed it, by sex.

ALL AGENCIES

	Number of recruits who STARTED training	Number of recruits who COMPLETED training
a. Male	<input type="text"/> , <input type="text"/> 77	<input type="text"/> , <input type="text"/> 69
b. Female	<input type="text"/> , <input type="text"/> 24	<input type="text"/> , <input type="text"/> 17
c. Total for classes ending in 2018 (Sum of Rows a and b)	<input type="text"/> , <input type="text"/> 101	<input type="text"/> , <input type="text"/> 86

27. For the BASIC recruit academy class(es) that ended in 2018, please indicate the total number of recruits who started BASIC training, and the total number who completed it, by race and ethnicity.

	Number of recruits who STARTED training	Number of recruits who COMPLETED training
a. White, non-Hispanic	<input type="text"/> , <input type="text"/> 64	<input type="text"/> , <input type="text"/> 53
b. Black or African American, non-Hispanic	<input type="text"/> , <input type="text"/> 19	<input type="text"/> , <input type="text"/> 16
c. Hispanic or Latino	<input type="text"/> , <input type="text"/> 10	<input type="text"/> , <input type="text"/> 9
d. American Indian or Alaska Native, non-Hispanic	<input type="text"/> , <input type="text"/> 0	<input type="text"/> , <input type="text"/> 0
e. Asian, non-Hispanic	<input type="text"/> , <input type="text"/> 8	<input type="text"/> , <input type="text"/> 8
f. Native Hawaiian or other Pacific Islander, non-Hispanic	<input type="text"/> , <input type="text"/> 0	<input type="text"/> , <input type="text"/> 0
g. Two or more races	<input type="text"/> , <input type="text"/> 0	<input type="text"/> , <input type="text"/> 0
h. Not known	<input type="text"/> , <input type="text"/> 0	<input type="text"/> , <input type="text"/> 0
i. Total for classes ending in 2018 (Sum of Rows a through h)	<input type="text"/> , <input type="text"/> 101	<input type="text"/> , <input type="text"/> 86

28

28. For those recruits who did not complete BASIC training in the class(es) that ended in 2018, please provide the number of recruits by each primary reason for non-completion by sex. Please respond to this question using only numbers; if none, enter '0'. Report unknowns within row 'k'. Count each recruit only once, even if there were multiple reasons for dismissal.

If all recruits completed BASIC training in the classes that ended in 2018, check here: ☐ → Go to Question 29

	Male	Female
a. Injury/illness	<input type="text"/> , <input type="text"/> <input type="text"/> 0	<input type="text"/> , <input type="text"/> <input type="text"/> 0
b. Failure to qualify – firearms	<input type="text"/> , <input type="text"/> <input type="text"/> 0	<input type="text"/> , <input type="text"/> <input type="text"/> 0
c. Failure to qualify – driving	<input type="text"/> , <input type="text"/> <input type="text"/> 0	<input type="text"/> , <input type="text"/> <input type="text"/> 0
d. Failure to qualify – other	<input type="text"/> , <input type="text"/> <input type="text"/> 0	<input type="text"/> , <input type="text"/> <input type="text"/> 0
e. Inability to meet physical standards	<input type="text"/> , <input type="text"/> <input type="text"/> 0	<input type="text"/> , <input type="text"/> <input type="text"/> 1
f. Academic	<input type="text"/> , <input type="text"/> <input type="text"/> 4	<input type="text"/> , <input type="text"/> <input type="text"/> 0
g. Disciplinary	<input type="text"/> , <input type="text"/> <input type="text"/> 0	<input type="text"/> , <input type="text"/> <input type="text"/> 0
h. Voluntary	<input type="text"/> , <input type="text"/> <input type="text"/> 3	<input type="text"/> , <input type="text"/> <input type="text"/> 5
i. Withdrawn by sponsoring agency	<input type="text"/> , <input type="text"/> <input type="text"/> 0	<input type="text"/> , <input type="text"/> <input type="text"/> 0
j. Other reason for non-completion	<input type="text"/> , <input type="text"/> <input type="text"/> 1	<input type="text"/> , <input type="text"/> <input type="text"/> 1
k. Don't know/no information available	<input type="text"/> , <input type="text"/> <input type="text"/> 0	<input type="text"/> , <input type="text"/> <input type="text"/> 0
l. Total for classes ending in 2018 (Sum of Rows a through k)	<input type="text"/> , <input type="text"/> <input type="text"/> 8	<input type="text"/> , <input type="text"/> <input type="text"/> 7

29. In 2018, did your academy have a set of rules concerning BASIC recruit behavior (e.g., disciplinary code, code of conduct)?

☒ Yes

☐ No → Go to Question 31

30. Were the following actions taken in response to violations of those rules in 2018?

	Yes	No
a. Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. Demerits	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c. "Extra duty" tasks (e.g., writing assignments)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d. Loss of privileges	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e. Lowering of specific course grades	<input type="checkbox"/>	<input checked="" type="checkbox"/>
f. Motivational physical training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
g. Probation/suspension	<input type="checkbox"/>	<input checked="" type="checkbox"/>
h. Termination/dismissal/expulsion	<input checked="" type="checkbox"/>	<input type="checkbox"/>
i. Verbal reprimand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
j. Written reprimand	<input checked="" type="checkbox"/>	<input type="checkbox"/>

29

BASIC CORE CURRICULUM

31. The training environment of academies can be described as using a stress model (i.e., military or paramilitary style), a non-stress model (i.e., academic or adult learning), or a combination of the two models. Which of the following best describes the training environment of your academy's 2018 BASIC training program?

- ☐ All or mostly stress model
☐ More stress than non-stress model
☒ Equal balance of stress and non-stress model
☐ More non-stress than stress model
☐ All or mostly non-stress model

32. Indicate whether your academy's BASIC training program provided instruction on the following topics in 2018. If yes, provide the approximate number of hours of instruction required in your 2018 BASIC training program. We understand that these categories may not reflect your course titles and the list is not comprehensive. Please give your best estimates, even if a topic was integrated throughout the curriculum. If estimating, please check the box in the far-right column for that particular topic.

2018 BASIC training subject area	Yes	No	If Yes, enter number of hours of BASIC training instruction required on topic	If number of hours is an estimate, check this column
A. Operations				
1. Basic first-aid/CPR	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<div style="border: 1px solid black; padding: 2px;">48</div> hours	<input checked="" type="checkbox"/>
2. Computers/information systems	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<div style="border: 1px solid black; padding: 2px;">40</div> hours	<input checked="" type="checkbox"/>
3. Emergency vehicle operations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<div style="border: 1px solid black; padding: 2px;">40</div> hours	<input type="checkbox"/>
4. Evidence processing and storage	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<div style="border: 1px solid black; padding: 2px;">30</div> hours	<input checked="" type="checkbox"/>
5. Intelligence gathering and analysis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<div style="border: 1px solid black; padding: 2px;">5</div> hours	<input checked="" type="checkbox"/>
6. Interrogation/Interviewing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<div style="border: 1px solid black; padding: 2px;">12</div> hours	<input type="checkbox"/>
7. Investigations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<div style="border: 1px solid black; padding: 2px;">40</div> hours	<input checked="" type="checkbox"/>
8. Patrol procedures/techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<div style="border: 1px solid black; padding: 2px;">170</div> hours	<input type="checkbox"/>
9. Radar/lidar	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<div style="border: 1px solid black; padding: 2px;">4</div> hours	<input type="checkbox"/>
10. Report writing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<div style="border: 1px solid black; padding: 2px;">39</div> hours	<input type="checkbox"/>
11. Traffic accident investigations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<div style="border: 1px solid black; padding: 2px;">38</div> hours	<input type="checkbox"/>
B. Weapons/Defensive Tactics				
1. De-escalation/verbal judo	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<div style="border: 1px solid black; padding: 2px;">20</div> hours	<input checked="" type="checkbox"/>
2. Defensive tactics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<div style="border: 1px solid black; padding: 2px;">88</div> hours	<input type="checkbox"/>
3. Firearms skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<div style="border: 1px solid black; padding: 2px;">40</div> hours	<input type="checkbox"/>
4. Nonlethal weapons	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<div style="border: 1px solid black; padding: 2px;">19</div> hours	<input type="checkbox"/>

30

32. (continued) Indicate whether your academy's BASIC training program provided instruction on the following topics in 2018. If yes, provide the approximate number of hours of instruction required in your 2018 BASIC training program.

2018 BASIC training subject area	Yes	No	If Yes, enter number of hours of BASIC training instruction required on topic	If number of hours is an estimate, check this column
C. Legal				
1. Criminal/constitutional law	<input checked="" type="checkbox"/>	<input type="checkbox"/>	108 hours	<input type="checkbox"/>
2. Juvenile justice law and procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	7 hours	<input type="checkbox"/>
3. Traffic law	<input checked="" type="checkbox"/>	<input type="checkbox"/>	25 hours	<input type="checkbox"/>
D. Community Policing				
1. Applying research methods to study crime and disorder	<input type="checkbox"/>	<input checked="" type="checkbox"/>	hours	<input type="checkbox"/>
2. Community partnership building/collaboration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2 hours	<input checked="" type="checkbox"/>
3. Cultural diversity/human relations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	10 hours	<input checked="" type="checkbox"/>
4. Mediation/conflict management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	64 hours	<input type="checkbox"/>
5. Problem-solving approaches	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4 hours	<input checked="" type="checkbox"/>
6. Using crime mapping to analyze community problems	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1 hours	<input checked="" type="checkbox"/>
E. Self-Improvement				
1. Basic foreign language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	hours	<input type="checkbox"/>
2. Communications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2 hours	<input checked="" type="checkbox"/>
3. Ethics and integrity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4 hours	<input type="checkbox"/>
4. Health and fitness	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2 hours	<input type="checkbox"/>
5. Professionalism	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2 hours	<input type="checkbox"/>
6. Stress prevention/management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2 hours	<input type="checkbox"/>
F. Special Topics				
1. Clandestine drug labs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	hours	<input type="checkbox"/>
2. Crimes against children	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4 hours	<input checked="" type="checkbox"/>
3. Cyber/internet crimes		<input checked="" type="checkbox"/>	0 hours	<input type="checkbox"/>
4. Domestic violence	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2 hours	<input type="checkbox"/>

32. (continued) Indicate whether your academy's BASIC training program provided instruction on the following topics in 2018. If yes, provide the approximate number of hours of instruction required in your 2018 BASIC training program.

2018 BASIC training subject area	Yes	No	If Yes, enter number of hours of BASIC training instruction required on topic	If number of hours is an estimate, check this column
F. Special Topics (continued)				
5. DUI/sobriety	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="4"/> <input type="text" value="0"/> hours	<input type="checkbox"/>
6. Elder abuse	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="1"/> hours	<input checked="" type="checkbox"/>
7. Emergency management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text" value=""/> hours	<input type="checkbox"/>
8. Gangs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="2"/> hours	<input checked="" type="checkbox"/>
9. Hate crimes/bias crimes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="8"/> hours	<input type="checkbox"/>
10. Human trafficking	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="1"/> hours	<input type="checkbox"/>
11. Mental illness	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="6"/> <input type="text" value="4"/> hours	<input type="checkbox"/>
12. Opioids	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="1"/> hours	<input type="checkbox"/>
13. Response to an active shooter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="4"/> hours	<input type="checkbox"/>
14. Sexual assault	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="2"/> hours	<input type="checkbox"/>
15. Sexual harassment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="2"/> hours	<input type="checkbox"/>
16. Terrorism	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="4"/> hours	<input checked="" type="checkbox"/>
17. Victim response	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text" value="2"/> hours	<input type="checkbox"/>

33. In 2018, did your academy use reality-based (mock) scenarios for the following topics during BASIC training?

	Yes	No
a. Arrest control tactics	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. Firearms	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c. Non-lethal live fire (e.g., simunitions, paintballs)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d. Non-lethal weapons	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e. Self-defense	<input checked="" type="checkbox"/>	<input type="checkbox"/>
f. Threat assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
g. Use of force continuum/situational use of force	<input checked="" type="checkbox"/>	<input type="checkbox"/>
h. Verbal tactics	<input checked="" type="checkbox"/>	<input type="checkbox"/>

34. In 2018, did your academy include the following types of weapons training in your BASIC academy?

	Yes	No
a. Revolver	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. Semi-automatic pistol	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c. Shotgun (any type)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d. Manual rifle	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e. Semi-automatic rifle (e.g., AR-15)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
f. Fully-automatic rifle (e.g., M-16, AK-47, MP5)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
g. Baton	<input checked="" type="checkbox"/>	<input type="checkbox"/>
h. Blunt force projectile (e.g., bean bag, rubber bullets)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
i. Chemical agent projectile (e.g., CS/tear gas, OC pellets)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
j. Conducted Energy Device (e.g., Taser, stun gun, Stinger)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
k. Explosives	<input type="checkbox"/>	<input checked="" type="checkbox"/>
l. Flashlight	<input checked="" type="checkbox"/>	<input type="checkbox"/>
m. Knife/edged weapon	<input checked="" type="checkbox"/>	<input type="checkbox"/>
n. OC spray/foam	<input checked="" type="checkbox"/>	<input type="checkbox"/>
o. Other (please specify):	<input type="checkbox"/>	<input checked="" type="checkbox"/>

35. In 2018, did your academy include the following in your BASIC firearms or related training?

	Yes	No
a. Firearms training simulators	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. Night-time or reduced light conditions	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c. Non-lethal live fire (e.g., simunitions, paintball)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d. Simulated stressful conditions	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e. Training with off-duty weapons	<input type="checkbox"/>	<input checked="" type="checkbox"/>

36. In 2018, did your academy include the following techniques in your BASIC control/defensive tactics instruction for use in the field?

	Yes	No
a. Closed hand techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. Full body restraints	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c. Hold or neck restraint (e.g., carotid hold)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d. Knife and edged weapon defense	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e. Leg hobble or other restraints (not including handcuffs)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
f. Open hand techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>
g. Pressure-point control	<input checked="" type="checkbox"/>	<input type="checkbox"/>
h. Speed cuffing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
i. Takedown techniques (e.g., straight arm bar)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
j. Verbal command presence	<input checked="" type="checkbox"/>	<input type="checkbox"/>
k. Weapon retention	<input checked="" type="checkbox"/>	<input type="checkbox"/>
l. Other (please specify):	<input checked="" type="checkbox"/>	<input type="checkbox"/>

VERBAL DE-ESCALATION

37. In 2018, did your academy's BASIC training program provide any instruction on how to identify or respond to excessive force used by other officers?

- ☒ Yes
☐ No

Thank You!

Thank you for participating in this survey.

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34

Table of Contents

I.	ADMINISTRATION	5
A.	ACADEMY	5
1.	Academy Orientation	5
2.	Director & Chief's Welcome.....	5
3.	Academy Rules & Regulations	5
4.	Staff Introductions & Academy Tour	5
5.	Administrative Duties	5
6.	Maryland Police & Correctional Training Commissions.....	5
7.	Off Duty Protocol	5
8.	Oath of Office preparation & ceremony	5
9.	Graduation & Inspection.....	6
10.	Drill & Ceremony/Staff Duty Time	6
11.	Final Exams	6
12.	Social Networking	6
B.	DEPARTMENT ADMINISTRATION/ORGANIZATION	6
1.	Department Organization & History	6
2.	Field Training & Evaluation Program Orientation	6
3.	Departmental Directives	6
4.	Internal Affairs Division.....	6
5.	Workplace Harassment.....	6
6.	Stress Management	7
7.	Substance Abuse.....	7
8.	Injured Officers Network.....	Error! Bookmark not defined.
9.	Fraternal Order of Police	7
II.	MARYLAND CRIMINAL JUSTICE SYSTEM	7
A.	Cooperative Law Enforcement Agencies.....	7
1.	Montgomery County Sheriff's Office.....	7
2.	Montgomery County Department of Corrections	7
3.	Animal Services Division	Error! Bookmark not defined.
4.	Montgomery County Fire Marshall's Office	7
B.	Maryland Court System	7
1.	Testifying in Court.....	7

2.	Structure of Maryland Court System	8
III.	LAW	8
A.	Constitutional Law	8
1.	Introduction to the Constitution & Fourth Amendment	8
2.	Accosting's and Investigative Detention	8
3.	Probable Cause and Statutory Laws of Arrest	8
4.	Warrantless Searches	8
5.	Search Warrants	8
6.	Statements & Fifth Amendment	9
7.	Identification Procedures & Sixth Amendment	9
B.	Maryland Criminal Law	9
1.	Statutory Law and Common Law	9
2.	Property Law	9
3.	Montgomery County Code	9
4.	Citation Manual	9
C.	Juvenile Law & Procedures	9
1.	Montgomery County Juvenile Procedures	9
IV.	CRIMINAL INVESTIGATIONS	10
A.	Investigative Techniques	10
1.	Introduction to Criminal Investigation	10
2.	Interviewing Witnesses	10
3.	Interrogation of Suspects	10
4.	Mechanics of Oral & Signed Confessions	10
5.	Criminal Case File Preparation	10
6.	Search Warrant Preparation	10
7.	Specific Criminal Investigations	10
B.	Special Investigations Division	11
1.	Identifying and Packaging Drug Evidence	11
2.	Gang Section	11
C.	Crime Scene Investigation	11
1.	Crime Scene Assessment & Search	11
2.	Identification, Collection & Preservation of Evidence	11
3.	Evidence Packaging Procedures	12
4.	General Evidence Procedures	12
5.	Functions of Forensic Services Section	12
V.	PATROL OPERATIONS	12
A.	Patrol Functions & Techniques	12

1.	Patrol Procedures	12
2.	Levels of encounter/Scenario based learning/ traffic stops.....	13
3.	Diplomatic Immunity.....	13
4.	Weapons of Mass Destruction/Counter Terrorism.....	13
5.	Crime Prevention	14
6.	Community Policing	14
7.	Surviving Critical Incidents	14
B.	Use of Force	14
1.	Use of Force.....	14
2.	Canine Section	Error! Bookmark not defined.
C.	Community Relations.....	14
1.	Ethics & Leadership.....	14
2.	Hate/Bias.....	14
3.	Cultural Diversity	14
4.	Conflict Management / Dealing with People	14
5.	Spanish.....	15
6.	Hostage Negotiation.....	15
D.	Communication & Police Technologies.....	15
1.	Introduction to Classroom Technology.....	15
2.	County Internet Security	15
3.	Radio System	15
4.	Radio Protocol	15
5.	Mobile Data Computing	Error! Bookmark not defined.
6.	E-Justice.....	Error! Bookmark not defined.
7.	MILES/NCIC.....	16
8.	LINX.....	Error! Bookmark not defined.
9.	E-Tix	Error! Bookmark not defined.
10.	BWCS	16
E.	Report Writing	16
1.	Report Writing	16
VI.	TRAFFIC	16
A.	Traffic Enforcement	16
1.	Traffic law.....	16
2.	Traffic Stops	16
B.	Collision Investigation	16
C.	DUL.....	17
VII.	Law Enforcement Skills	17

Program of Instruction

2018-
2019

A.	Physical Training & Defensive Tactics	17
1.	Physical Training	17
2.	Wellness.....	17
3.	Defensive Tactics.....	17
4.	ASP Expandable Baton/ Protective instruments/O.C.	17
B.	Emergency Vehicle Operation	18
1.	Pursuit Policy.....	18
2.	High Speed Driving	18
3.	Defensive Driving.....	18
4.	Skid Pan	18
5.	Fire Extinguisher.....	18
C.	Firearms.....	18
D.	First Aid	18
1.	First Aid	18
2.	Hazardous Materials	19
E.	SERT	19

I. ADMINISTRATION

A. ACADEMY

1. **Academy Orientation**
In this block, the police officer candidate will be presented with an introduction to the entrance level training program of the Montgomery County Department of Police.
2 hours
2. **Director & Chief's Welcome**
This block will include a welcome by the chief of police with an emphasis on his concepts and philosophies concerning law enforcement and his expectations of the new officer candidates.
1.5 hour
3. **Academy Rules & Regulations**
This block will provide to the Police officer candidate information regarding Academy Rules & Regulations. Specifically, this course discusses both the performance standards required for successful completion of the program of instruction and the code of conduct required for a Montgomery County Police officer candidate. It instills in the student the necessity for discipline in the law enforcement profession.
2.5 hours
4. **Staff Introductions & Academy Tour**
Included in this block are those administrative details necessary for the conduct of recruit schools. Topics include introductions to the staff assigned to the training academy, equipment issuance, a tour of the training academy, and a small group counseling session with staff counselors.
.5 hours
5. **Administrative Duties**
Included in this block are administrative items such as uniform, ballistic vest and WMD safety gear fittings, personnel orientation, ID card photos, uniform inspections, class awards and equipment issuance and field trip.
14.5 hours
6. **Maryland Police & Correctional Training Commissions**
This block of instruction includes an introduction to the certification requirements of the Maryland Police Training Commission. Emphasis is placed on the minimum training standards for entrance level training. Officer candidates will be familiarized with academy testing procedures and training objectives. A brief overview of the Commission on Accreditation for Law Enforcement Agencies, Inc. will also be discussed. (01.01; 01.02; 01.03)
3 hours
7. **Off Duty Protocol**
This block of instruction provides officer candidates with the knowledge of their roles & responsibilities as a police officer candidate while off duty should they witness or become the victim of a crime.
1 hour
8. **Oath of Office preparation & ceremony**
The Clerk of the Circuit Court will swear in all police officer candidates. Officer candidates will be issued their name tags, badges and I.D. cards as part of this informal ceremony.
3 hours

9. **Graduation & Inspection**
This block will include: practice graduation, formal inspection for graduation by the chief of police, and the formal graduation ceremony.
3 hours
10. **Drill & Ceremony/Staff Duty Time**
While primarily formation and staff duty time is used for drill and ceremony instruction and practice, this time is also used to complete administrative tasks such as the completion of time sheets, resolving equipment issues, remedial training and the administering of certain quizzes.
18 hours
11. **Final Exams**
Final exams will retest any training objectives that each individual recruit has not yet mastered.
2 hours
12. **Social Networking**
This (1) hour block of instruction highlights the dangers of social media technology within the law enforcement profession. Area of instruction reviews the departmental rules and regulations regarding the dissemination of confidential information. US Constitutional issues regarding the free speech rights of officers are discussed and case studies are reviewed.
1.5 hour

B. DEPARTMENT ADMINISTRATION/ORGANIZATION

1. **Department Organization & History**
As a result of this block of instruction, the police officer candidate will have a working knowledge of the police personnel system and how it interrelates with the departmental organizational structure and the distribution of both sworn and civilian personnel.
1.5 hour
2. **Field Training & Evaluation Program Orientation**
This course familiarizes the police officer candidate with the Field Training and Evaluation Program (FTEP) used by the department. Discussions are held as to the areas of evaluation and specific criteria necessary for successful completion of this phase of the training program.
3 hours
3. **Departmental Directives**
This block of instruction will introduce the police officer candidate to various departmental rules, regulations, and directives.
2.5 hours
4. **Internal Affairs Division**
Introduction to the role the Internal Affairs Division plays within the Police Department. Topics include: procedures for handling citizen complaints, the investigation process, and common types of complaints the unit handles.
2 hours
5. **Workplace Harassment**
The police officer candidate will be presented the legal and operational definitions of the term "sexual harassment." In addition, the departmental and county policies and procedures for resolving sexual harassment complaints will be discussed.
2 hours

6. **Stress Management**
As a result of this block of instruction, the police officer candidate will be able to understand the concept of stress, learn to recognize stress in themselves and others, understand the major coping strategies to minimize stress and be able to locate resources for developing stress management skills, to include: study habits and testing strategies.
2 hours
7. **Substance Abuse**
The police officer candidate will become familiar with the symptoms and effects of substance abuse and steps to prevent substance abuse.
2 hours
8. **Fraternal Order of Police**
This is an introduction to the Fraternal Order of Police as an organization. Topics include: an overview of the bargaining unit agreement with the county, how, when and in what capacity the FOP can act on behalf of police officers within the department.
1 hours

II. MARYLAND CRIMINAL JUSTICE SYSTEM

A. Cooperative Law Enforcement Agencies

In this section, the police officer candidate will be introduced to other law enforcement agencies within Montgomery County, Maryland.

1. **Montgomery County Sheriff's Office**
The role of the Sheriff's Office within the criminal justice system will be discussed. Topics will include serving civil papers, handling eviction notices, leg irons and waist chains and courtroom security. (01.17; 01.18; 01.36; 13.10)
2 hours
2. **Montgomery County Department of Corrections**
Instruction will emphasize the relationship between police, courts, the Correctional System and the individual role of these agencies in the criminal justice system. Additionally, the procedures to be followed when delivering a prisoner to the Detention Center will be demonstrated. (12.01; 12.02)
1.5 hours
3. **Montgomery County Fire Marshall's Office**
An overview of the Fire Marshall's office, its responsibilities and interaction with Montgomery County Police will be presented. In addition, the response to arson and bomb threat crime scenes will be taught.
2 hours

B. Maryland Court System

1. **Testifying in Court**
This block of instruction will acquaint the police officer candidate with the State's Attorney's Office; courtroom procedures and techniques associated with becoming an effective witness; and provide practical experience of testifying in different court arenas. (13.01; 13.02; 13.11)
9.5 hours

2. **Structure of Maryland Court System**
The police officer candidate will be given a basic understanding of Maryland State courts. The student will be able to explain the organization and jurisdiction of: (1) The District Court of Maryland, (2) the Circuit Court of Maryland, (3) the Special Court of Appeals, and (4) the Court of Appeals.

1 hour

III. LAW

A. Constitutional Law

1. **Introduction to the Constitution & Fourth Amendment**
The history and development of the U.S. Constitution is discussed. Special emphasis is placed on those areas of the Bill of Rights that impact on law enforcement. The police officer candidates will become familiar with the individual rights guaranteed by the U.S. and Maryland constitutions and with their duty as law enforcement officers to ensure that the rights of a citizen are at all times observed. (01.06)
2. **Accosting's and Investigative Detention**
This course traces the development of accosting's and the doctrine of investigative detention. The police officer candidate will be able to recognize those situations when a stop, question and frisk is permissible, as well as any constitutional limitations on the extent of that stop, question and frisk. (01.08)
3. **Probable Cause and Statutory Laws of Arrest**
The police officer candidate will understand the constitutional significance of establishing probable cause prior to attempting to make an arrest or conducting a search. Particular emphasis is placed on the legal consequences resulting from conducting an arrest or search which is not based on probable cause. The definition of an arrest and those elements necessary to constitute an arrest are discussed. The police officer candidate will learn to apply the laws of arrest for a police officer and will be able to recite the laws of arrest for a citizen. (01.09)
4. **Warrantless Searches**
This block of instruction familiarizes the police officer candidate with the historical and philosophical development of our present laws of search and seizure. Limitations on search and seizure, both constitutional and judicially imposed, are discussed. Through the use of hypothetical situations the police officer candidate gains a practical knowledge of how the search and seizure laws are applied in a real life situation. The police officer candidate is taught to apply concepts as search incidental to arrest, consent searches, exigent searches, and other types of warrantless searches. The police officer candidate must also be able to identify what items may be searched for and seized. (01.20; 01.23; 01.24; 01.25; 01.26; 01.29)
5. **Search Warrants**
The police officer candidates will learn the constitutional and statutory requirements of a search warrant, including particularizing, time limitations and the four corners requirement. The candidates will learn the law regarding the execution of search warrants including the knock and announce requirement, detention, and frisks of occupants; and the scope of what one can seize. The candidates will become familiarized with the consequences of seizures outside of the scope of the warrant; seizures when a warrant lacks probable cause; and challenges to the veracity of the affidavit's content, as well as learning about the good faith exception. (01.28)

6. **Statements & Fifth Amendment**
The police officer candidate will be introduced to the Fifth Amendment and the right against compelled incrimination. The officer candidates will learn what constitutes a voluntary versus an involuntary statement, as well as the consequences imposed if a statement is deemed involuntary. The officer candidates will learn the requirements of Miranda including what constitutes custody and what constitutes interrogation. The officer candidates will learn what to do when one invokes their rights and the consequences if a statement is taken in violation of their rights, as well as learning the public safety exception to the Miranda requirement.
7. **Identification Procedures & Sixth Amendment**
The police officer candidates will be introduced to the Sixth Amendment right to counsel and the distinctions between that right and the Fifth Amendment right to counsel. The candidates will learn when the right to counsel applies in the different types of identification procedures and the judicial standard applied to the admissibility of out of court identifications.

Constitutional Law: 74 hours

B. Maryland Criminal Law

1. **Statutory Law and Common Law**
The purpose of this course is to familiarize the police officer candidate with violations of the Maryland Criminal Law, both statutory and common law. As a result of this block of instruction, the officer candidate will be able to recognize a criminal violation. The officer candidate will also be taught how to utilize the Maryland Annotated Code to determine if an action is a violation of the law. (01.07.01; 01.07.06; 01.07.12; 01.07.14-01.07.31)
34 hours
2. **Property Law**
2 hours
3. **Montgomery County Code**
This course will give the officer candidates an understanding of the Montgomery County Municipal Code concentrating on the more frequently used sections.
2 hours
4. **Citation Manual**
The officer candidates will be instructed in the criteria and use for issuance of criminal and civil citations. Detailed instruction will be provided on enforcement of public drinking laws and liquor violations. (01.13)
3.5 hours

C. Juvenile Law & Procedures

1. **Montgomery County Juvenile Procedures**
The officer candidates will learn the various legal definitions which apply to juvenile matters. A review of law, both Constitutional and statutory will be discussed in the context of juvenile matters. The juvenile court procedures will be discussed. The officer candidates will become familiar with the components of the juvenile justice system and will have a working knowledge of their functions. Focus will be placed on the charging and processing of juveniles as prisoners. (01.10; 09.08; 10.07; 12.05; 12.06)
3 hours

IV. CRIMINAL INVESTIGATIONS

A. Investigative Techniques

1. **Introduction to Criminal Investigation**
The purpose of this block of instruction is to introduce the police officer candidates to basic criminal investigative skills needed to conduct general crime investigations. Some of the topic areas covered include: responding to and securing crime scenes, types of evidence, note taking, developing investigative leads, defendant identification notification and utilization of district investigators, sources of information, courtroom testimony. (02.04; 04.02; 04.10-04.12)
11 hours
2. **Interviewing Witnesses**
The purpose of this block of instruction is to introduce the officer candidates to the basic purpose and techniques behind interviewing victims, complainants and witnesses. Students will be instructed on the proper use of the MCP 619 and will compile a photographic array. The officer candidates will be instructed on the interview as a process as well as how to approach uncooperative victims, complainants and witnesses. (04.06; 04.07; 04.13; 06.05; 07.04.04; 07.04.05)
5.5 hours
3. **Interrogation of Suspects**
This course introduces the police officer candidate to the basic purposes purpose and techniques behind interviewing suspects and conducting interrogations. The officer candidates will be instructed on the proper use of the MCPD 50 Advice of Rights form and the procedures used to prepare and conduct an interrogation. (01.11)
6 hours
4. **Mechanics of Oral & Signed Confessions**
The purpose of this instructional block is to introduce officer candidates to the purpose of oral and signed confessions. Officer candidates will be instructed on techniques to obtain and record oral and signed confessions. The course also includes discussions on both standard and innovative methods of recording statements and confessions.
1.5 hours
5. **Criminal Case File Preparation**
This course will give police officer candidates a foundation in criminal case file preparation, organization and maintenance. Officer candidates will be instructed on the preparation of case files for criminal trials. (13.03; 13.08)
2 hours
6. **Search Warrant Preparation**
The police officer candidate will learn the constitutional importance of the search warrant. Students will learn how to prepare as well as complete a search warrant application, procedures to execute a search warrant and the difference between search warrants and other forms of court approved police searches and charging documents. (01.27; 04.14; 07.08)
17.5 hours
7. **Specific Criminal Investigations**
 - a) **Death Investigations**
This block introduces the police officer candidate to the role of the State Medical Examiner, the field of Forensic Pathology and basic autopsy procedures. The student will be exposed to investigative techniques and evidence collection procedures involved in

death related cases. The course will cover types of death, types of wounds, and the natural processes that occur after death.

1.5 hours

b) *Rape & Sex Offenses*

This course is designed to develop in the police officer candidate the special skills needed for the correct handling of rape and sex offenses. Emphasis is placed on the identification and preservation of the evidence and the correct manner to use when dealing with the victim and family members. The course will also cover in detail the specific statutes of Maryland law dealing with rape and sex offenses. (01.07.02-01.07.05)

1.5 hours

c) *Domestic Violence*

This block of instruction will familiarize the police officer candidate with the laws applicable to domestic violence and the proper way to investigate this crime. The Police officer candidate will also learn the proper techniques required to effectively utilize the "Prosecution Model" of domestic violence investigation.

2 hours

B. Special Investigations Division

This course discusses the function and operations of each investigative unit within SID including when notifications should be made to specific units and how the units in SID can assist patrol in their investigative efforts. Applicable case law will be discussed.

1. *Identifying and Packaging Drug Evidence*

This course will instruct officer candidates on the recognition of drugs and drug paraphernalia as well as outline the procedure for collecting, packaging and submitting it as evidence. An in-class controlled marijuana burn will also be conducted to familiarize students with the odor of burning marijuana.

1.5 hours

2. *Gang Section*

The course discusses is to provide the students with the knowledge to identify gang members.

2 hour

C. Crime Scene Investigation

1. *Crime Scene Assessment & Search*

This course will instruct the police officer candidate in the methods used to secure a crime scene and assess the scene for the presence of forensic evidence. Techniques for evaluating and implementing different methods of crime scene search will also be presented. Crime scene photography, fingerprint examination and crime scene sketching will be presented. (01.30; 04.16.01-04.16.03; 04.18-04.20; 12.08)

9 hours

2. *Identification, Collection & Preservation of Evidence*

This course will instruct the police officer candidate on the methods of documenting, collecting and preserving evidence found at a crime scene. Emphasis is placed on maintaining a proper chain of custody. (04.09)

9 hours

3. **Evidence Packaging Procedures**
This course will instruct the police officer candidate on the appropriate methods of packaging different types of evidence, so it can be submitted for either forensic examination or simply for storage until trial. (04.22; 13.09)
6 hours
4. **General Evidence Procedures**
The role of evidence submission computer system will be discussed as well as department procedure for submitting items into evidence.
9 hours
5. **Functions of Forensic Services Section**
During this block of instruction, the Police Officer Candidate will be taught how to locate and lift latent fingerprint impressions and how to roll inked fingerprint impressions. The Police Officer Candidate will also be acquainted with the operations and services provided by the Forensic Services Section & Crime Laboratory Section.
5 hours

V. PATROL OPERATIONS

A. Patrol Functions & Techniques

1. **Patrol Procedures**
This block of instruction will provide the police officer candidate with a solid foundation in officer safety and survival techniques.
 - a) *Responding to Alarms/ search tactics*
This course is designed to teach officer candidates how to respond to residential and commercial alarm calls. Officer candidates will become familiar with statistical data on alarm call in Montgomery County and the False Alarm Reduction Unit. Officer candidates receive instruction on physical response to alarms such as: initial approaches, approaches on foot, establishing and searching a perimeter. This course includes classroom as well as scenario-based instruction. (02.02)
The instructional blocks under this heading offer sound tactical techniques for searching different areas for suspects. Topics include: building searches, flashlight techniques and wood line searches. (10.08; 10.12)
9 hours
 - b) *Officer Survival Skills*
The instructional blocks under this heading cover basic officer safety and survival techniques are intended to give officer candidates the basics needed to develop a survival mindset and to give them the tools necessary to make sound tactical decisions. Instruction is initially given in a classroom setting. Students then move on to scenario-based training to learn how to apply the tactics they have learned in a mock call for service. Topics include: survival mindset, cover/concealment, contact/cover, field interrogations, pre-attack kinesiology, de-escalation of force, ambush, foot chases, recognition of plain clothes officers and surviving edged weapons, vehicle extractions and felony traffic stops. (02.03; 02.14; 04.04; 10.05; 10.06)
12.5 hours

- c) *Shield/Taser*
The courses under this heading are intended to provide officer candidates with a basic working knowledge of the proper use and deployment of the ballistic shield and Taser. This course discusses the deployment of these instruments in the context of the department's use of force policy, moral and ethical implications of their use and decontamination procedures. (10.14)
2.5 hours
 - d) *Prisoner Transports & Booking Procedures*
This course provides the officer candidate with a working knowledge of department policy and procedures for transporting a prisoner to the central processing unit for processing and the policies and procedures for booking adult prisoners. (12.03; 12.04; 12.07; 12.09; 12.10)
1 hours
 - e) *Active Shooter*
This course discusses the tactical response to active shooter incidents. Tactical building and room entries will be demonstrated and practiced in small groups. Concentration will be placed locating and neutralizing immediate threats in an effort to safeguard victims.
4.5 hours
 - f) *Patrol Procedures Scenarios*
This block is scenario-based training designed to allow officer candidates to apply the skills they have acquired in classroom-based officer survival courses in mock calls for service. Students are broken into pairs and dispatched to a series of different training venues that simulate common real life calls for service they will respond to upon their graduation. Students will be assessed based on individual and group performance.
37.5 hours
2. Levels of encounter/Scenario based learning/ traffic stops
Scenario based exercises that allow officer candidates to apply the law by responding to a variety of different mock calls for service. During these exercises, Mock calls for service will require officer candidates to apply law enforcement skills such as problem solving, crisis intervention, conflict resolution, radio proficiency, report writing, defensive tactics and knowledge of law and arrest procedures.
22.5 hours
3. Diplomatic Immunity
This course of instruction will provide the police officer candidate with the understanding that extraordinary privileges are granted to various diplomatic missions and consulate posts. This block of instruction will explain the privileges and immunities to which foreign diplomats are entitled, and the responsibilities of police officers who come into contact with diplomats.
.5 hours
4. Weapons of Mass Destruction/Counter Terrorism
This course is an introduction to terrorism and weapons of mass destruction. Topics include: Chemical, Biological and Radiological weapons, signs and symptoms of contamination, use of personal protective equipment and decontamination methods. (02.05; 15.01; 15.02; 15.03) Officer candidates will learn the definition of terrorism and the difference between international and domestic terrorism. References are made to specific terrorist incidents both on and off American soil. Officer candidates will be briefed on specific terrorist indicators to look for while on patrol.
3.5 hours

5. **Crime Prevention**
The goal of this class is to instruct the Police Officer Candidate in the theories of crime prevention, including locks and security devices, alarms, and community involvement programs such as Operation ID and Neighborhood Watch. The Police Officer Candidate will complete a residential security survey as part of the course. (02.01; 08.01; 08.02; 08.03; 08.04)
2 hours

6. **Community Policing**
The goal of this course will be to provide the student with a foundation in problem solving skills that will enhance the student's ability to interact effectively with the public. The student will be provided with the skills to create workable solutions to law enforcement problems in the community.
1.5 hours

7. **Surviving Critical Incidents**
Educates officer candidates regarding critical incidents and how they can have a detrimental physical and emotional impact upon first responders. This course discusses stress reactions and introduces officer candidates to the Peer Support Unit.
2 hours

B. Use of Force

1. **Use of Force**
The goal of this block is to provide a foundation in the student through review of case law, department directives, practical examples, and open discussions of the proper circumstances and levels of force to use to control incidents. (01.38; 01.39; 01.40; 10.01; 10.02; 10.03)
29 hours

C. Community Relations

1. **Ethics & Leadership**
The purpose of this block of instruction is to enable the police officer candidate to understand the law enforcement code of ethics which each police officer is expected to adopt, and to be aware that police officers are expected by society to be role models both while on and while off duty. (01.05; 01.15)
2 hours

2. **Hate/Bias**
This class will explore the wide range of Hate/Bias crimes and instruct the recruit as to what to expect when confronting this type of crime. It will also delineate the various notifications to be made and the resources that are available for victims.
7.5 hours

3. **Cultural Diversity**
The goal of this course is to provide the student with an understanding of the multi-cultural society that makes up Montgomery County. Specific culturally diverse groups will be discussed with emphasis on their views of the police. A field trip to African American Museum will be conducted as part of this course.
9.5 hours

4. **Conflict Management / Dealing with People**
The goal of this block is to achieve an understanding of the police role in responding to and handling dispute situations. Topics include: conflict/crisis dynamics, effects of stress on disputants and conflict/crisis intervention, mental health first aid, effective communication, domestic crisis

intervention, mental disorders, suicide intervention, protection/peace orders and completing emergency evaluation petitions, missing persons. Police officer candidates are taught how to respond to various crisis and conflict situations, how to assume and maintain control and play the role of an effective, neutral, and third-party authority figure. Police officer candidates are taught to control the scene, manage those involved and to seek appropriate solutions. The use of outside state, county and private sector resources to assist in their efforts will also be discussed. Officer safety is emphasized throughout the course and demonstrated through the use of scenario-based training. (01.14; 01.22; 10.31; 06.01-06.04; 06.06; 07.09; 09.01; 09.02; 09.04; 09.06; 09.09-09.12)

64 hours

5. Spanish

This block of instruction will teach the students basic commands in Spanish, so they can communicate the basics until a Spanish speaking officer gets on scene.

3 hours

6. Hostage Negotiation

This block will introduce the police officer candidate to the techniques utilized in all segments of hostage negotiation.

2 hours

D. Communication & Police Technologies

1. Introduction to Classroom Technology

This course provides officer candidates with an introduction to the academy policies and procedures regarding the classroom computer. Academy test taking procedures will also be discussed in detail.

1.5 hours

2. County Internet Security

An interactive on-line course that explains the county policies regarding internet usage on county owned computers.

2 hours

3. Radio System

This class will serve as an overview of the 800-megahertz public safety radio system. Digital site trunking will be explained in the context of how it applies to the daily use of the police radio. In addition, the actual hardware the department issues will be described along with the procedures that will allow them to utilize the system.

2 hours

4. Radio Protocol

This course will review department policy regarding the use of the police radio. Unit numbers, lookouts, the phonetic alphabet, plain English radio protocol and radio call clearances will be discussed. Officer candidates will be dispatched on mock calls via the radio to employ hands on use of radios in the classroom. (03.09; 06.07; 06.08)

4.5 hours

1. **MILES/NCIC**
This course provides officer candidates with an overview of the MILES/NCIC system. The course will provide students with a working knowledge of the system and an ability to perform a variety of different queries.
9.5 hours
2. **BWCS**
This course provides officer candidates with the department's policy on body worn cameras along with a working knowledge of the BWCS.
3 hours

E. Report Writing

1. **Report Writing**
The police officer candidate will learn the basic requirements of a police report. The police officer candidate will demonstrate an acceptable level of proficiency in the use of the field report manual and in completion of reports required in law enforcement. The basic components of a good report will be discussed as well as the need to take accurate and complete field notes. This course will further explain and familiarize the police officer candidate with the usage of the department's intranet system as well as Packet Writer and E*Justice Computer applications. The importance of providing accurate information for data entry into the RMS (Records Management System) will also be stressed. (01.04; 04.01; 04.03; 04.05; 07.01-07.05)
40 hours

VI. TRAFFIC

A. Traffic Enforcement

1. **Traffic law**
This course includes concentrated study of the laws relating to the movement and control of motor vehicle traffic, licensing and registration regulations. Emphasis will be on determining the elements of specific violations of the law. Through the use of video and slide presentations, students will learn to recognize violations, as they would occur in the field environment. (01.34; 01.35; 02.09; 02.11; 03.02-03.06; 03.08; 03.11; 04.16; 07.11)
21 hours
2. **Traffic Stops**
This block of instruction will teach the police officer candidate the proper and safe way to conduct traffic stops to include vehicle positioning, distance and the use of lighting. Both passenger side and driver side approaches will be taught. Unknown risk and high-risk traffic stops will be covered, as well as stopping specialized vehicles such as vans, motorcycles, buses, and trucks. (02.13; 03.07; 10.13)
19 hours

B. Collision Investigation

The purpose of this block of instruction is to develop in the police officer candidate the skills needed to investigate a traffic accident and to determine the party at fault. Special emphasis is given to the areas of

measurement, photography, sketching, interviewing parties and witnesses, and completing the MAARS Report. The Police Officer Candidate is required to apply these principles and techniques while investigating several simulated traffic accidents. Officer candidates will learn the proper methods of traffic direction and pacing, as well as flare placement. Summons issuance will also be covered. Police Officer Candidates will testify in moot traffic court. (01.12; 03.01; 03.12-03.19; 07.10; 11.12)

38 hours

C. DUI

This is the National Highway Traffic Safety Administration course on DUI detection. This course teaches the standardized field sobriety tests and how to administer and interpret a person's performance on the tests. Officer candidates will also learn to identify clues of impaired driving while a suspect vehicle is in motion. Officer candidates will also learn to employ the proper procedures to arrest and process a person for a violation of DUI law.

38 hours

VII. Law Enforcement Skills

A. Physical Training & Defensive Tactics

1. Physical Training

The police officer candidate will be familiarized with the learning goals and objectives of the physical training/ defensive tactics course. Emphasis will be placed on the importance of diet and physical conditioning in police work.

48.5 hours

2. Wellness

Police officer candidates will learn healthy eating habits and basics of nutrition. They will also learn techniques to help them avoid injuries when exercising and when playing sports. (14.01)

2 hours

3. Defensive Tactics

The officer candidate will be given a foundation in the application and use of hand to hand defensive tactics. This tactic will include arrest and control from a standing position as well as on the ground. This program is confined to those techniques which are relatively simple, practical, effective and can be utilized by any police officer who has received competent training. This is a basic course which is designed to assist those who have had little or no defensive tactics training in the past. Techniques will include but are not limited to strikes, kicks, blocks, take downs, handcuffing, searching and defensive gun retention.

82 hours

4. ASP Expandable Baton/ Protective Instruments/O.C.

This program will provide the student with a basic competency in the use of the expandable baton. Since physical fitness is an absolute necessity for anyone engaged in law enforcement, physical training and conditioning is stressed. This course consists of various calisthenics and running exercises designed to enable the student to increase his/her balance, flexibility, agility, strength and endurance. Students are exposed to O.C. spray in a controlled scenario

19 hours

B. Emergency Vehicle Operation

1. **Pursuit Policy**
This block of instruction introduces the trainee to the department's policy on pursuit driving; primarily focusing on what conditions may an officer pursue a vehicle, both in county and in other jurisdictions.
1.5 hours
2. **High Speed Driving**
This block of instruction introduces the trainee to high speed driving under a controlled setting. The goal is to familiarize the trainee with vehicle limitations, vehicle control and roadway positioning during high speed driving.
26 hours
3. **Defensive Driving**
This block of instruction introduces the trainee to vehicle dynamics, vehicle positioning, cone course training and vehicle maneuvering under like conditions while performing patrol duties.
26 hours
4. **Skid Pan**
This block of training is designed to expose the trainee to simulated adverse driving conditions in a vehicle and to teach proper methods of vehicle control during these conditions through proper braking, steering control and acceleration control.
4.5 hours
5. **Fire Extinguisher**
This block of training is designed to familiarize the trainee with the fire extinguisher carried while performing patrol duties. This training will teach its uses, proper deployment and its limitations when dealing with small fires.
1 hour

C. Firearms

The police officer candidate will be familiarized with the proper procedures for safely handling a weapon, the types of firearms utilized by this department, basic marksmanship techniques and the specific safety procedures to be followed while firing on all departmental ranges. This course is designed to make the police officer candidate proficient in the use of the 9 mm semiautomatic pistol. The police officer candidate is instructed in the operation and safe use of the weapon. Basic marksmanship is taught and developed through extensive practice. Once the police officer candidate is proficient, he/she is then trained in survival shooting techniques to include low visibility, reduced light conditions, and decision shooting exercises. This course is also designed to make the police officer candidate proficient in the use of the 12-gauge shotgun. The police officer candidate is instructed in the operation and safe use and storage of the shotgun.

76 hours

D. First Aid

1. **First Aid**
This course enables the police officer candidate to provide basic life support to a patient in an emergency medical situation. The course includes scene safety measures, cardiac chain of survival, basic patient assessments, basic anatomy and physiology, CPR, AED (automated external defibrillator) use and choking. (05.01-05.03)

39 hours

2. Hazardous Materials

The police officer candidate will receive instruction on responding to scenes involving hazardous materials to include chemical spills, as well as hazardous materials found in the workplace. OSHA requirements will also be covered.

9.5 hours

E. SERT

An introduction to the Special Events Response Team (SERT) organization will be provided. Training is given in civil disturbance operations. Areas covered are the psychology of crowd behavior, civil disturbance formations and techniques, and the use of riot control agents.

2 hours

1.2.9 (LE1)

(M M M M) (LE1) Bias Policing

The agency has a written directive governing biased policing and, at a minimum, includes the following provisions:

- a. a prohibition against biased based policing;
- b. initial training and annual training for affected personnel in biased issues including legal aspects; and
- c. a documented annual administrative review of agency practices including citizen concerns and any corrective measures taken.

Commentary

Biased policing is the application of police authority based on a common trait of a group. This includes but is not limited to race, ethnicity, national origin, religion, age, gender, gender identity/expression, sexual orientation, immigration status, disability, housing status, occupation, or language fluency.

Law enforcement agencies should not condone biased policing in its enforcement programs as it may lead to allegations of violations of the constitutional rights of the citizens we serve, undermine legitimate law enforcement efforts, and may lead to claims of civil rights violations. Additionally, biased policing alienates the public, fosters distrust of law enforcement by the community, invites media scrutiny, invites legislative action, and judicial intervention.

Law enforcement personnel should focus on a person's conduct and not consider common traits unless that trait has been associated with a specific suspect of a crime or the suspects associated with a pattern of incidents in a particular area.

Law enforcement agencies should implement ongoing, top down training for all officers in cultural diversity and related topics that can build trust and legitimacy in diverse communities. This should be accomplished with the assistance of advocacy groups that represent the viewpoints of communities that have traditionally had adversarial relationships with law enforcement. The agency should ensure all police actions provide training that addresses how bias can affect police activities and decision making, such as field contacts, traffic stops, searches, asset seizure and forfeiture, interviews and interrogations. Training should emphasize the corrosive effects of biased policing on individuals, the community and the agency.

It is best practice for the agency to collect and track data relating to all citizen contacts as defined by the data tables (biased policing, traffic warnings and citations). Time sensitive standard. (M M M M) (LE1)

41.2.7 (LE1)

(M M M M) (LE1) Mental Health Issues

The agency has a written directive regarding the interaction of agency personnel with persons suspected of suffering from mental health issues that addresses:

- a. guidelines for the recognition of persons suffering from mental health issues;*
- b. procedures for accessing available community mental health resources;*
- c. specific guidelines for personnel to follow in dealing with persons they suspect suffer from mental health issues during contacts on the street, as well as during interviews and interrogations;*
- d. documented entry level training of agency personnel; and*
- e. documented annual refresher training.*

Commentary

Police interaction with persons exhibiting mental health issues can pose significant challenges for responding personnel. The intent of this standard is to require that the agency provide guidance to its personnel in dealing with persons suspected of suffering from mental issues. While the most serious consequences of with the mental health issues are altercations or armed confrontations by sworn personnel, other agency personnel who may come in contact with the public also need guidance and training in dealing with the mentally ill. The agency should consider the Crisis Intervention Team (CIT) approach for such response. Responding personnel need to be well equipped to handle situations that may not be criminal or unlawful in nature but pose a risk to the community if not addressed.

Agency directives should be developed in collaboration with mental health professionals, who can train or assist the agency with training. Training should include access to the court system and applicable case law. The training should be reviewed and/or updated annually.

Alternatives to arrest such as citations, summonses, referrals, informal resolutions, and warnings should be considered to ensure the best treatment options are used and to keep those with mental health issues out of the criminal justice system. Time sensitive standard. (M M M M) (LE1)

71.2.1 (LE1)

(M M M M) (LE1) Training of Personnel

Personnel charged with monitoring temporarily detained Individuals in the facility are provided initial training on the use of the temporary detention room(s) or area(s) and in-service training at least once every four years.

Commentary

Temporary detention occurring outside the confines of a facility such as a holding facility, jail, or other more secure correctional institution can involve close contact with detainees under challenging and less than ideal conditions. To reduce complacency, personnel safety issues should be a priority of the agency training for both initial and in-service training sessions. A cooperative detainee can quickly turn uncooperative or combative. Agency training should address the resources that are available to agency personnel during the temporary detention phase and contingencies for dealing with unruly or combative detainees. A discussion of alternative procedures, such as immediately transferring combative or uncooperative detainees to a more secure facility, or delaying necessary processing or testing until a court order can be obtained, will create a more efficient and safe environment for detainees and agency personnel. Time sensitive standard. (M M M M) (LE1)

46.1.9 (LE1)

(M M M M) (LE1) All Hazards Plan Training

A written directive provides for:

- a. documented annual training on the agency's All Hazards Plan, to include the Incident Command System (ICS) for affected agency personnel; and
- b. documented biennial training consisting of a tabletop or full-scale exercise to assess the agency's capabilities with the All Hazards Plan and the Incident Command System.

Commentary

The expanding scope and sophistication of emergency operations, along with increased possibilities of pandemics and acts of terrorism, require law enforcement agencies to quickly act to stabilize and control emergency situations. Increasingly, law enforcement agencies must deal with large catastrophes with little or no notice. Immediate and decisive action is required to minimize loss of life, reduce property damage, and permit involved authorities to fulfill their responsibilities.

The Incident Command System (ICS) permits a clear point of control and can be expanded or contracted with ease to escalating or diminishing situations. The Federal Emergency Management Agency (FEMA)'s ICS is comprehensive, available on the Internet, and widely used. An agency may choose a different model but must ensure that it accomplishes the intent of ICS and that any system used is readily adaptable to systems other agencies may use in important areas, e.g., terminology, modular organization, integrated communications, and unity of command. The ICS will not be effective if training is not provided or if it is not used.

While the ordinary law enforcement mission is often handled with few personnel, there are situations that quickly escalate into major incidents. It is important to work with other agencies that use this system, so when crises arise, all personnel are familiar with the ICS structure and can function effectively within it. Compatibility between agency ICSs is imperative if ICS is to work effectively. This standard does not require the use of ICS with minor instances handled solely by the agency.

Tabletop exercises are an economical way to test the operational capabilities of an agency, while ensuring that key personnel are well versed in the agency's All Hazards Plan. Full scale operational exercises may be used to further assess the agency capabilities, but are not required.

Additionally, not all components of ICS need to be activated when the system is operational; only those that are needed in the situation should be used. Component activation and deactivation depends upon changing circumstances.

The agency should also consider the effect of this standard on other standards that address command protocol and require coordination and authority. Time sensitive standard. (M M M M) (LE1)



**FIELD TRAINING
&
EVALUATION PROGRAM
PROBATIONARY OFFICER'S HANDBOOK**

...a commitment to excellence

Probationary Officer

ID #

Revised February 2019

58

Probationary Officer's Handbook

INDEX

A

A. W.O. L.	9
Adult Processing	8
Alarm - Time Limit	11
Alarms	15
Alcohol Restriction	5
Alcoholic-Beverage Laws	11
Application for Statement of Charges	9
Arrest Procedures / Processing	8

B

Bomb Threat	13
Body Worn Camera System	6
Bond Alert-Form	8
Burglary	10
Burglary (Occurred Earlier)	14

C

CAD	18
Canceling: Want Index	8
Case File	17
CDS Paraphernalia	10
Child Abuse	10, 12
Child Neglect	12
Civil Citations	4
Community Policing	20
Courts	17
CPU Arrest /Complete Charging Documents	8, 9
Criminal Citations	4
Criminal Law	10, 11

D

Defect Notification	4
Departmental Forms	1
Destruction of Property	10
Diplomats	9
District Court Bench Warrant	8
District Court Summonses	8
Domestic Disturbance	14, 15
Domestic Violence	10, 14
Driver Re-examination Form	4
DUI/DWI	5

E

Emergency Evaluation Petition	15
Evidence Collection	16
Exam / Quiz Schedule	24
Ex-Parte Order	15

F

Field Interrogation Report	4
Fugitive Warrant	8

G

Graffiti	11
Guarding Prisoners in Hospitals	9

H

Hostage Barricade	15
-------------------	----

I

ICS 100, 700	19
In Progress Crimes	14
Incidentals	18
Injured Animals	2
Interviewing Suspect / Defendant	9

J

Juvenile Out of Control	12
Juvenile Processing	12

160

L

Laws of Arrest _____ 10

Lookouts _____ 3

M

MDC _____ 18

METERS / NCIC / MVA _____ 18

Missing Persons _____ 13

Mobile Video Systems _____ 6

Montgomery County Law _____ 10, 11

Montgomery County Warrant System _____ 18

Motor Vehicle Collision Investigation _____ 5

N

Neglect and / or Abuse of Vulnerable Adults _____ 10

Notification Responsibilities _____ 16

O

Officer Safety _____ 3

P

Panhandling _____ 11

Parking Tickets _____ 4

Peace Order _____ 15

Protective Order _____ 15

Pursuit of Motor Vehicle _____ 2

Q

Questioning Juveniles on School Property _____ 12

Quiz / Exam Schedule _____ 24

Radio Communications _____ 3

Rape _____ 10

Recovered Property _____ 13

Report Writing Manual _____ 7

Responses to Calls _____ 3

Runaways _____ 12

S

Sex Offenses	10
Stalking	10
Statement of Charges	9
Statement of Probably Cause	9
Strip Searches	8
Sudden Death	13
Sudden Death Report Format	7
Suicide	13

T

Telephone Misuse	11
Teletypes	18
Theft	10
Threats on School Property	11
Towing Vehicles	6
Traffic Citations	4
Traffic Stop	5
Traffic Stop Downloading	6
Transporting Prisoners	8
Trespassing	10

U

Unattended Child	11
Unauthorized Use of Motor Vehicle	10
Use of Deadly Force / De-escalation	2

V

Values of Property	7
Vendors	11

W

Warning / ERO	4
Web Messages	18

SECTION 1

ORIENTATION

A. Loc of Departmental Forms / Intranet

1. Serialized Equipment Inventory (MCP 14)
2. Supervisor's Doc. Form (MCP 30)
3. Use of Force (MCP 37)
4. Miranda Rights (MCP 50)
5. Towing/ Impounding Vehicle (MCP 60)
6. Warrant/ DCS Action Req. (MCP 72)
7. Consent to Search (MCP 120)
8. Crime Lab (CDS Evidence) (MCP 139)
9. Trespass Notification (MCP 140)
10. Release from Investigation (MCP 208)
11. Crime Lab (Non-CDS) Evid. (MCP 239)
12. Receipt for Property Returned (MCP 525)
13. Compliment /Complaint Form (MCP580)
14. Victim/Witness Assistance Form (MCP 1107)
15. Victim/Witness Pamphlet (State of MD)
16. Stop and Frisk Report (MSP 97)
17. Other Forms (numbered/non-numbered)
18. Clearance Card
19. Citation Manual
20. Commissioner's Manual
21. County Code
22. Departmental Directives
23. EJS User Guide & Field Report Manual
24. Power DMS
25. Telestaff / MC Time
26. Sharepoint – Roll Call Web Board

B. Location of Ticket/Citation Books

DATE AND INITIAL EACH COMPLETED LINE

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SECTION 2

Pursuit of Motor Vehicle

Use of Deadly Force

Policing in the 21st Century Module

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A. Vehicle Pursuits (FC 135)

1. Pursuits circumstances
2. Pursuit driving procedures
3. Use of road blocks
4. Pursuit across jurisdictional lines
5. Vehicle use in foreign jurisdiction
6. Pursuit of other jurisdiction into MoCo
7. Radio communication during pursuit
8. Authorization for a pursuit
9. When to abandon pursuit

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B. Use of Force / De-escalation (FC 131)

1. Define Sanctity of Life
2. De-escalation
3. Defense of self or another
4. Non-Deadly Force
5. Deadly Force
6. Fleeing felon
7. Shooting at / from a moving vehicle
8. Dangerous or injured animals
9. Foreign jurisdictions
10. Warning shots
11. Bystanders
12. Reporting responsibilities of the officer

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**SECTION 3
PATROL PROCEDURES**

A. Response to Calls (FC 421)

1. Routine
2. Priority

B. Orientation to Beat and District

1. Geographic Boundaries
2. Commercial & Residential Areas
3. High Crime Areas/Problem Areas
4. Location of Schools
5. Location of High Risk Sites

C. Radio Communications (FC 252)

1. ECC Visit (MUST schedule with ECC)
2. Lookouts
 - a. Criminal / Persons / Vehicle
 - b. Welfare of Officers
 - c. Stop & Obtain, No Probable Cause
 - d. Stolen Vehicles
 - e. Traffic
 - f. Missing Persons / Runaways
3. Clearance Card
 - a. Event Classification
4. Listening Skills
 - a. Obtain Description Broadcast
 - b. Wanted Checks of Persons & Vehicle

D. Officer Safety

1. Pat Down for Weapons
2. Arrest and Handcuffing
3. Search of Prisoners and Vehicles
4. Safety Procedures in Facilities

E. Criminal Activity Information

1. Station Crime Analyst
2. Web Board

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SECTION 4 CITATIONS

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A. Maryland Uniform Complaint and Citation

(Written / E-tix) (FC 533 / MD Transportation Article)

1. Proper Completion
2. Witnesses
3. Field Notes
4. Juveniles
5. Related Citations
6. Refusal to Sign (written citation)
7. Voiding a Citation
8. Use of E-tix

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B. Warning / ERO (FC 1000)

1. Warning Notice
2. ERO

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C. Parking Tickets (FC 532)

1. Section and Fines
2. Proper Completion

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2.					

D. Driver Re-Examination Form (FC 1000)

D.					
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E. Criminal and Civil Citations

Use of Citation Manual

- a. Criminal Offenses
- b. Civil Offenses
- c. Juveniles
- d. Alcohol Offenses
- e. Proper completion
- f. Errors

a.					
b.					
c.					
d.					
e.					
f.					

F. Defect Notification (FC 1021)

F.					
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G. Field Interrogation Report (FC 625)

G.					
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SECTION 5 TRAFFIC ENFORCEMENT

DATE AND INITIAL
EACH COMPLETED LINE

A. Traffic Stop

1. Day Time (Proper Tech. & Safety)
2. Night Time (Proper Tech. & Safety)
3. Assisting An Officer on a Stop
4. Felony Stop (High Risk)
5. Approaches (Driver/Passenger Side)

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B. Pacing Vehicles

C. Motor Vehicle Collision Investigation (FC 1021)

1. Prop. Damage, Pers. Inj, Hit & Run

- a. When is a Report Required
- b. Conduct Investigation
- c. Direct Traffic
- d. Request a Tow Truck
- e. Complete Report
- f. Issue Citation

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2. Fatal Collision

- a. Notification of C.R.U
- b. Preserving the Scene
- c. Death Notification

a.					
b.					
c.					

D. DUI / DWI / Alcohol Restriction (FC 515)

1. Standardized Field Sobriety Tests
2. Disposition of Violator's Vehicle
3. Evidentiary Test Time Limit
4. Blood Collection Kit
5. Completion of Forms

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- a. DR-15 (Advice of Rights to Chem. Test)
- b. DR-15A (Order of Suspension)
- c. DR-102 (Commercial Motor Vehicle)
- d. DR-103 (Violation of Alc. Restriction)
- e. MSP #33 (Test Results)
- f. MSP #36 (DUI/DWI Log Book)
- g. DWI/DUI Report – Narrative Details

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**DATE AND INITIAL
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**SECTION 5
(CONTINUED)**

E. Towing Vehicles (FC 1060)

1. Disabled Vehicles
2. Parking Violation
3. DUI Vehicles
4. Vehicles Involved in Collisions
5. Recovered Stolen Vehicle
6. Diplomatic Registration
7. Abandoned Vehicles
8. Officer's Responsibilities
 - a. Search of the Vehicle
 - b. Completion of MCP60
 - c. Storage of Vehicle

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b.					
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**F. Traffic Stop Downloading Instructions
(Written Citations Only)**

1. Download Locations
2. Requirements

1.					
2.					

**G. Mobile Video System (MVS) (FC 425) /
Body Worn Camera System (BWCS) (FC430)**

1. MVS – Function Testing
2. MVS – When Recording is Mandatory
3. MVS – Classifying & Uploading Video
4. BWCS – Function Testing
5. BWCS – When Recording is Mandatory
6. BWCS – Classifying & Uploading Video

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SECTION 6
EJUSTICE USER GUIDE /
REPORT WRITING MANUAL

DATE AND INITIAL
EACH COMPLETED LINE

A. Procedures

1. Report Procedures
2. Types of Reports
3. Time Constraints

B. Property Values

C. Rules of Classification

D. Meters / NCIC Entry

E. Sudden Death Report Format

F. When a Synopsis is Required

G. Witness / Evidence Information

H. Cancellation / Recovery

1. Stolen Vehicle– In County
2. Stolen Vehicle– Out of County
3. Missing / Wanted Persons

I. Case Closed by Exception:

Refer to SVID

J. Special Reporting Requirements

1. DV, Arson, Missing Pers, DUI & LEOKA
2. Scanning & Attaching Documents
 (Criminal/Civil Citations, D.V. Docs, NCIC
 Adult Missing Person Attestment Form)

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SECTION 7
ARREST PROCEDURES / PROCESSING
PRISONERS
(FC: 510, 511, 513, 521, 810, 811)

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EACH COMPLETED LINE

A. Warrants, Summonses, Subpoenas

1. Times of Service
2. District Court Summonses
3. District Court Bench Warrant
 - a. Criminal
 - b. Traffic
4. Fugitive from Justice
5. Warrant / DCS Action Request (MCP72)
6. Canceling Want Index

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B. Transporting Prisoners

1. One Officer Car
2. Two Officer Car
3. More than One Prisoner
4. Prisoner of the Opposite Sex
5. Use of Cage Car

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5.					

C. Prisoner Processing (Adult)

1. Arrest Report
2. Bond Alert Form
3. Use of a Holding Cell
4. Detainee Processing/Detention (MCP 810)
5. Miranda Rights
6. Strip Searches
7. District Court Tracking Number
8. District Court Case Number

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**SECTION 7
(CONTINUED)**

D. Competed Charging Documents

1. Statement of Charges
2. Statement of Probable Cause
3. Application for Statement of Charges
4. Use of CRIMS System

E. Guarding Prisoners in Hospitals (FC 812)

Prisoner Log Book

1. Visitor / Phone Calls

F. A.W.O.L.'s (FC 510 & 521)

1. Authority to Arrest
2. Contact Military Police
3. Reporting Responsibility

G. Diplomats (FC 519)

1. Full Immunity
2. Limited Immunity

H. Interviewing Suspect / Defendant (FC 622)

1. Miranda Requirements
2. Res Gestae Statements
3. Written Statements
4. Verbal Statements

**DATE AND INITIAL
EACH COMPLETED LINE**

Instructed			Performed		
FTO Initials	PO Initials	Date	FTO Initials	PO Initials	Date

1.					
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3.					
4.					

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2.					

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3.					

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2.					

1.					
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3.					
4.					

SECTION 8 CRIMINAL LAWS

A. Laws of Arrest

1. MD Crim. Procedural Law
(Felonies / Misdemeanor)
2. Exceptions

B. Elements of Crimes (Criminal Law Section)

1. Arson
2. Assault - 1st Degree
3. Assault - 2nd Degree
4. Burglary
5. Child Abuse
6. Concealed Weapon
(include on school property)
7. CDS Possession of marijuana - less than 10g
8. CDS Possession of marijuana - greater than 10g
9. CDS Possession – Other CDS
10. CDS Paraphernalia
11. Destruction of Property
12. Disorderly Conduct
13. Domestic Violence
(Assault 1st or 2nd degree)
14. Harassment
(MD Crim. & Mont. Co Law)
15. Neglect and / or Abuse of
a Vulnerable Adult
16. Rape / Sex Offenses
17. Stalking
(MD Crim. & Mont Co Law)
18. Theft
19. Trespassing
20. Unauthorized Use of Motor Vehicle

DATE AND INITIAL EACH COMPLETED LINE

Instructed			Performed		
FTO Initials	PO Initials	Date	FTO Initials	PO Initials	Date

1.					
2.					

1.					
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16.					
17.					
18.					
19.					
20.					

SECTION 8 (CONTINUED)

C. Alcoholic Beverage Laws

1. Drinking in Public
2. Open Container
3. Possession by Person Under 21 Years
4. Possession on School Property
5. Misrepresent of Age to Obtain

D. Montgomery County Laws

1. Alarm Time Limit on Audible Alarm
2. Animal Complaint
(i.e., Barking Dog)
3. Bicycle Helmet Law
4. Discharging Firearm in an Urban Area
5. Graffiti

6. Vendors

- a. Hours of Sale
- b. License Requirements
- c. Exemption

7. Noise Disturbances
(Requirements for Enforcement)
8. Panhandling (Aggressive)
9. Possession of Fireworks
10. Telephone Misuse

E. Unattended Child (Family Law)

F. Education Article

1. Threats on School Property
2. Dangerous Weapons on School Property

DATE AND INITIAL
EACH COMPLETED LINE

Instructed			Performed		
FTO Initials	PO Initials	Date	FTO Initials	PO Initials	Date

1.					
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4.					
5.					

1.					
2.					
3.					
4.					
5.					

a.					
b.					
c.					

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9.					
10.					

E.					
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1.					
2.					

SECTION 9. JUVENILE PROCEDURES

DATE AND INITIAL
EACH COMPLETED LINE

A. Runaways (FC 617)

1. Report Procedures
2. Radio Lookout
3. NCIC Entry
4. Search Urgency Evaluation Form (MCP 617)

Instructed			Performed		
FTO Initials	PO Initials	Date	FTO Initials	PO Initials	Date

1.					
2.					
3.					
4.					

B. Juvenile Out of Control

C. Child Abuse / Child Neglect (FC 619)

1. Report Responsibility
2. Notify SVID
3. Notify Child Protective Services
4. Removal from Home for Protective Custody

B.					
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1.					
2.					
3.					
4.					

D. Arrest, Questioning, & Search on School Property (FC 512)

1. Questioning on School Property
2. Removal from School Property
3. Search of a Student

1.					
2.					
3.					

E. Processing an Arrest Juvenile (FC 509)

1. Notify Parents / Guardian
2. Fingerprint and Photograph
3. Complete Juvenile Release Form
4. When & How to Detain
5. Miranda Rights (MCP 50)
6. When & How to Charge as an Adult
7. Obtaining a Juvenile ID #
8. Use of a holding cell & completing (MCP 810)

1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

SECTION 10 CALL PROCEDURES

DATE AND INITIAL
EACH COMPLETED LINE

A. Missing Persons (FC 617)

1. On Scene Procedures
2. NCIC Entry & Cancellation
3. Report Procedures
4. Search Urgency Evaluation Form (MCP 617)
5. NCIC Adult Attestment Form (MCP 592)

Instructed			Performed		
FTO Initials	PO Initials	Date	FTO Initials	PO Initials	Date
1.					
2.					
3.					
4.					
5.					

B. Recovered Property (FC 721)

1. Verify Property to be Stolen or not Stolen
2. Cancel want index of stolen property
3. Process Stolen Property for Latent Prints
4. Notify Owner
5. Storage of Property
6. Report Procedures

1.					
2.					
3.					
4.					
5.					
6.					

C. Sudden Death / Suicide (FC 620)

1. Preserve Scene
2. Notify Investigative Unit
3. Notify Medical Examiner
4. Notify of Next of Kin
5. Disposition of Suicide Note

1.					
2.					
3.					
4.					
5.					

D. Bomb Threat (FC 910)

1. Evacuation of Building
2. Limits of Radio Use
3. Notifications
4. Search of Premises
5. Request for a Canine Officer
6. Responsibility if Device is Located

1.					
2.					
3.					
4.					
5.					
6.					

**SECTION 10
(CONTINUED)**

**DATE AND INITIAL
EACH COMPLETED LINE**

E. Burglary (Occurred Earlier)

1. Preserve Crime Scene
2. Use of Canine
3. Photograph the Scene
4. Process Scene for Latent Prints
and Other Evidence
5. Home Security Survey
6. Neighborhood Canvass
7. Notification of Invest. Unit

Instructed			Performed		
FTO Initials	PO Initials	Date	FTO Initials	PO Initials	Date
1.					
2.					
3.					
4.					
5.					
6.					
7.					

**F. Robbery, Rape, Murder, Burglary,
& Other "In Progress Crimes"**

1. Scene Approach
 - a. Establish a Perimeter (Use Canine)
 - b. Provide a Lookout
 - c. Preserve Scene
2. Locate Witnesses / Separate
Witnesses
3. Notify Proper Invest. Unit
4. Check for Possible Evidence

1.					
2.					
3.					
4.					
5.					
6.					
7.					

G. Domestic Disturbances (FC 535)

1. When to Arrest
2. Arbitration
3. Referral to District Court Commissioner
to Obtain Charges
4. MD Domestic Violence
Supplemental Form (MCP 535)
5. Domestic Violence Lethality Screen
(MCP 536)
6. Removal of Firearms
7. Collection & Storage of Evidence

1.					
2.					
3.					
4.					
5.					
6.					
7.					

**DATE AND INITIAL
EACH COMPLETED LINE**

**SECTION 10
(CONTINUED)**

Instructed			Performed		
FTO Initials	PO Initials	Date	FTO Initials	PO Initials	Date

G. Domestic Disturbances (Continued)

8. Ex-Parte / Protective Order
& Peace Order
 - a. Service of Ex-Parte or
Protective Order
 - b. Enforcement of the Order
 - c. Referral to Obtain
Ex-Parte, Protective Order
& Peace Order

1.					
2.					
3.					
4.					

H. Emergency Evaluation Petition (FC 921)

1. Service of the Petition
 - a. Life of the Order
 - b. Time Constraints at the Hospital
2. Officer as the Petitioner
(Complete the EEP)
 - a. Report Procedures
 - b. Transport Reimburse Form (MCP 557)

1.					
2.					
3.					
4.					
5.					
6.					

I. Hostage Barricade Situation (FC 950)

1. Approach & Protect Bystanders
2. Authority for ERT Response
3. Notification of Supervisor
4. Establish / Secure the Perimeter

1.					
2.					
3.					
4.					

J. Alarms

1. Commercial
2. Residential
3. Banks / Savings & Loans
 - a. Approach on each of the above
 - b. Notify Owner / Employee
4. Telephone Surveillance Alarm
(10 signal)

1.					
2.					
3.					
4.					
5.					
6.					

**DATE AND INITIAL
EACH COMPLETED LINE**

**SECTION 11
CRIME SCENE PROCEDURE**

Instructed			Performed		
FTO Initials	PO Initials	Date	FTO Initials	PO Initials	Date

A. Preservation of Crime Scene

A.					
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B. Evidence Collection (FC 721, FC 722)

1. Photograph the Scene
2. Sketch the Scene/Field Notes
3. Collect, Package & Label Evidence
4. Chain of Custody
5. Special Handling of Evidence
 - a. CDS
 - b. Firearms
 - c. Ammunition
 - d. Edged Weapons
 - e. Money
 - f. Biohazard Items (blood, etc.)
6. Evidence submission
 - a. TRAQ
 - b. IDIMS
7. Latent print cards

1.					
2.					
3.					
4.					

a.					
b.					
c.					
d.					
e.					
f.					

a.					
b.					

7.					
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C. Notification Responsibilities

1. Duty / Station Commander
2. Investigative Unit
(FC 611)
3. Media Services
(FC 1141)
4. State's Attorney
(FC 612)

1.					
2.					
3.					
4.					

SECTION 12

CASE PREP & COURT

DATE AND INITIAL
EACH COMPLETED LINE

A. Location of Courts

1. Circuit Court
2. District Court – Rockville
3. District Court – Silver Spring
4. Juvenile Court
5. Grand Jury
6. State's Attorney Office
7. Court Liaison – Rockville
8. Court Liaison – Silver Spring

Instructed			Performed		
FTO Initials	PO Initials	Date	FTO Initials	PO Initials	Date

1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

B. Location of Detention Facilities

1. Location of MCDC (Rockville)
2. Location of MCCF (Clarksburg)

1.					
2.					

C. Case File

1. Police Report
2. Field Notes / Sketches
3. Advice of Rights (MCP 50)
4. Photographs (FC 626)
5. All Statements Taken
6. Forms Related to the Incident

1.					
2.					
3.					
4.					
5.					
6.					

D. Stored Evidence

D.					
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E. Continuing the Case/ Leave Policy/Court Cancellation Phone Policy (FC 1221)

E.					
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F. Testifying

F.					
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SECTION 13 COMPUTER SYSTEMS

DATE AND INITIAL
EACH COMPLETED LINE

A. Teletypes / Web Messages / Incidentals

1. Informs Other MCP Agencies of a Significant Incident
2. Notify other Jurisdiction of Recovery

Instructed			Performed		
FTO Initials	PO Initials	Date	FTO Initials	PO Initials	Date

1.					
2.					

B. METERS / NCIC

1. Wanted / Stolen Check – Person
2. Wanted / Stolen Check – Items
3. NCIC Criminal History
4. NLETS

1.					
2.					
3.					
4.					
5.					

C. Montgomery Co. Warrants System

D. MVA

1. Browse
2. License and Registration – MD
3. License and Registration – Out of State

1.					
2.					
3.					

E. CAD

1. Obtain a "No dispatch" CR #
2. Display a Call
3. Unit History
4. Premise History
5. Change Unit Status
6. Log In / Out CAD at Station

1.					
2.					
3.					
4.					
5.					
6.					

F. MDC

1. Log in / Log out
2. Change Stock #
3. On Scene
4. Out Button
5. Create CR #
6. Call History
7. Mapping / Directions

1.					
2.					
3.					
4.					
5.					
6.					
7.					

G. Email

G.					
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**SECTION 13
(Continued)**

**DATE AND INITIAL
EACH COMPLETED LINE**

H. Incident Command System

1. IS – 100

<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=IS-100.1Eb>

Course Completed		
FTO Initials	PO Initials	Date
1.		

2. IS -700

<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=IS-700.a>

Course Completed		
FTO Initials	PO Initials	Date
2.		

**DATE AND INITIAL
EACH COMPLETED LINE**

1. Community Policing

Instruction Completed		
FTO Initials	PO Initials	Date
1.		

Community policing is a philosophy that promotes organizational strategies, which support the systematic use of partnerships and problem solving techniques, to proactively address the immediate conditions that give rise to public safety issues, such as crime, social disorder, and fear of crime.

2. SARA Model for Problem Solving

- S – Scanning
- A – Analysis
- R – Response
- A – Assessment

Instruction Completed		
FTO Initials	PO Initials	Date
a.		
b.		
c.		
d.		

Scanning – Identifying & prioritizing problems

Analysis – Researching what is known about the problem

Response – Developing solutions to bring about lasting reductions in the number and extent of problems

Assessment – Evaluating the success of the responses

3. Identify an issue in the community where the SARA Model can be applied. **Explain the issue that you**

Instruction Completed		
FTO Initials	PO Initials	Date
1.		

have identified below. Use additional sheets if necessary.

[illegible]

80

CALL RECORD

The following list is to be used by the FTO to track types of calls handled by the Probationary Officer. Attempts should be made to handle at least one of each type of call.

DATE AND INITIAL
EACH COMPLETED LINE

Calls Completed		
FTO Initials	PO Initials	Date

1. Rape
2. Robbery
 - a. Strong Armed
 - b. Armed Robbery (Citizen)
 - c. Armed Robbery (Business)
3. 1st Degree Assault
(Aggravated Assault)
4. Burglary
 - a. Residential
 - b. Commercial
5. Carjacking
6. Theft
 - a. Shoplifting
 - b. From Auto
 - c. Failure to Pay (Food, Taxi, Gas)
 - d. Vehicle Theft
7. Assault (2nd degree)
 - a. On a Citizen (non-domestic)
 - b. Domestic Violence / Dispute

1.		
----	--	--

a.		
b.		
c.		

3.		
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a.		
b.		

5.		
----	--	--

a.		
b.		
c.		
d.		

a.		
b.		

CALL RECORD (CONTINUED)

The following list is to be used by the FTO to track types of calls handled by the Probationary Officer. Attempts should be made to handle at least one of each type of call.

DATE AND INITIAL
EACH COMPLETED LINE

8. Weapon Offenses

- a. Concealed
- b. Carrying or Wearing

Calls Completed		
FTO Initials	PO Initials	Date
a.		
b.		

9. Sex Offenses

- a. Sex Assault/Rape
- b. Indecent Exposure
- c. Peeping Tom

a.		
b.		
c.		

10. CDS Violations

- a. Possession CDS Marijuana < 10g
- b. Possession CDS Marijuana > 10g
- c. Possession CDS - Other
- d. Possession of CDS Paraphernalia

a.		
b.		
c.		
d.		

11. Juvenile Offenses

- a. Runaway
- b. Out of Control

a.		
b.		

12. Disorderly Conduct

12.		
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13. Suicide

- a. Attempt
- b. Successful

a.		
b.		

14. Sudden Death (DOA)

14.		
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CALL RECORD (CONTINUED)

The following list is to be used by the FTO to track types of calls handled by the Probationary Officer.

Attempts should be made to handle at least one of each type of call.

DATE AND INITIAL
EACH COMPLETED LINE

- 15. Driving Under the Influence
- 16. Parking Violation
- 17. Disabled Motor Vehicle
- 18. Mental Transport (E.E.P)
- 19. Missing Person
- 20. Recovered Property
- 21. Suspicious Situation / 911 Disco

Calls Completed		
FTO Initials	PO Initials	Date

15.		
16.		
17.		
18.		
19.		
20.		
21.		

22. Alarms

- a. Residential
- b. Commercial
- c. Banks/Savings & Loans

a.		
b.		
c.		

23. Traffic Collisions

- a. Property Damage
- b. Personal Injury
- c. Hit and Run

a.		
b.		
c.		

EXAM & QUIZ SCHEDULE

EXAM/QUIZ	DOR WHEN ADMINISTERED
Initial Exam	T1
Quiz #1 (*Section 2)	DOR #4
Quiz #2 (*Section 8)	DOR #6
Quiz #3 (*Sections 3 & 4)	DOR #16
Quiz #4 (*Sections 4, 5 & 6)	DOR #24
Quiz #5 (*Sections 7, 8 & 9)	DOR #36
Quiz #6 (*Sections 10, 11 & 12)	DOR #44
Final Exam	DOR #48

* Refers to the sections within the Probationary Officer's Handbook.





REQUIRED TRAINING

Maryland Police & Correctional Training Commission Requirements:

- 18 hours of In-Service training per year
- Firearms – “Five Fingers” - *Annually*
- TASER qualifications - *Annually*
- Rifle and Shotgun – *Semi-annually*
- Autism - Completed in 2013 for all incumbents
- Beginning in the year 2004 and every third year thereafter, police officer annual in-service training curriculum and minimum courses of study shall include special training in, attention to, and study of the application and enforcement of:
 - (a) The criminal laws concerning rape, sexual offenses, the sexual abuse and exploitation of children, and related evidentiary procedures;
 - (b) The contact with and treatment of victims of crimes and delinquent acts;
 - (c) The notices, services, support, and rights available to victims and victim’s representatives under Maryland law; and
 - (d) The notification of victims of identity fraud and related crimes of their rights under federal law.

CALEA Standards:

- Use of Force Policy - *Annually*
- Protective Instruments (1.3) – *Biennially*
- Firearms, Rifle and Shotgun – *Annually*
- Legal Updates – *Annually*
- Biased Based Policing (1.2.9) – *Biennially*
- TASER - *Annually*
- Defensive Tactics - *Biennially* (2014, 2016, 2018, 2020)
- Ethics – *Biennially* (2013, 2015, 2017, 2019)
- Mental Illness (41.2.7) - *Triennially* (2012, 2015, 2018, 2021)
- Temporary Detention Room - *Triennially* (2012, 2015, 2018, 2021)
- Remedial Training for those who do not qualify

Homeland Security: (www.fema.gov/nims)

- IS 100 - Introduction to Incident Command - all sworn
- IS 700 - National Incident Command System - all sworn
- IS 200 - Basic Incident Command - Sergeants and above, ECC Supervisors
- IS 300 - Intermediate ICS for expanding incidents - Lieutenants and above

- IS 400 - Advanced ICS for Command and Staff - **Lieutenants and above**
- IS 800 – National Response Framework - **Lieutenants and above**

Montgomery County Police:

- Blood Borne Pathogens – *Annually*
- Firearms - *Annually*
- Less-lethal Weapons - *Annually*
- Legal Updates – *Annually*
- Defensive tactics and *protective instruments* – *Annually*
- Ethics – *Biennially* – *all sworn and civilian employees* (2015, 2017, 2019)
- Preventing Workplace Harassment – *Triennially* (2014, 2017, 2020, 2023)
- ✚ Mental Illness – *Triennially* - *all sworn and civilian employees* (2015, 2018, 2021)
- Temporary Detention Room - *Triennially* (2015, 2018, 2021)
- ✚ Biased Based Profiling Issues, Including Legal Aspects – *Entry-Level and Biennially for enforcement personnel*

National Safety Council:

- CPR – *Biennially* (2015, 2017, 2019, 2021) and must purchase student books



Department of Public Safety and Correctional Services

Maryland Police and Correctional Training Commissions

6852 4th Street • Sykesville • Maryland 21784

(410) 875-3400 • FAX (410) 875-3975 • V/TTY (800) 735-2258 • www.dpscs.maryland.gov/aboutdpscs/pct

STATE OF MARYLAND

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GOVERNOR

BOYD K. RUTHERFORD
LT. GOVERNOR

ROBERT L. GREEN
SECRETARY

RACHEL SESSA
CHIEF OF STAFF

CHRISTOPHER McCULLY
DEPUTY SECRETARY
ADMINISTRATION

J. MICHAEL ZEIGLER
DEPUTY SECRETARY
OPERATIONS

CAROLYN J. SCRUGGS
ASSISTANT SECRETARY

GARY W. McJINNEY
ASSISTANT SECRETARY

January 24, 2020

Jason Cokinos, Captain
Montgomery County Police Academy
8751 Snouffer School Road
Gaithersburg, Maryland 20879

Dear Captain Cokinos,

The Maryland Police and Correctional Training Commissions (MPCTC) conducted an audit at the Montgomery County Police Academy on August 15, 2019. The purpose of the audit was to ensure that the Montgomery County Police Academy's Entrance-Level Training Program is in compliance with Police Training and Standards Commission requirements.

MPCTC has completed the audit of the Montgomery County Police Academy and has determined that the Montgomery County Police Academy is in full compliance with Commission requirements set forth at Title 12 Department of Public Safety and Correctional Services, Code of Maryland Regulations, Subtitle 04 Police Training and Standards Commission 12.04.01.09 and 12.04.01.10 and considers this audit closed.

Respectfully,

Albert L. Liebno, Jr.
Deputy Director

cc: Marlethia Black, Compliance Officer


Police Training

PRESENTATION TO THE PUBLIC SAFETY COMMITTEE


FEBRUARY 3, 2020




National Practices

- ❖ There are 664 state and local law enforcement academies.
 - ❖ Each year, they train about 45,000 new recruits.
 - ❖ Training standards must comply with federal, state, and local regulation.
 - ❖ Academies are often accredited by entities such as CALEA, adding more training requirements.
 - ❖ Nearly half of police academies are based at two- or four-year colleges, or technical schools.
 - ❖ Academies average 21 full-time and 32 part-time instructors.
 - ❖ Most academies hold two classes a year.
 - ❖ The median smallest class size was 14.
 - ❖ The median largest class size was 28.
- 

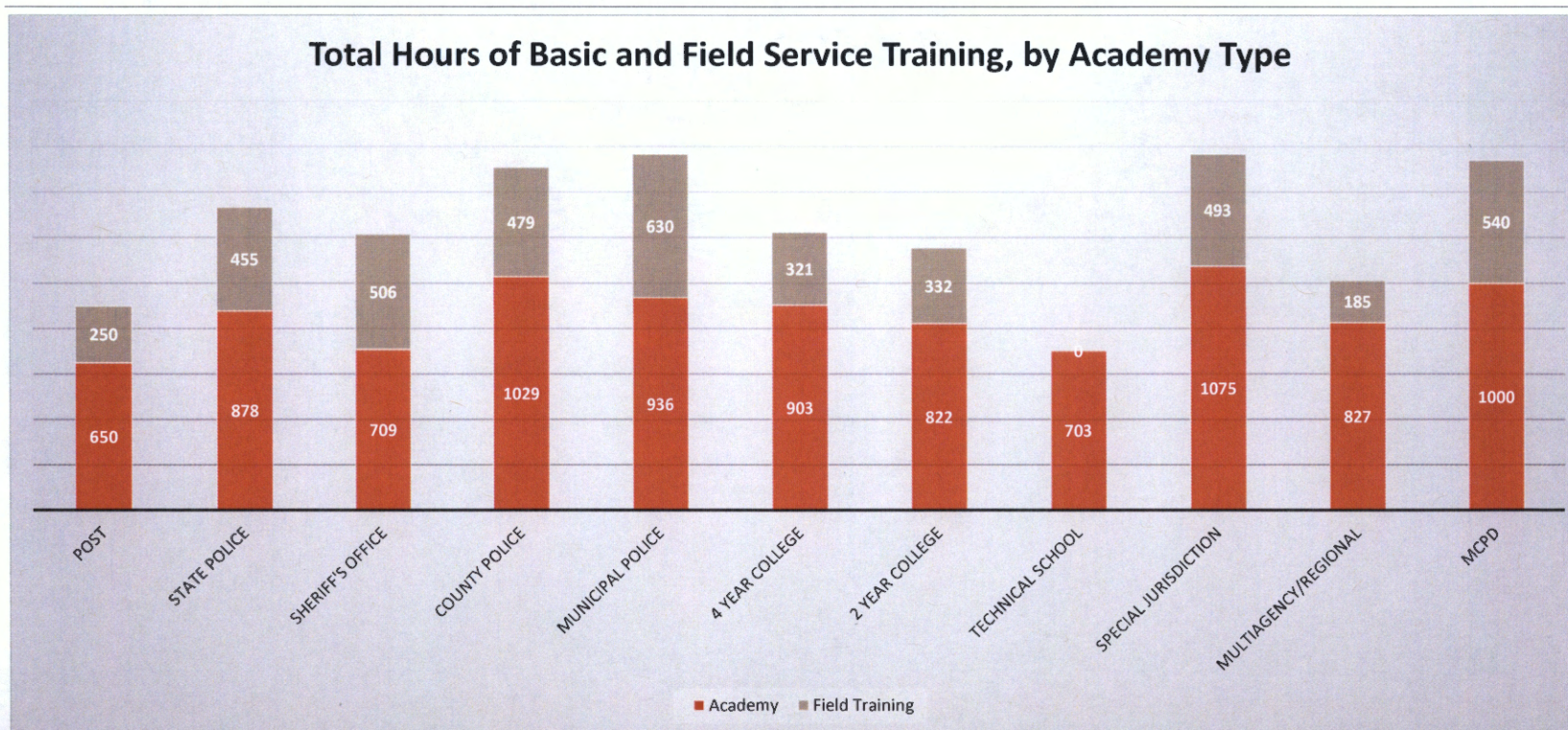
Training Subjects

- ❖ The CLETA survey asks academies about almost 50 different training subjects and the number of hours of training provided for each.
 - ❖ While this methodology provides a broad overview of the types of training provided, it does not capture different training subjects that may span multiple elements of training.
 - ❖ Nationally, the most required training hours are in the area of operations (more than 200 hours per recruit).
 - ❖ An average of 168 hours were required for training on weapons, defensive tactics, and the use of force.
 - ❖ Recruits spent 89 hours training in self-improvement categories such as health and fitness, and stress prevention.
 - ❖ Recruits spent an average of 86 hours in legal education.
- 

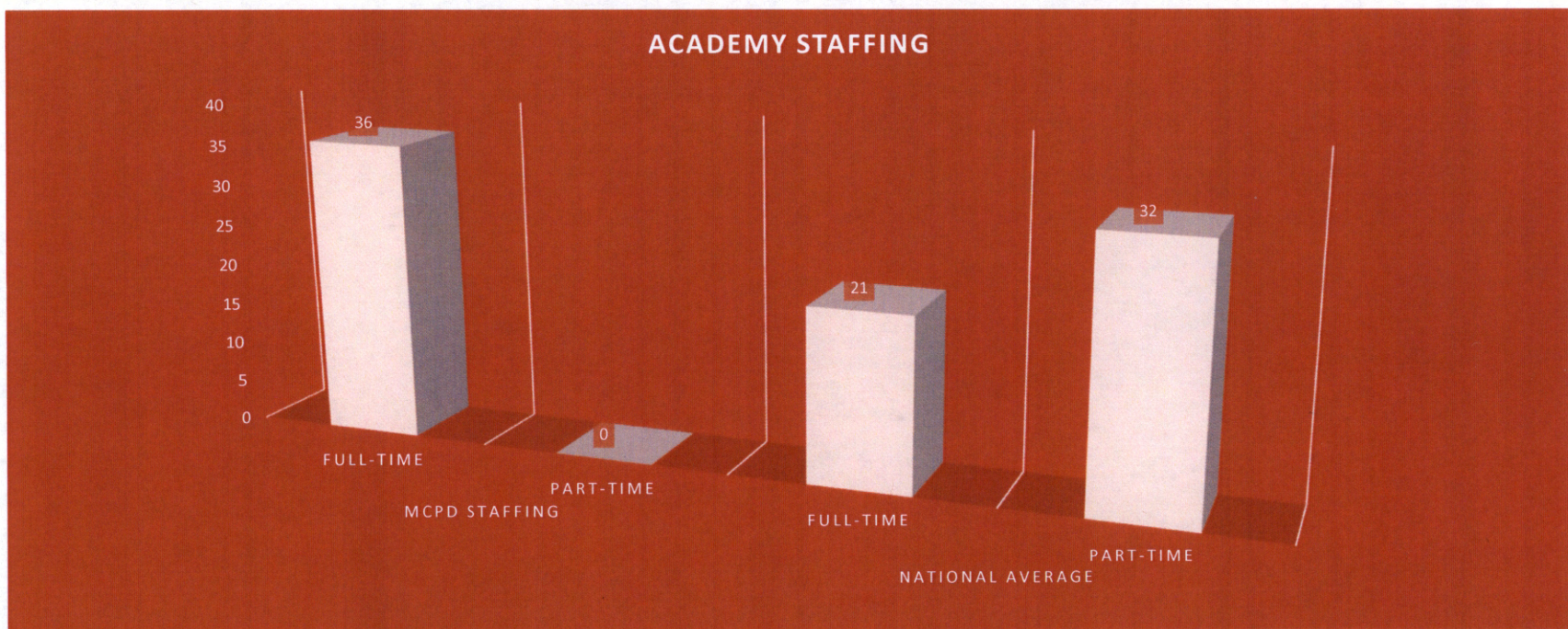
MCPD Training Academy

- ❖ 1,000 hours (25 weeks) of basic training
 - ❖ 540 (14 weeks) of field training
 - ❖ Meets the Maryland Police and Correctional Training Commission's minimum requirements.
 - ❖ Also meets CALEA requirements.
 - ❖ Meets federal requirements.
 - ❖ Updates training as new best practices emerge.
- 

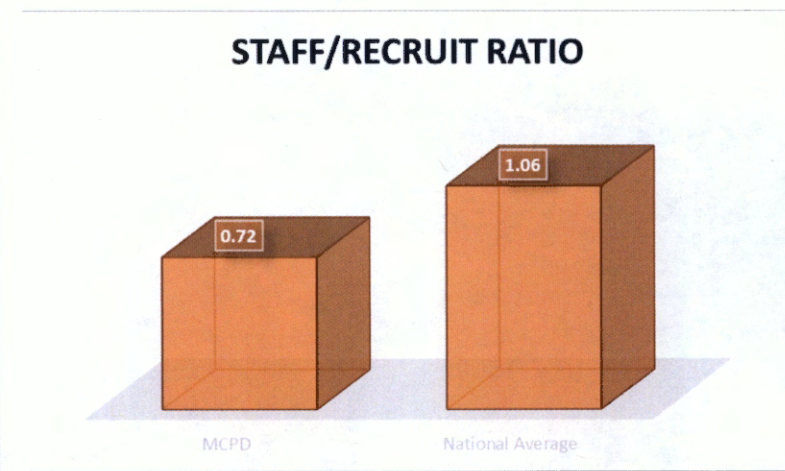
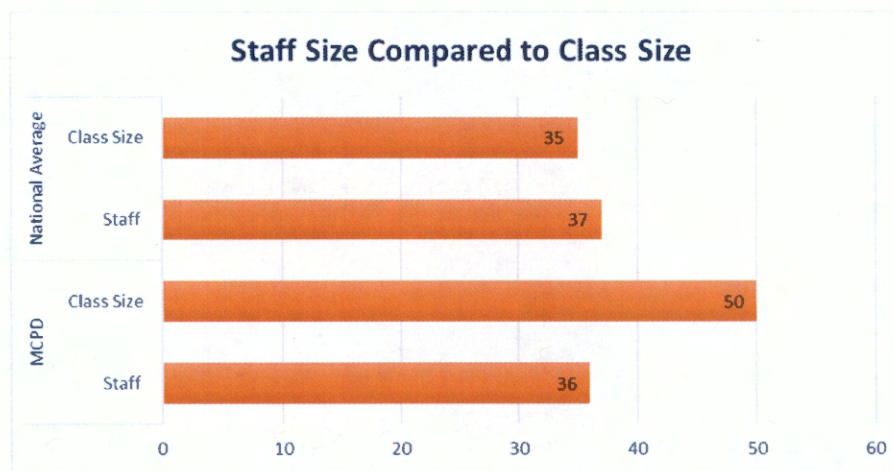
Hours of Training



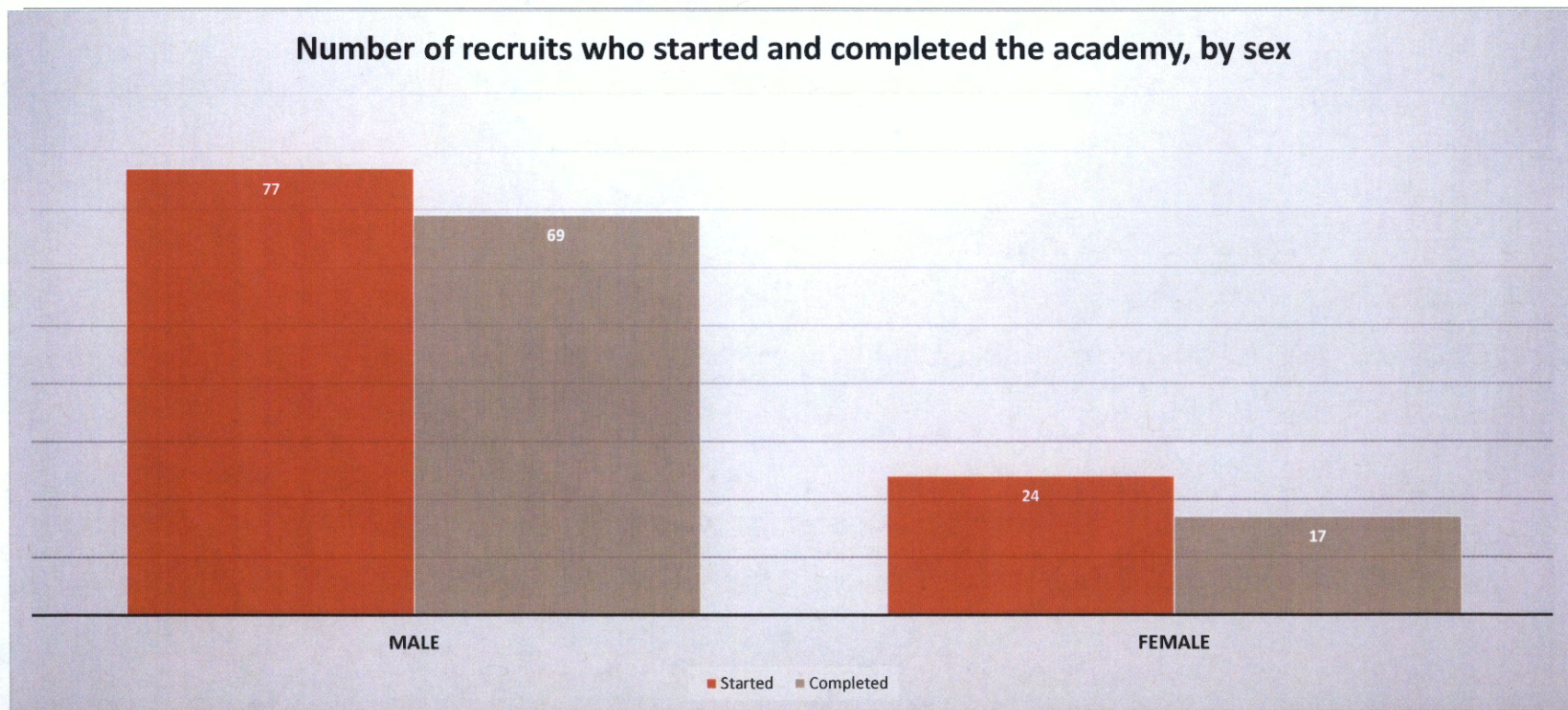
MCPD Staffing



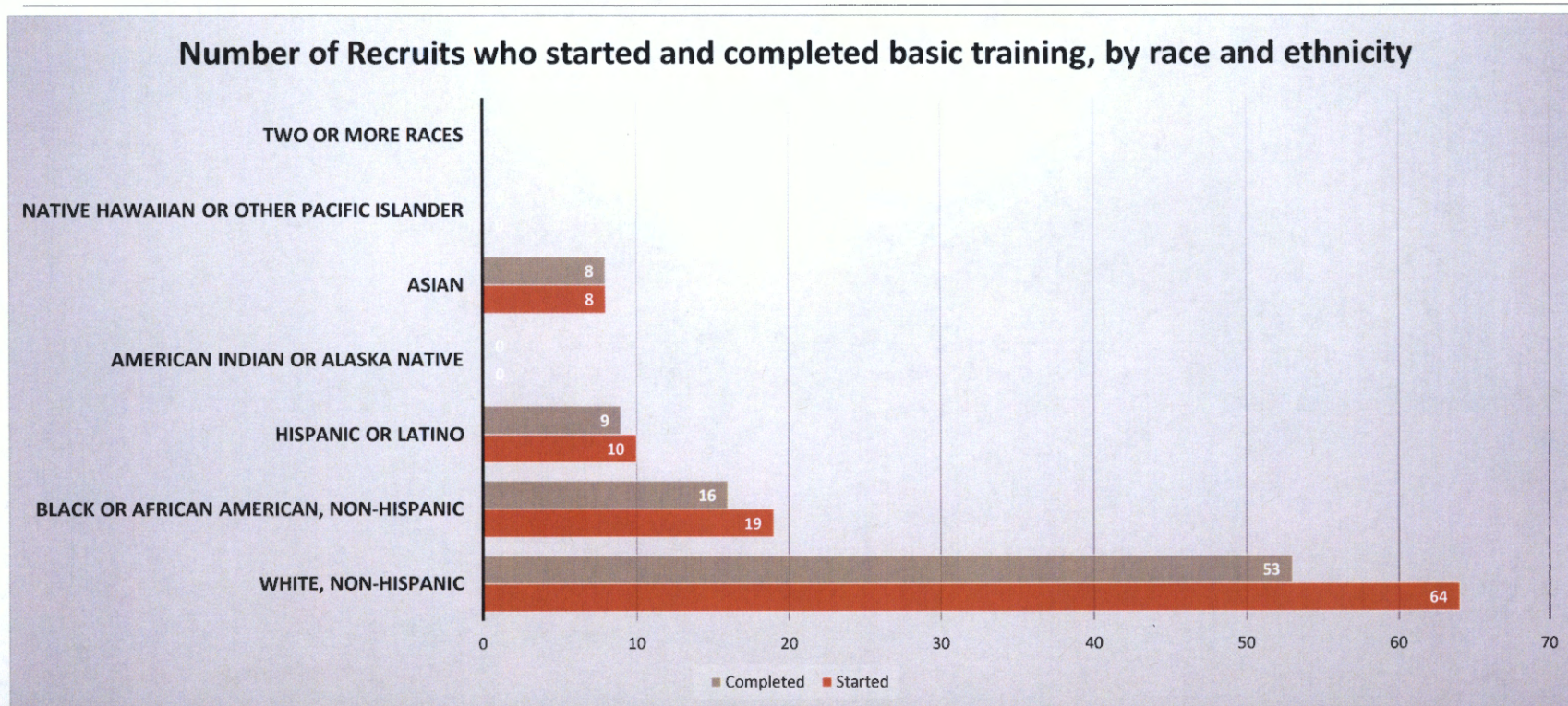
Staffing Compared to Class Size



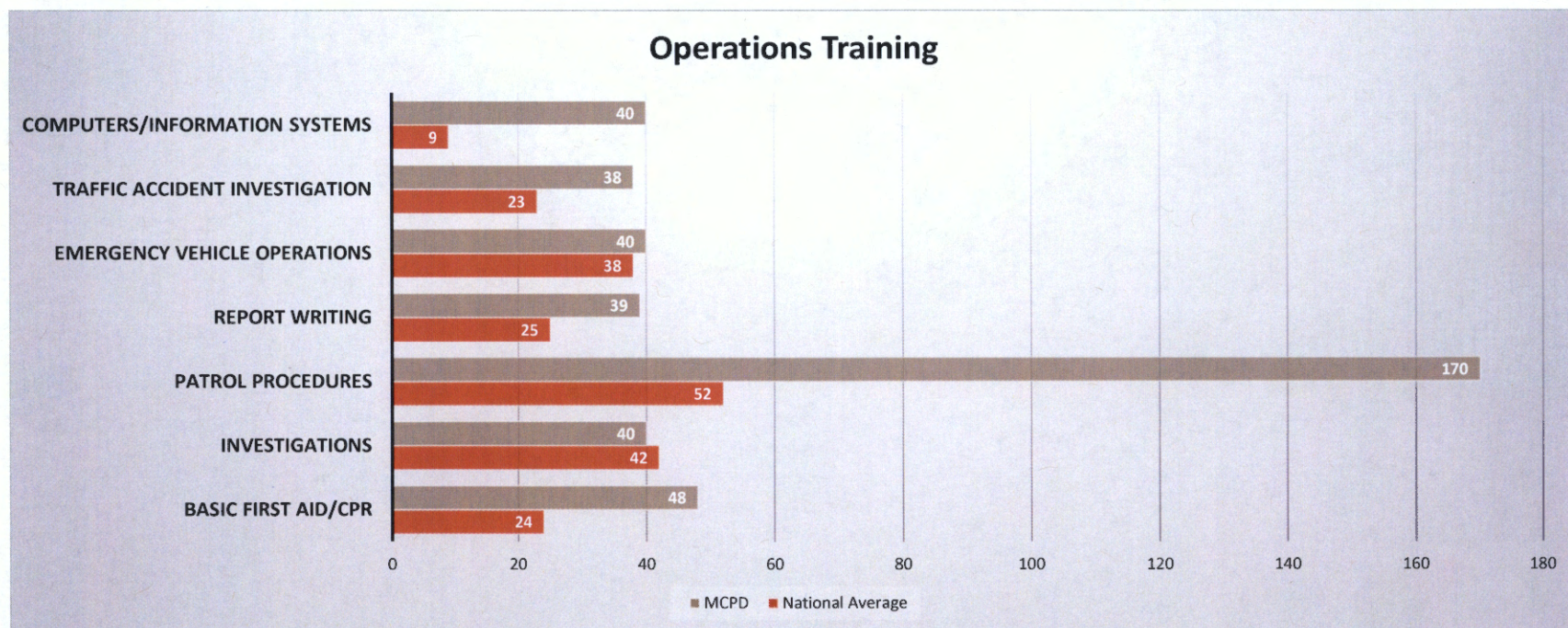
MCPD Recruits (2018)



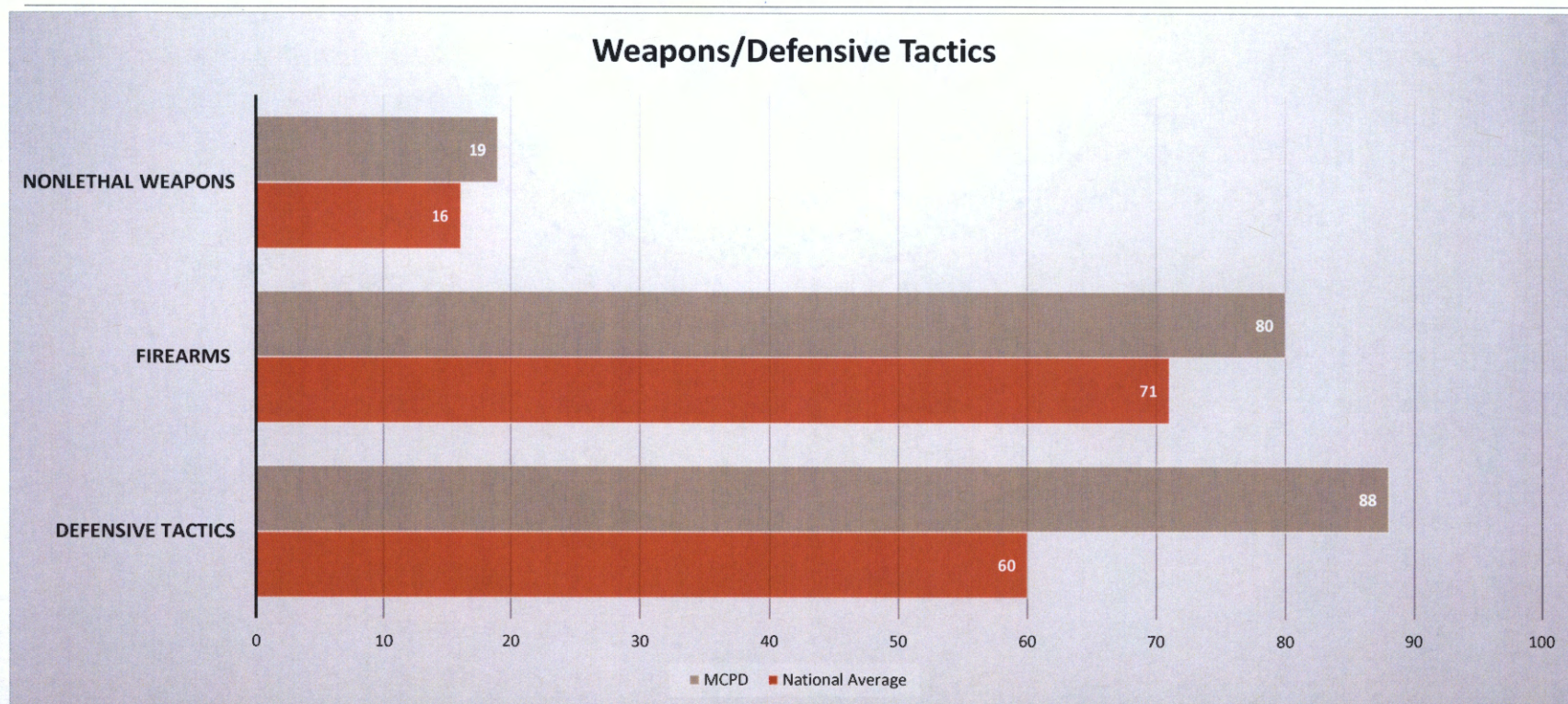
MCPD Recruits (2018)



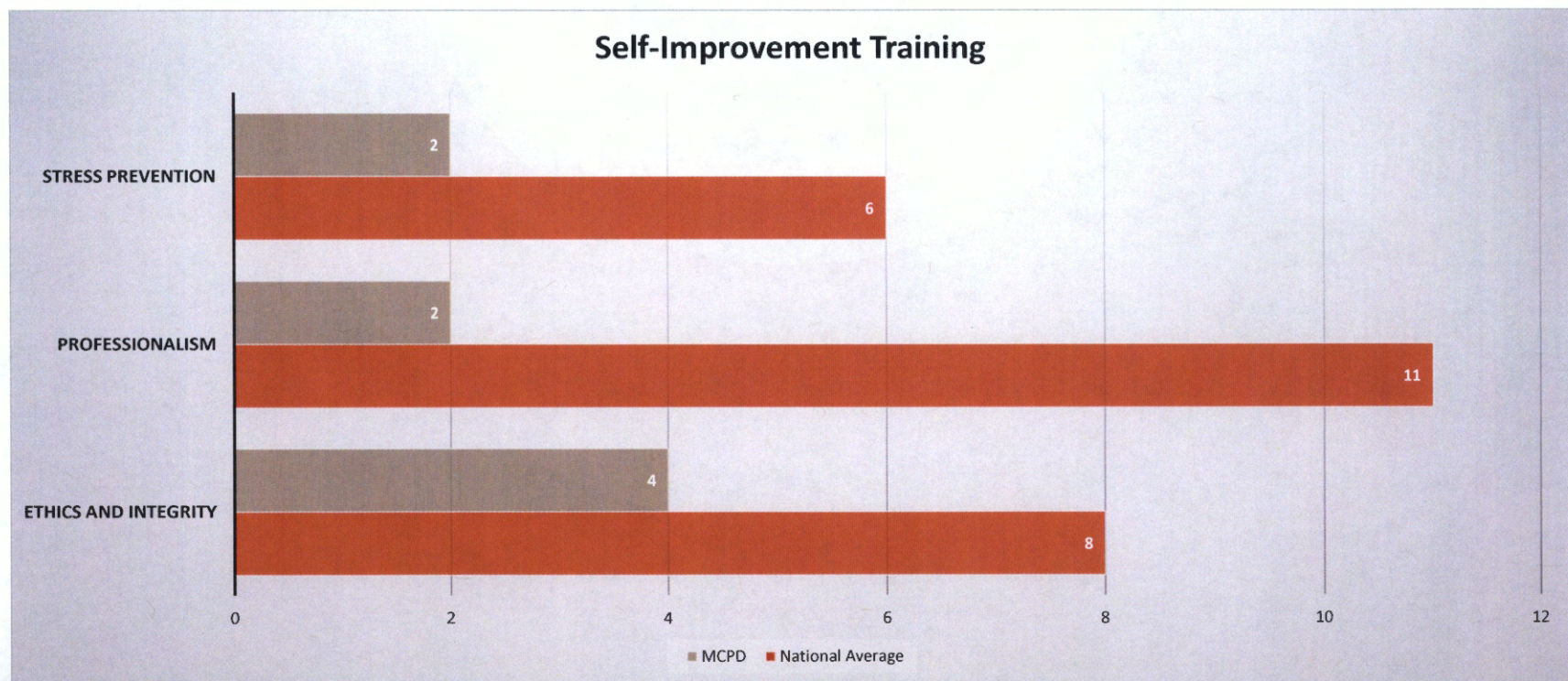
MCPD Compared to National Experience



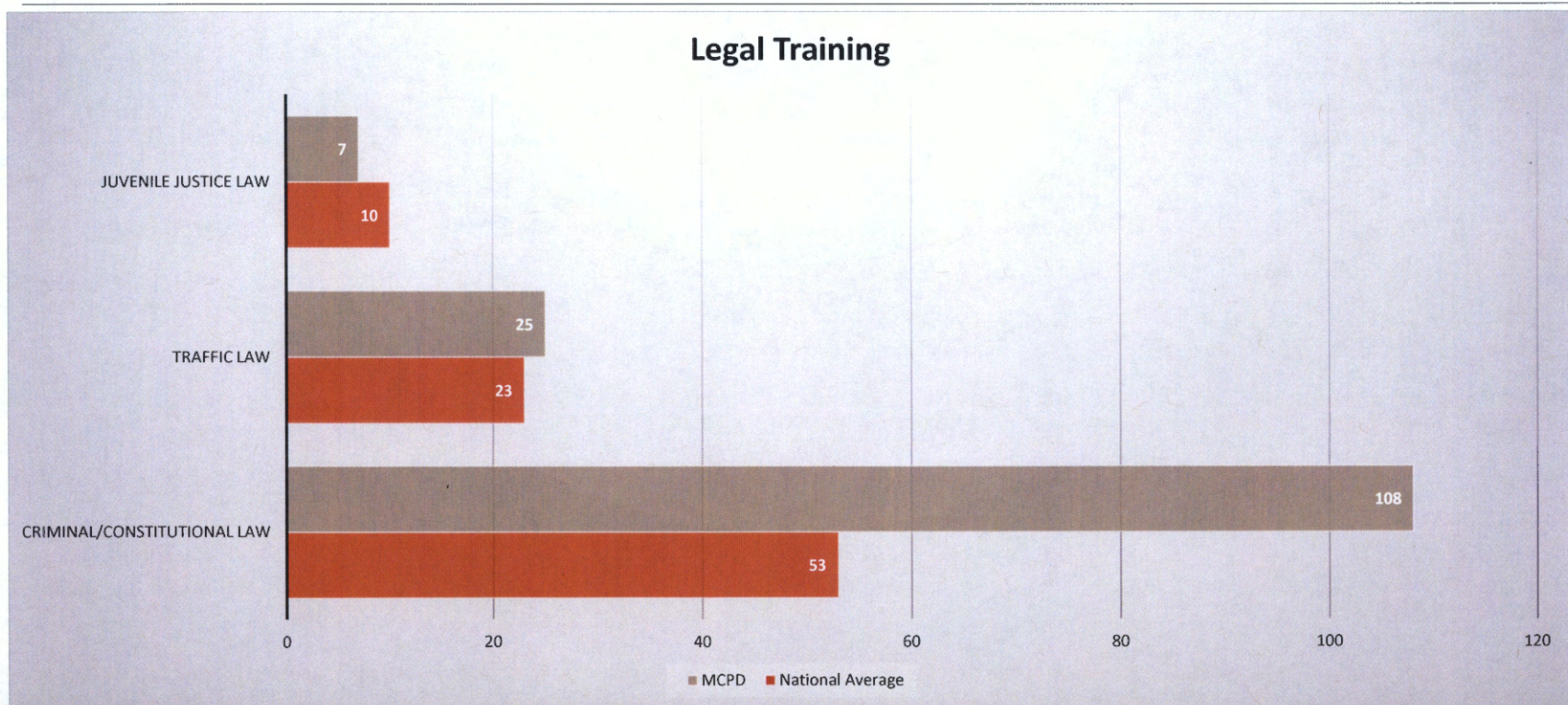
MCPD Compared to National Experience



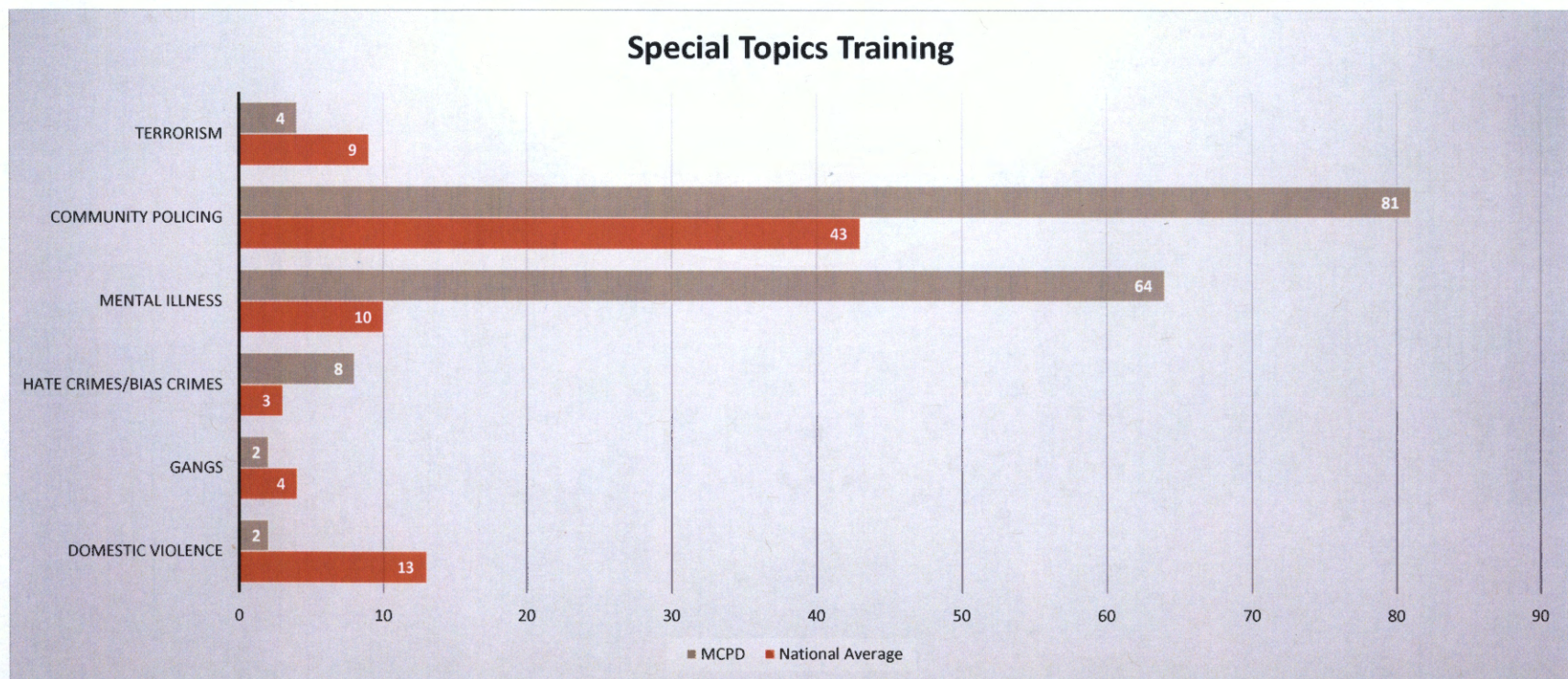
MCPD Compared to National Experience



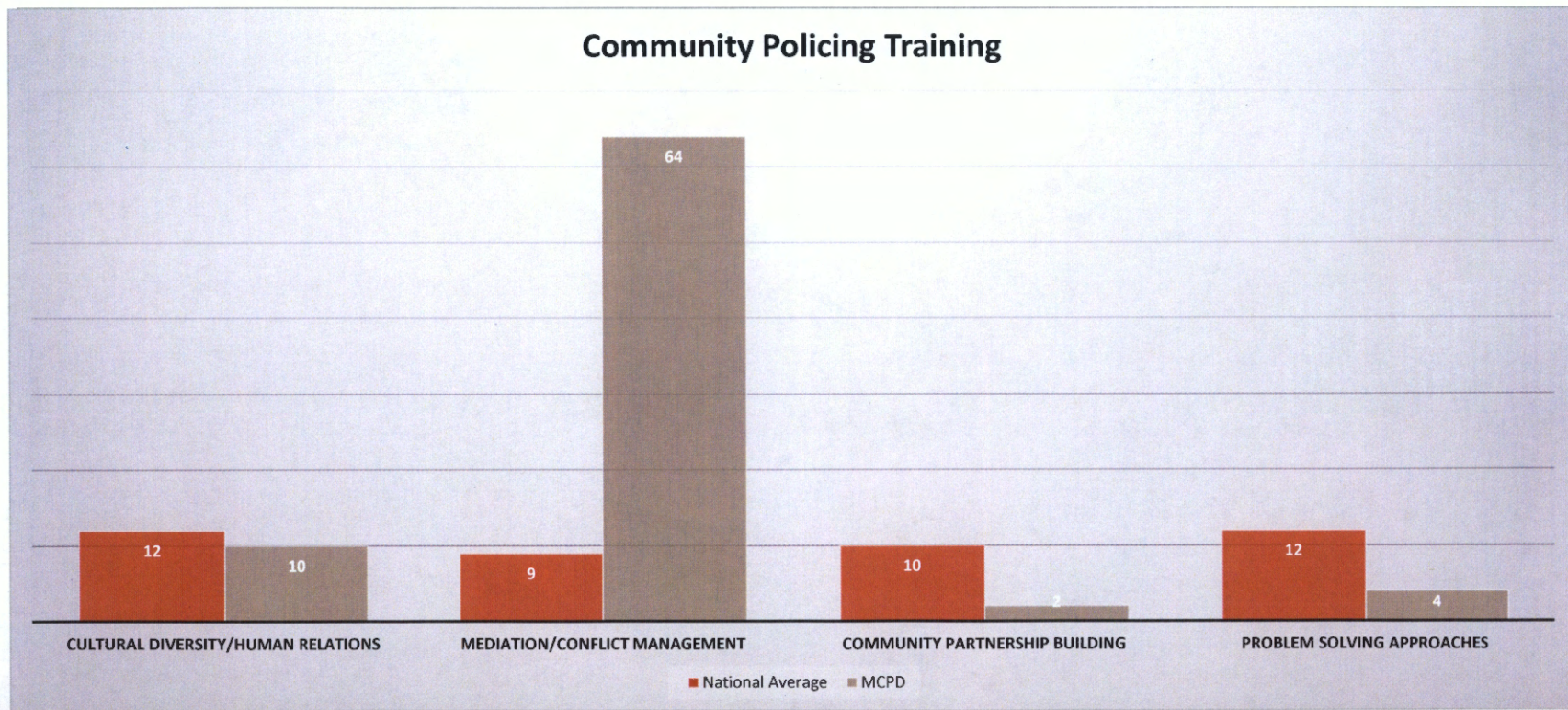
MCPD Compared to National Experience



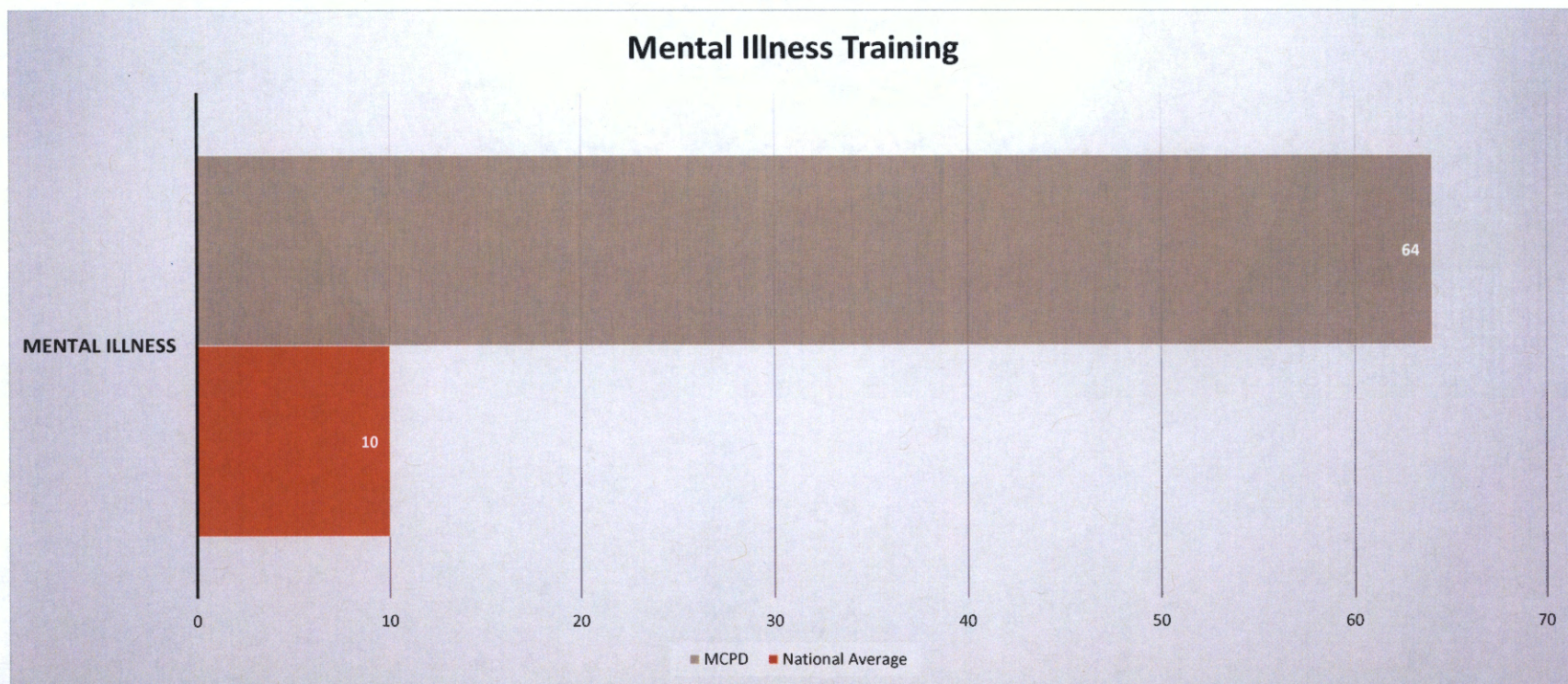
MCPD Compared to National Experience



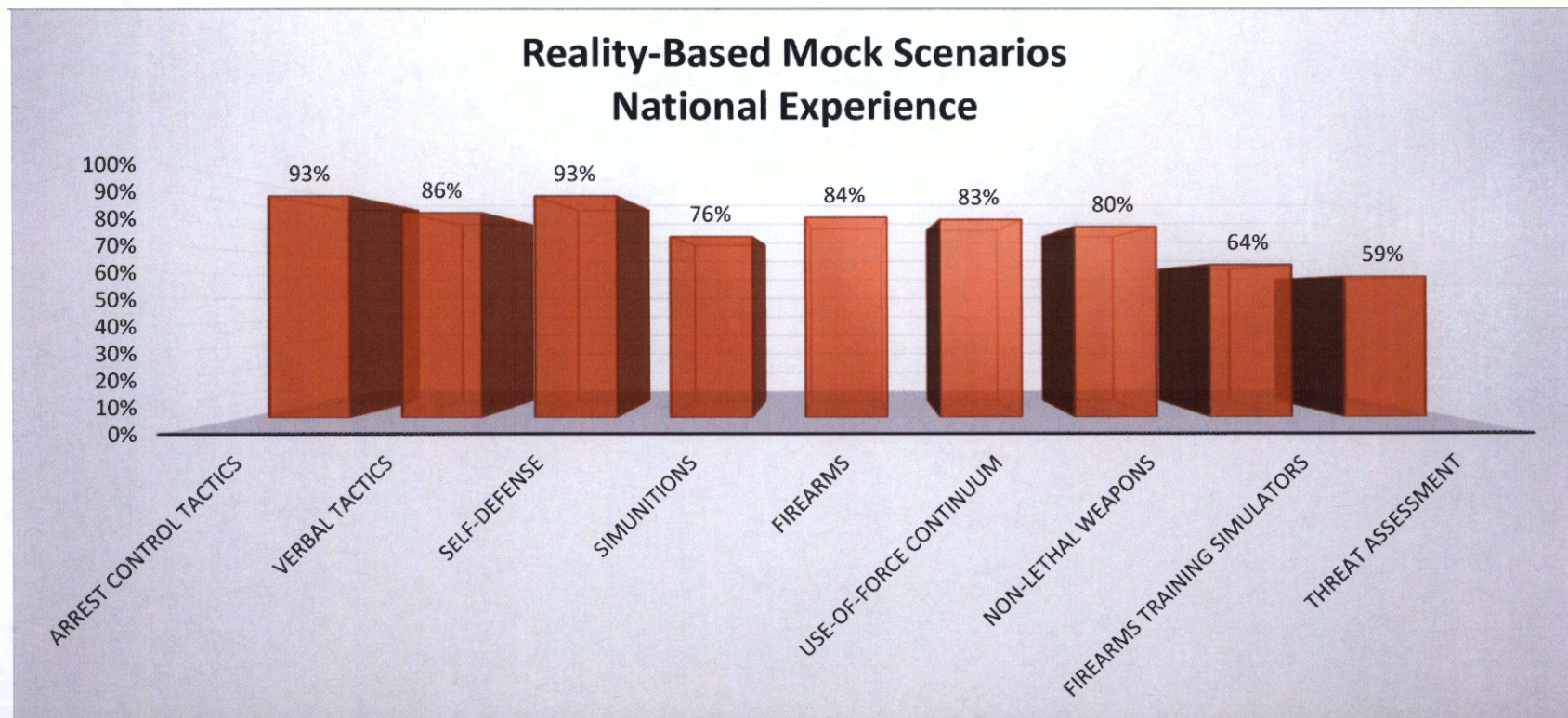
Community Policing



Mental Health Training



Stress/Non-Stress Training Approaches



Next Steps

- ❖ What impact has recruiting challenges had on training, if any?
 - ❖ What training has been changed recently, and why?
 - ❖ What new training do you plan to incorporate? When?
 - ❖ What staffing and operational resources are needed moving into FY21?
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