## Bureau of Justice Statistics

# State and Local Law Enforcement Training Academies, 2002
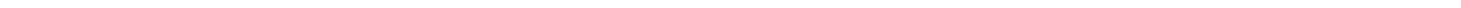
*Personnel*

*Expenditures*

*Facilities and equipment*

*Trainees*

*Training curricula*

# State and Local Law Enforcement Training Academies, 2002

**Matthew J. Hickman**
*BJS Statistician*

# Highlights

## General characteristics

• As of yearend 2002 a total of 626 State and local law enforcement academies operating in the United States offered basic law enforcement training to individuals recruited or seeking to become law enforcement officers. Academies that only provide in-service training, corrections/detention training, or other special types of training were not included in this total.

• Included in the 626 academies were 274 county, regional, or State academies; 249 college, university, or technical school academies; and 103 city or municipal academies.

• In addition to basic recruit training, 88% of the academies provided in-service training for active duty, certified officers. Less than half (44%) provided training for individuals not sponsored by a law enforcement agency.

## Academy personnel

• Academies in 2002 employed about 12,200 full-time and 25,700 part-time trainers or instructors.

• About three-quarters of academies employed fewer than 50 full-time equivalent (FTE) training personnel. Just 8% of academies had 100 or more FTE trainers, but these large academies employed nearly half (47%) of all full-time trainers.

• About two-thirds of academies had a minimum education requirement for full-time trainers. The most common requirement was a high school degree or GED (33%), followed by a 2-year (12%) or 4-year (11%) degree. Eleven percent of the academies specifying minimum education had requirements other than degrees.

• Just over two-thirds of academies required their full-time trainers to have a minimum number of years of law enforcement experience, ranging from

**Female and minority academy graduates, 2002**

Percent of all recruits who completed training
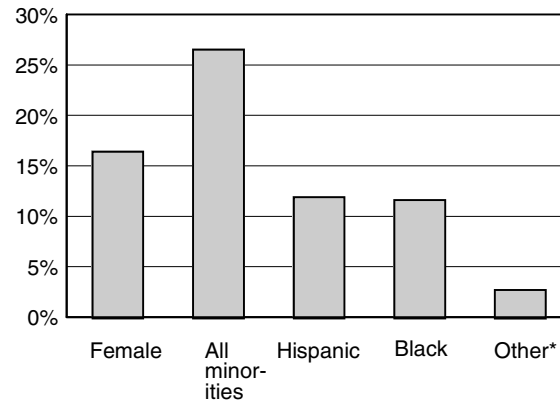


*Includes Asian, Native Hawaiian or Pacific Islander, American Indian/Alaska Native, and any other race.

1 to 10 years. Three and 5 years were the most common requirements.

## Academy resources

• The total expenditures of training academies during fiscal 2002 was an estimated $725.6 million, including $351.2 million among county, regional, or State academies, $299.4 million among city or municipal academies, and $75.1 million among college, university, or technical school academies.

• On a per academy basis, total expenditures were about $1.2 million overall, ranging from $261,000 among the smallest academies to $6.3 million among the largest.

• Expenditures per basic trainee were about $13,100 overall, ranging from $5,400 among the smallest academies to $18,800 among the largest.

• Per trainee expenditures were much higher in city or municipal academies (about $36,200 per trainee) compared to county, regional, or state academies (about $11,200 per trainee) and college, university, or technical school academies (about $4,600 per trainee).

## Academy trainees

• Among basic law enforcement academy classes that completed training during 2002, an estimated 61,354 recruits started training and 53,302 (or 87%) successfully completed or graduated from their training program.

• Fifty-five percent or 29,519 of recruits who completed training in 2002 graduated from county, regional, or State academies. Twenty-nine percent (or 15,606 recruits) graduated from college, university, or technical school academies, and 15% (or 8,177 recruits) from city or municipal academies.

• An estimated 17% of recruits who completed training in 2002 were female, and 27% were members of a racial or ethnic minority.

• Overall academy completion rates were somewhat higher among males (88%) than females (81%). Males had higher completion rates within all race/ethnicity categories.

## Core curriculum

• The median number of hours in basic recruit training — excluding any field training component — was 720 hours across all academies. The median number of hours above any State requirement was 100 hours.

• Among academies conducting field training, the median number of hours in the field training segment was 180 hours.

• The greatest amount of required instruction time was in firearms skills (median 60 hours), followed by health and fitness (50 hours), investigations (45 hours), self-defense (44 hours), criminal law (40 hours), patrol procedures and techniques (40 hours), emergency vehicle operations (36 hours), and basic first-aid/CPR (24 hours).

• Thirty-five percent of academies provided instruction in basic foreign languages (for example, survival Spanish), with a median of 16 hours of instruction in this area.

## Force and defensive tactics

• Nearly all academies (99%) used semi-automatic pistols in their basic firearms training. The median qualification score was 75%.

• Sixty-four percent of academies, training 78% of recruits, used computerized firearms training systems as part of their basic firearms training.

• Seventy-seven percent of academies, training 75% of recruits, provided training on use of chemical agents (for example, pepper spray).

• Most academies provided training on pressure-point control techniques (90% of academies, training 77% of recruits), ground fighting techniques (85%, training 87% of recruits), and speed cuffing (78%, training 78% of recruits).

• Nine percent of academies, including 17% of those employing 100 or more FTE trainers, reported having a mock use-of-force review board as part of their basic use-of-force training.

## Community policing

• Eighty-three percent of academies, training 87% of recruits, provided training on identifying community problems. Eighty percent, training 85% of recruits, provided training on the history of community-oriented policing.

• Nearly 6 in 10 academies, training half of recruits, provided training on the use of problem-solving models such as SARA or CAPRA (discussed on page 9).

• In the prior 2 years, 57% of academies made changes to their basic recruit curriculum related to community policing. A third of academies increased the number of hours devoted to community policing training.

• About 8 in 10 academies, training 85% of recruits, involved members of the community in various aspects of training.

• Nearly all academies (99%) provided training on the development of partnerships with culturally diverse communities.

## Special topics

• About 4 in 5 academies, training 83% of recruits, provided some type of training related to terrorism and responding to terrorist incidents.

• The most common types of terrorism training were the following: response to weapons of mass destruction (57%), understanding the nature of terrorism (48%), and overview of relevant Federal, State, and local agencies (for example, FEMA and FBI) (44%).

• Ninety-six percent of academies addressed racially-biased policing as part of their basic training program. Ninety-three percent addressed this topic during academic training, 40% during practical skills training, and 31% during field training.

• Ninety-seven percent of academies addressed disengagement techniques (that is, how to withdraw tactfully from a stop or arrest). Eighty-seven percent addressed this topic during academic training, 79% during practical skills training, and 35% during field training.

• Forty-one percent of academies, training 47% of recruits, provided training or orientation for their family members (such as preparing for possible lifestyle changes when the recruit begins work as a law enforcement officer).

**Basic instruction related to terrorism and responding to terrorist incidents, 2002**



Percent of academies providing training in listed area
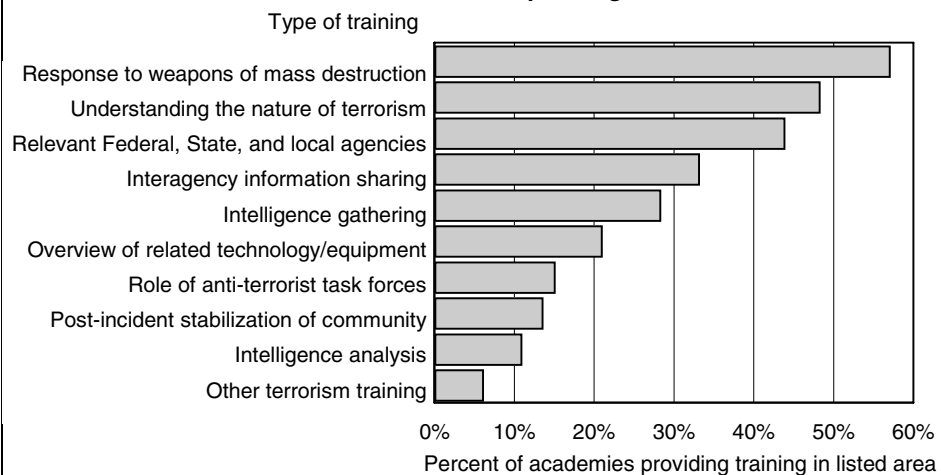
## The 2002 Census of Law Enforcement Training Academies

During 2003-04 the Bureau of Justice Statistics (BJS) conducted its first Census of Law Enforcement Training Academies (CLETA) in the United States. The CLETA included all currently operating academies that provided basic law enforcement training. Academies that provided only in-service training, corrections/detention training, or other special types of training were excluded. See the *Methodology* section on page 21 for additional detail.

As of yearend 2002 a total of 626 law enforcement academies operating in the United States offered basic law enforcement training to individuals recruited or seeking to become law enforcement officers. This includes 274 county, regional, or State academies, 249 college, university, or technical school academies, and 103 city or municipal academies.

| Type of academy | Number of academies |
|---|---|
| All academies | 626 |
| County/regional/State | 274 |
| College/university/technical | 249 |
| City/municipal | 103 |

This report describes these academies in terms of their personnel, expenditures, facilities and equipment, trainees, training curricula, and a variety of special topic areas including community policing, racially-biased policing, and terrorism.

### General characteristics

*Types of training*

In addition to basic recruit training, many academies provided additional types of training. For example, 88% of academies provided in-service training for active duty, certified officers (figure 1). Likewise, 84% of academies provided specialized training of some type (for example, K-9 and SWAT).

**Types of training provided by academies, in addition to basic recruit training, 2002**
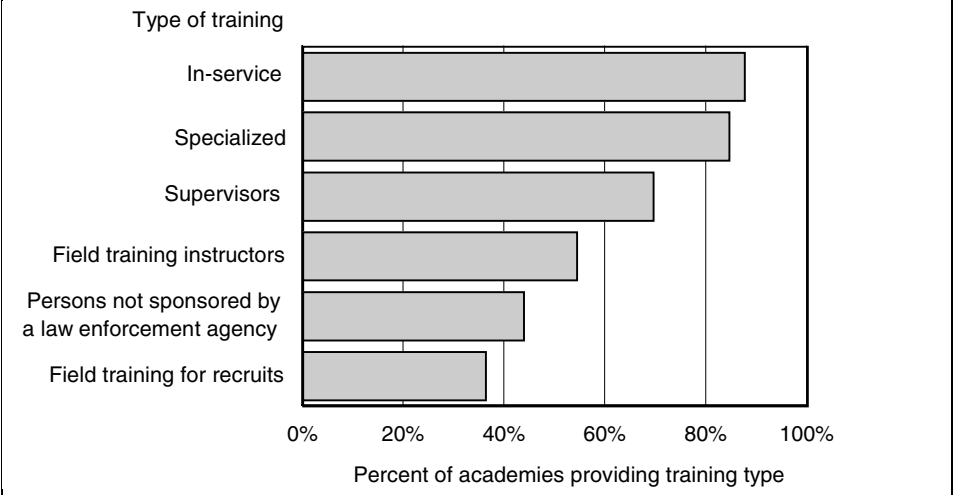


Figure 1

Over two-thirds (70%) provided first-line or higher supervisor training, and over half (54%) provided training for field training instructors. Less common was training for individuals not sponsored by a law enforcement agency (44%) and field training for recruits (36%).

Academies in 2002 provided training and/or certification for a wide variety of law enforcement positions. The most common positions were local police officer (93%) and sheriff's deputy (75%) (figure 2). Fifty-four percent of academies provided training for campus police officers, and 37% provided training for corrections officers.

Less than a third of academies provided training for school resource officers (29%), State police/patrol officers (27%), parole/probation officers (23%), firefighters (14%), private security officers (14%), tribal officers (13%), and emergency medical technicians (13%).

**Positions for which academies provided training and/or certification, 2002**
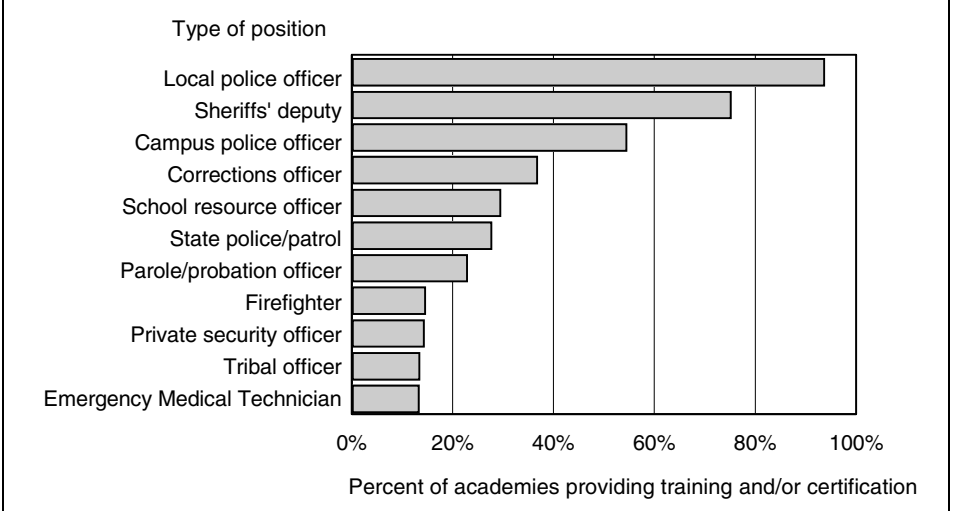


Figure 2

## Academy personnel

Academies in 2002 employed about 12,200 full-time trainers or instructors and over twice as many part-time trainers or instructors (table 1).

About three-quarters of the academies employed fewer than 50 full-time equivalent training personnel; about half had fewer than 25 full-time trainers.

Eight percent of academies that had 100 or more full-time equivalent trainers employed nearly half (47%) of all full-time trainers. About a quarter of all academies had 50 or more full-time equivalent trainers, and these academies employed 70% of all full-time trainers.

Academies employing fewer than 10 full-time equivalent trainers accounted for 12% of academies and 2% of all full-time trainers.

About 23% of all part-time trainers were employed by an academy with 100 or more full-time equivalent training personnel, and 52% were employed by an academy with 50 or more. Academies employing fewer than 10 full-time equivalent trainers accounted for less than 2% of all part-time trainers.

County, regional, and State academies were fairly equally distributed across categories of full-time equivalent trainers. In contrast, about three-fifths of college, university, and technical school academies and about half of city/municipal academies had fewer than 25 full-time equivalent trainers.

| Number of FTE training personnel | Type of academy | | |
| | County, regional, state | College, university, technical | City or municipal |
| --- | --- | --- | --- |
| Total | 100% | 100% | 100% |
| 50 or more | 34 | 11 | 24 |
| 25-49 | 31 | 27 | 28 |
| Fewer than 25 | 36 | 61 | 49 |

Note: Percentages may not sum to 100 because of rounding.

**Table 1. Law enforcement training academies and personnel, by number of full-time equivalent training personnel, 2002**

| Number of FTE training personnel* | Academies | | Full-time training personnel | | Part-time training personnel | |
| | Number | Percent | Number | Percent | Number | Percent |
| --- | --- | --- | --- | --- | --- | --- |
| Total | 603 | 100.0% | 12,227 | 100.0% | 25,700 | 100.0% |
| 100 or more | 46 | 7.6% | 5,732 | 46.9% | 5,824 | 22.7% |
| 50-99 | 95 | 15.8 | 2,768 | 22.6 | 7,610 | 29.6 |
| 25-49 | 173 | 28.7 | 2,235 | 18.3 | 7,435 | 28.9 |
| 10-24 | 217 | 36.0 | 1,253 | 10.2 | 4,418 | 17.2 |
| Fewer than 10 | 72 | 11.9 | 239 | 2.0 | 413 | 1.6 |

Note: Percentages may not sum to total due to rounding.
*Includes both full-time and part-time employees (a part-time employee equaling half a full-time employee).

**Table 2. Employment by law enforcement training academies in the United States, by type of academy, 2002**

| Type of academy | Number of trainers or instructors | | | | | | |
| | Total | Permanent sworn | On-duty sworn | Off-duty sworn | Civilian | Contractor | Other |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Total full-time** | 12,227 | 4,315 | 2,846 | 1,711 | 1,903 | 488 | 963 |
| County/regional/State | 7,798 | 2,256 | 2,013 | 1,066 | 1,169 | 460 | 834 |
| 2-yr/4-yr/technical | 1,042 | 137 | 159 | 359 | 358 | 18 | 10 |
| City/municipal | 3,387 | 1,922 | 674 | 286 | 376 | 10 | 119 |
| **Total part-time** | 25,700 | 1,706 | 4,034 | 12,693 | 2,082 | 1,466 | 3,547 |
| County/regional/State | 12,407 | 886 | 3,020 | 3,871 | 931 | 883 | 2,742 |
| 2-yr/4-yr/technical | 10,477 | 649 | 316 | 7,843 | 928 | 447 | 196 |
| City/municipal | 2,816 | 171 | 698 | 979 | 223 | 136 | 609 |

Note: Detail may not sum to totals because some academies provided total employment figures only.

The largest full-time employment category was comprised of sworn officers permanently employed by or assigned to the academy, with over 4,300 such personnel (or 35% of all full-time training personnel) overall (table 2). The next largest full-time employment category was on-duty sworn officers temporarily assigned to the academy, with about 2,800 such personnel (or 23% of full-time trainers).

Nearly 12,700 off-duty officers comprised the largest part-time employment category, accounting for 49% of all paid, part-time trainers. The next largest part-time employment category consisted of on-duty sworn officers temporarily assigned part-time to the academy, with about 4,000 such personnel (or 16% of part-time trainers).

College, university, and technical school academies were staffed primarily with part-time training personnel. About 9 in 10 trainers were identified as part-time employees at these academies. The majority of these part-time trainers (75%) were off-duty officers compensated to teach.

Fifteen percent of academies had part-time training personnel only. Three-fourths of these academies were 2-year, 4-year, and technical school academies, and 24% were county, regional, or State academies.

Sixty-seven percent of academies having only part-time training personnel employed fewer than 25 full-time equivalent trainers, and 90% employed fewer than 50. Overall, these academies accounted for nearly 4,300 (or 17%) of all part-time training personnel in 2002.

## Minimum education and experience

About two-thirds of academies with full-time trainers or instructors in 2002 maintained a minimum education requirement (table 3). The most common type of requirement was a high school degree or GED (33%), followed by a 2-year (12%) or 4-year (11%) degree.

Larger academies — those having 100 or more full-time equivalent trainers — were the most likely to have a college degree requirement (about 1 in 3) but were the least likely to require a 4-year degree (about 1 in 20).

Eleven percent of academies indicated that some other type of minimum education requirement applied to their full-time trainers or instructors.

Just over two-thirds of all training academies required their full-time trainers or instructors to have a minimum number of years of law enforcement experience (table 4).

Among those academies having a minimum experience requirement, the actual requirement ranged from a low of 1 year to a high of 10 years. Three and 5 years were the most frequently reported requirements. The average requirement was about 4 years across all academies. The median requirement was 3 years.

## Instructor certifications

Among academies having full-time training staff, 89% required their full-time trainers or instructors to have a State-level certification as a trainer (figure 3).

Sixty-one percent of academies required their full-time trainers to have certification as a subject matter expert, and 26% required an academy certification as a trainer. Twenty percent of academies indicated other certification requirements, and 1% had no certification requirement for their full-time trainers or instructors.

**Table 3.  Minimum education requirement for instructors, by number of full-time equivalent training personnel, 2002**

| Number of FTE training personnel | Any minimum education requirement | Minimum education requirement | | | |
|---|---|---|---|---|---|
| | | High School or GED | 2-yr degree | 4-yr degree | Other requirement |
| Total | 67% | 33% | 12% | 11% | 11% |
| 100 or more | 68% | 24% | 27% | 5% | 12% |
| 50-99 | 75 | 36 | 15 | 14 | 10 |
| 25-49 | 64 | 35 | 9 | 11 | 9 |
| 10-24 | 65 | 34 | 9 | 11 | 11 |
| Fewer than 10 | 75 | 29 | 10 | 14 | 20 |

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

**Table 4.  Minimum years of law enforcement experience required for instructors, by number of full-time equivalent training personnel, 2002**

| Number of FTE training personnel | Percent of academies having minimum requirement | Average number of years experience required |
|---|---|---|
| Total | 69% | 3.7 |
| 100 or more | 67% | 3.4 |
| 50-99 | 67 | 3.5 |
| 25-49 | 72 | 3.7 |
| 10-24 | 68 | 3.8 |
| Fewer than 10 | 63 | 3.8 |

Note: Required years of experience data are imputed for some academies (see *Methodology* section).

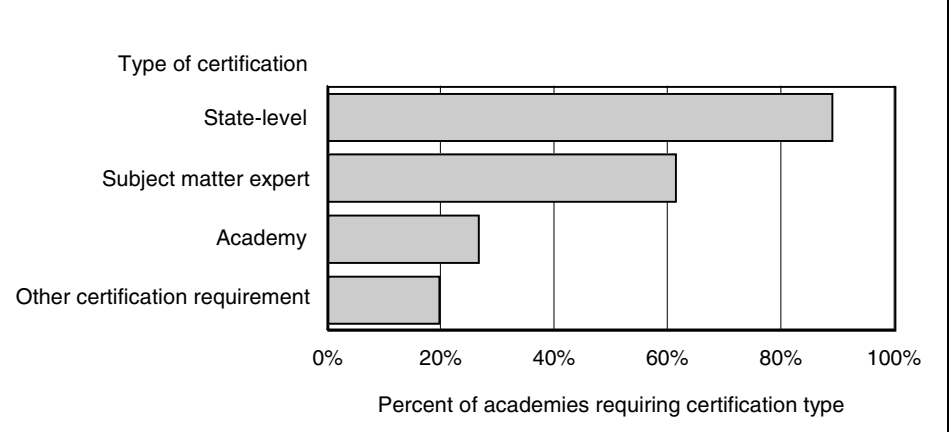**Certifications required of full-time trainers or instructors, 2002**



Figure 3

*Refresher training*

Seventy-three percent of academies provided ongoing or refresher training for their trainers or instructors (table 5). Academies having 100 or more full-time equivalent training personnel were the most likely to provide refresher training (86%). Academies having fewer than 10 full-time equivalent training personnel were least likely to provide this training, although 67% did so.

Among those academies providing refresher training, 56% relied on subject matter experts to develop the content of the training (figure 4). About half (51%) used State commissions and/or conducted a job task analysis/ needs analysis (49%).

About 3 in 10 academies used a law enforcement advisory board to develop refresher training. Fourteen percent used some other method to develop this training.

*Performance evaluations*

Ninety-three percent of training academies used student evaluations as part of the overall performance evaluation of academy training personnel (table 6). Supervisory evaluations were also common, with 79% of academies using this type of evaluation.

Less common were peer evaluations (that is, trainers evaluated by other trainers), with 31% of academies using this type of evaluation. Peer evaluations were more likely to be used in academies with greater numbers of full-time equivalent training personnel. Thirty-eight percent of those having 100 or more trainers used them, compared to 23% of academies having fewer than 10 full-time equivalent trainers.

Ten percent of academies used other methods to evaluate the performance of instructors.

**Table 5. Academies providing refresher training for instructors, by number of full-time equivalent training personnel, 2002**

| Number of FTE training personnel | Percent of academies providing ongoing and/or refresher training for instructors |
|---|---|
| Total | 73% |
| 100 or more | 86% |
| 50-99 | 75 |
| 25-49 | 74 |
| 10-24 | 69 |
| Fewer than 10 | 67 |

**Methods used to develop content of refresher training for academy training personnel, 2002**
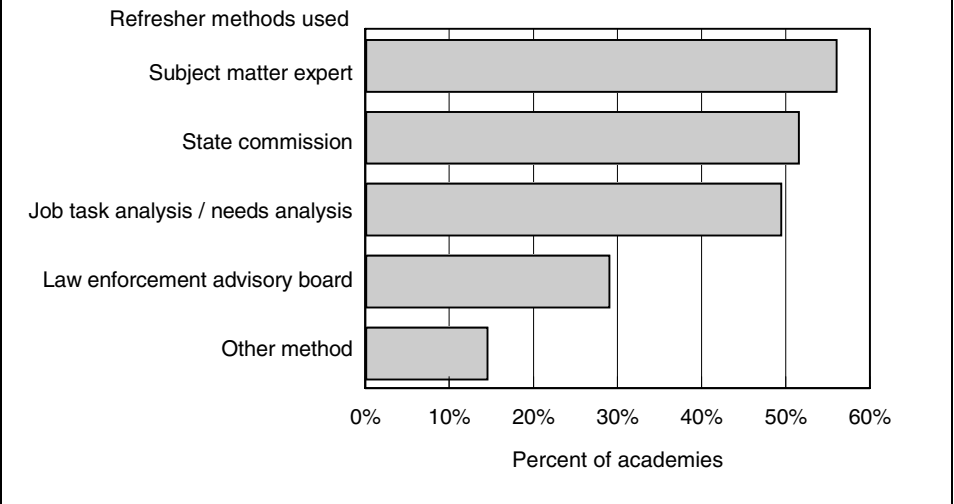


Figure 4

**Table 6. Methods used for evaluating performance of instructors, by number of full-time equivalent training personnel, 2002**

| Number of FTE training personnel | Student evaluations | Supervisor evaluations | Peer evaluations | Other evaluation methods |
|---|---|---|---|---|
| Total | 93% | 79% | 31% | 10% |
| 100 or more | 91% | 81% | 38% | 14% |
| 50-99 | 95 | 74 | 34 | 14 |
| 25-49 | 96 | 80 | 32 | 9 |
| 10-24 | 91 | 78 | 28 | 8 |
| Fewer than 10 | 92 | 88 | 23 | 10 |

## Academy resources

### Training funds and equipment

State funding was the most common source of training funds or equipment for academies in 2002, with 68% of academies receiving this type of funding (figure 5).

Other government funding came from city/county governments (47% of academies) and Federal sources (19% of academies).

The percentage of academies receiving other sources of training funds or equipment in 2002 were as follows: tuition, 50%; police departments sponsoring recruits, 34%; student fees (other than tuition), 29%; financial and equipment donations from private vendors, corporations, and universities, 17%; surplus government equipment, 10%; and other funding sources, 7%.

### Expenditures

During fiscal 2002, training academies expended an estimated $725.6 million (table 7).

County, regional, and State academies accounted for an estimated $351.2 million, or 48% of the total expenditures. City/municipal academies accounted for an estimated $299.4 million, or 41% of the total. Two-year, 4-year, and technical school academies had expenditures estimated at $75.1 million, or 10% of the total.

| Type of academy | Expenditures (in millions), FY 2002 |
|---|---|
| All academies | $725.6 |
| County/regional/State | $351.2 |
| College/university/technical | 75.1 |
| City/municipal | 299.4 |

**Sources of training funds or equipment, 2002**
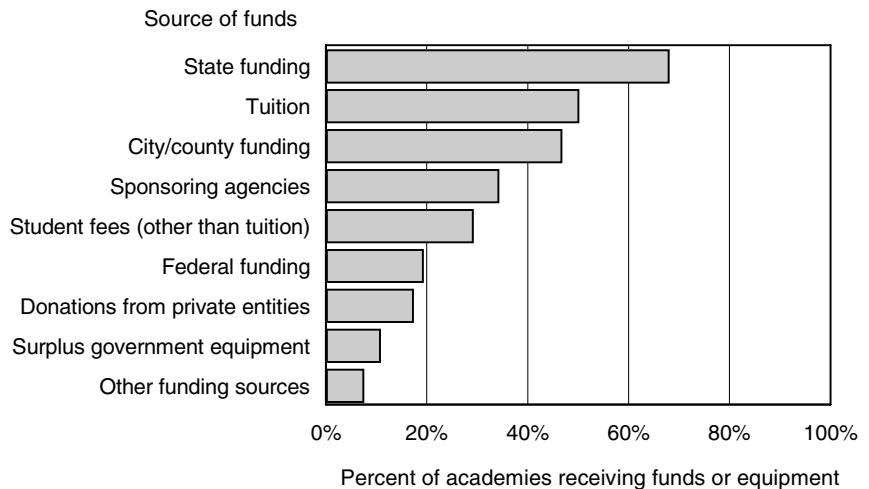
Figure 5

**Table 7. Training academy expenditures, by number of full-time equivalent training personnel, FY 2002**

| Number of FTE training personnel* | Total expenditures, FY 2002 | | | |
| --- | --- | --- | --- | --- |
| | Total | Per academy | Per full-time equivalent trainer | Per basic trainee |
| Total | $725,633,000 | $1,205,000 | $28,900 | $13,100 |
| 100 or more | $287,663,000 | $6,254,000 | $33,300 | $18,800 |
| 50-99 | 117,509,000 | 1,237,000 | 17,900 | 12,600 |
| 25-49 | 162,963,000 | 942,000 | 27,400 | 10,900 |
| 10-24 | 138,959,000 | 640,000 | 40,100 | 10,900 |
| Fewer than 10 | 18,539,000 | 261,000 | 41,800 | 5,400 |

Note: Total expenditure includes gross salaries and wages, employer contributions to employee benefits, and other operating expenditures. Expenditure and trainee data are imputed for some academies (see *Methodology* section). Per trainee cost is based on total basic recruits completing training in 2002, and excludes academies that did not have any basic recruits that completed training in that year.
*Includes both full-time and part-time employees (a part-time employee equaling half a full-time employee).

Expenditures averaged about $1.2 million per academy during fiscal 2002, ranging from about $6.3 million for academies having 100 or more full-time equivalent training personnel, to about $261,000 for academies having less than 10 full-time equivalent trainers.

On a per trainer basis expenditures averaged about $28,900, ranging from $17,900 in academies with 50 to 99 full-time equivalent trainers to $41,800 in those with fewer than 10 full-time trainers.

Overall expenditures averaged about $13,100 per trainee, ranging from $5,400 in academies having less than 10 full-time equivalent trainers to $18,800 in those having 100 or more.

Expenditures per trainee were much higher in city or municipal academies (about $36,200 per trainee) as compared to costs in county, regional, and State academies (about $11,200 per trainee) and college, university, and technical school academies (about $4,600 per trainee).

## Academy facilities

At least 90% of academies had access to an outdoor firearms range (96%), a vehicle operation range (95%), a weight room (93%), or a defensive tactics room (92%) (table 8).

At least three-quarters of academies had access to desktop computers (89%), a library (88%), a gymnasium (87%), a scenario training facility (79%), or a firearms training simulator (77%).

At least half of academies had access to a media lab/video production facility (71%), an obstacle course (68%), a mock courtroom (66%), laptop computers (65%), Internet/online classes (53%), or mobile data terminals or computers (50%).

At least a quarter of academies had access to a swimming pool (44%), video conferencing classes (43%), a satellite downlink for training modules (for example, LETN) (37%), an indoor firearms range (35%), or dormitory/residential facilities (31%).

Less than a quarter of all academies had access to a driving simulator (22%) or mail correspondence classes (16%).

**Table 8. Law enforcement training academy facilities, 2002**

| | Have access | | | |
| | Total | Part of academy facility | Not part of academy facility | No access |
|---|---|---|---|---|
| Outdoor firearms range | 96% | 47% | 49% | 4% |
| Vehicle operation range | 95 | 41 | 54 | 5 |
| Weight room | 93 | 60 | 33 | 7 |
| Defensive tactics room | 92 | 68 | 23 | 8 |
| Desktop computers | 89 | 61 | 28 | 11 |
| Library | 88% | 48% | 40% | 12% |
| Gymnasium | 87 | 44 | 43 | 14 |
| Scenario training facility | 79 | 43 | 36 | 21 |
| Firearms training simulator | 77 | 58 | 19 | 23 |
| Media lab/video production facility | 71 | 34 | 38 | 29 |
| Obstacle course | 68% | 42% | 26% | 32% |
| Mock courtroom | 66 | 14 | 52 | 34 |
| Laptop computers | 65 | 45 | 20 | 35 |
| Internet/online classes | 53 | 25 | 27 | 48 |
| Mobile data terminals/computers | 50 | 18 | 31 | 51 |
| Swimming pool | 44% | 7% | 37% | 56% |
| Video conferencing classes | 43 | 14 | 29 | 57 |
| Subscription to satellite downlink information service* | 37 | 18 | 20 | 63 |
| Indoor firearms range | 35 | 17 | 18 | 65 |
| Dormitory/residential facilities | 31 | 18 | 12 | 69 |
| Driving simulator | 22% | 13% | 9% | 78% |
| Mail correspondence courses | 16 | 4 | 13 | 84 |

*For example, LETN.

## Academy trainees

### Academy class characteristics

In 2002 training academies held two basic recruit academy classes during the year on average (table 9). The average number of academy classes was higher in larger academies, with about 4 basic recruit classes among those with 100 or more full-time equivalent training personnel.

Average class sizes among all academies ranged from 21 to 32 recruits. Larger academies generally had larger class sizes, ranging from 27 to 50 recruits among academies having 100 or more FTE training personnel. In comparison, class sizes ranged from 17 to 25 recruits among academies having fewer than 10 FTE training personnel.

### Total number of recruits

Among basic law enforcement academy classes that completed training during 2002, an estimated 61,354 individuals started training, and 53,302 (or 87%) successfully completed their training program (table 10). The largest proportion of recruits who completed training (29% or 15,283 recruits) came from academies having 100 or more FTE training personnel. About 6% (or 3,122 recruits) came from academies having fewer than 10 FTE trainers.

The distribution of trainees starting and completing training was similar across academies, with the percentage completing ranging from 86% to 88% across FTE categories.

Fifty-five percent (or 29,519) recruits who completed training in 2002 graduated from county, regional, or State academies (table 11). Twenty-nine percent (or 15,606 recruits) graduated from college, university, or technical school academies, and 15% (or 8,177 recruits) from city or municipal academies.

The distribution of trainees starting and completing training was similar across types of academies, with the percentage of students completing their study ranging from 84% among city or municipal academies to 88% among county, regional, or State academies.

**Table 9. Average number of basic recruit classes and class size, by number of FTE training personnel, 2002**

| Number of FTE training personnel | Median number of basic recruit classes | Median class size | |
|---|---|---|---|
| | | Smallest class | Largest class |
| Total | 2 | 21 | 32 |
| 100 or more | 4 | 27 | 50 |
| 50-99 | 2 | 25 | 40 |
| 25-49 | 2 | 21 | 32 |
| 10-24 | 2 | 19 | 30 |
| Fewer than 10 | 2 | 17 | 25 |

Note: Academies that did not hold a basic recruit class during 2002 (although they were in operation for other training responsibilities) and those that did not use a "class" structure are not included.

**Table 10. Number of basic recruits starting and completing training, by number of FTE training personnel, among academy classes that completed training during 2002**

| Number of FTE training personnel | Total starting training | | Total completing training | | Recruit attrition |
|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | |
| Total | 61,354 | 100% | 53,302 | 100% | 13% |
| 100 or more | 17,499 | 29% | 15,283 | 29% | 13% |
| 50-99 | 10,535 | 17 | 9,297 | 17 | 12 |
| 25-49 | 15,600 | 25 | 13,354 | 25 | 14 |
| 10-24 | 14,190 | 23 | 12,246 | 23 | 14 |
| Fewer than 10 | 3,530 | 6 | 3,122 | 6 | 12 |

Note: Table based on data for 584 academies. Trainee data are imputed for some academies (see *Methodology* section).

**Table 11. Number of basic recruits starting and completing training, by type of academy, among all academy classes that completed training during 2002**

| Type of academy | Total starting training | | Total completing training | | Recruit attrition |
|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | |
| Total | 61,354 | 100% | 53,302 | 100% | 13% |
| County/regional/State | 33,595 | 55% | 29,519 | 55% | 12% |
| College/university/technical | 18,006 | 29 | 15,606 | 29 | 13 |
| City/municipal | 9,753 | 16 | 8,177 | 15 | 16 |

Note: Table based on data for 584 academies. Trainee data are imputed for some academies (see *Methodology* section). Detail may not sum to total due to rounding.

## Race and gender of recruits

An estimated 17% of recruits who completed training in 2002 were female, and 27% were members of a racial or ethnic minority (table 12). Hispanic or Latino recruits accounted for 12% of those who completed training. Black or African American recruits accounted for 12%, and recruits of other racial backgrounds were 3%.

While the overall distribution of recruits by race and gender was fairly similar among recruits who started and completed training, there were differences in completion rates (figure 6). White males, comprising 63% of recruits who completed training, had the highest rate of completion (89%). Females in the "other" race/ethnicity category, comprising less than half a percent of recruits who completed training, had the lowest rate of completion (74%).

Overall academy completion rates were higher among males (88%) than among females (81%). With regard to race/ethnicity, whites had the highest overall rate (88%), followed by Hispanics or Latinos (83%), blacks or African-Americans (81%), and persons in other racial categories (78%).

## In-service trainees

Among the 88% of academies that conducted in-service training, such training was delivered to an estimated 1,000 officers on average during 2002 (figure 1, table 13). The median number of in-service trainees was highest among academies having 100 or more FTE training personnel (about 3,670 trainees), and lowest among academies having fewer than 10 FTE trainers (about 200 trainees).

**Table 12. Race and gender distributions for recruits who started and completed training, among academy classes that completed training during 2002**

| Race/ethnic category | Recruits who started training | | | Recruits who completed training | | |
|---|---|---|---|---|---|---|
| | Total | Male | Female | Total | Male | Female |
| Total | 100.0% | 82.5% | 17.5% | 100.0% | 83.5% | 16.5% |
| White | 71.9% | 61.2% | 10.7% | 73.4% | 63.0% | 10.5% |
| Black/African American | 12.6 | 8.7 | 3.9 | 11.7 | 8.3 | 3.4 |
| Hispanic/Latino | 12.4 | 10.0 | 2.4 | 12.0 | 9.8 | 2.2 |
| Other* | 3.1 | 2.7 | 0.5 | 2.8 | 2.4 | 0.4 |

Note: Table based on data for 411 academies that reported complete race and gender data for both recruits starting and completing training.
*Includes American Indian/Alaska Native, Asian, Hawaiian or Pacific Islander, and any other race.



**Recruits completing training, by race and gender, 2002**

*Includes American Indian/Alaska Native, Asian, Hawaiian or Pacific Islander, and any other race
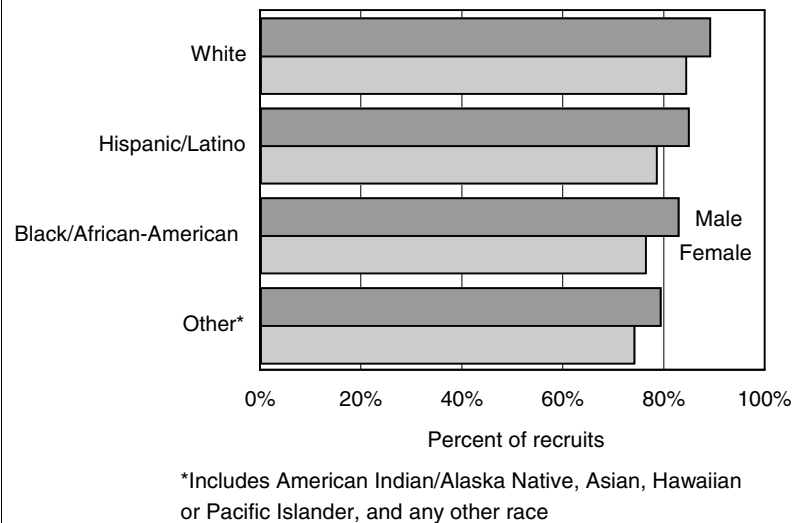
Figure 6

In-service training was more common among city or municipal academies (96%) and county, regional, or State academies (94%), compared to college, university, or technical school academies (77%).

The median number of in-service trainees among city or municipal academies was 1,260; among county, regional, or State academies, 1,200; and among college, university, or technical school academies, 400.

**Table 13. Average number of in-service trainees, by number of FTE training personnel, 2002**

| Number of FTE training personnel | Percent of academies conducting in-service training | Median number of trainees |
|---|---|---|
| Total | 88% | 1,000 |
| 100 or more | 94% | 3,670 |
| 50-99 | 92 | 2,000 |
| 25-49 | 88 | 860 |
| 10-24 | 88 | 500 |
| Fewer than 10 | 78 | 200 |

Note: Academies were allowed to count in-service trainees multiple times. Values for median trainees are rounded to nearest 10, and are based on data for 431 academies.

## Core curriculum

The median number of hours in basic recruit training programs — excluding any field training component — was 720 hours across all academies (table 14). Basic training ranged from 620 hours among academies with fewer than 10 full-time equivalent training personnel to 840 hours among those with 100 or more full-time trainers.

Many academies provide basic recruits with a level of training that exceeds State requirements. The median number of hours above any State requirement was 100 hours, ranging from 70 among academies with fewer than 10 full-time equivalent training personnel to 250 among academies with 100 or more full-time trainers.

### Field training

Thirty-eight percent of academies, training 31% of recruits, conducted field training within their basic recruit training program (table 15). Among those academies conducting field training, the median number of hours in the field training segment was 180 hours. Eighty-four percent of those conducting field training required recruits to complete the field training segment in order to complete the academy.

### Curriculum content

A variety of training areas were common to nearly all basic academy curricula (table 16). In terms of instruction time required in each area, firearms skills (60 hours) was the longest training, followed by health and fitness (50 hours), investigations (45 hours), self-defense (44 hours), criminal law (40 hours), patrol procedures/techniques (40 hours), emergency vehicle operations (36 hours), and basic first-aid/ CPR (24 hours).

Although 90% of academies indicated they provided instruction on community policing (8 hours, on average), training on its more specific elements, such as problem-solving methods (for example, SARA, CAPRA) was less common.

**Table 14. Duration of basic recruit training, by number of full-time equivalent training personnel, 2002**

| | Median number of hours - | |
| --- | --- | --- |
| Number of FTE training personnel | Basic recruit program (total) | Above any State requirement |
| Total | 720 | 100 |
| 100 or more | 840 | 250 |
| 50-99 | 780 | 160 |
| 25-49 | 720 | 110 |
| 10-24 | 660 | 80 |
| Fewer than 10 | 620 | 70 |

**Table 15. Field training programs and duration, by number of full-time equivalent training personnel, 2002**

| Number of FTE training personnel | Percent of academies having a field training program | Median number of hours in field training program |
| --- | --- | --- |
| Total | 38% | 180 |
| 100 or more | 36% | 120 |
| 50-99 | 44 | 170 |
| 25-49 | 40 | 240 |
| 10-24 | 34 | 240 |
| Fewer than 10 | 41 | 40 |

**Table 16. Academies providing basic instruction on various topics, and number of hours of instruction required, 2002**

| Training topic | Percent of academies providing training in topic area | Median number of hours of instruction required |
| --- | --- | --- |
| Firearms skills | 99% | 60 hrs |
| Basic first-aid/CPR | 99 | 24 |
| Emergency vehicle operations | 99 | 36 |
| Self-defense | 99 | 44 |
| Criminal law | 98 | 40 |
| Domestic violence | 98% | 12 hrs |
| Ethics and integrity | 98 | 8 |
| Investigations | 98 | 45 |
| Patrol procedures/techniques | 98 | 40 |
| Juvenile law and procedures | 98 | 8 |
| Constitutional law | 96% | 11 hrs |
| Cultural diversity | 95 | 8 |
| Health and fitness | 95 | 50 |
| Officer civil/criminal liability | 93 | 6 |
| Human relations | 92 | 11 |
| Use of non-lethal weapons | 91% | 12 hrs |
| Community policing | 90 | 8 |
| Stress prevention/management | 86 | 6 |
| Hate crimes/bias crimes | 85 | 4 |
| Mediation skills/conflict management | 83 | 8 |
| Domestic preparedness | 78% | 8 hrs |
| Problem solving (for example, SARA, CAPRA) | 64 | 6 |
| Computers/information systems | 59 | 8 |
| Basic foreign language (such as, survival Spanish) | 35 | 16 |

Note: SARA stands for Scanning, Analysis, Response, Assessment. CAPRA stands for Clients, Acquiring and analyzing information, Partnerships, Response, Assessment.

About two-thirds (65%) provided instruction on problem-solving methods (6 hours, on average). (See the *Community Policing* section on page 15 for additional detail on this type of training.)

Sixty percent of academies provided instruction on computers and information systems (8 hours, on average).

A third (35%) of all academies provided instruction on basic foreign language skills (for example survival Spanish), with an average of 16 hours in this area.

## Curriculum development

Academies reported a variety of methods for developing the content of their basic recruit training curricula. The most common method (88% of academies) was development pursuant to the mandates of a State commission or similar body (figure 7).

Fifty-six percent of academies reported use of a job task analysis or needs analysis, 51% relied on subject matter experts, and 50% used departmental objectives to develop curricula.

Slightly less than half reported content development stemming from legislative/regulatory mandates (47%), or use of a law enforcement advisory board (44%). Fifteen percent of academies used national experts in community policing.

## Testing and evaluation

All but 1% of the academies used written tests and skills/proficiency tests to evaluate recruits (figure 8). The median number of written tests was 15 across all academies using such tests, while the median number of skills/proficiency tests was 5.

Eighty-five percent of academies (training 75% of recruits) used physical fitness tests, with a median of three such tests used.

Scenario-based tests were used by 73% of academies (training 69% of recruits), and the median number of such tests was eight across all academies using these tests.

Just over half of all academies used State competency exams (55%, training 43% of recruits) or POST/State-constructed tests (51%, training 52% of recruits). The median number of such tests was one.
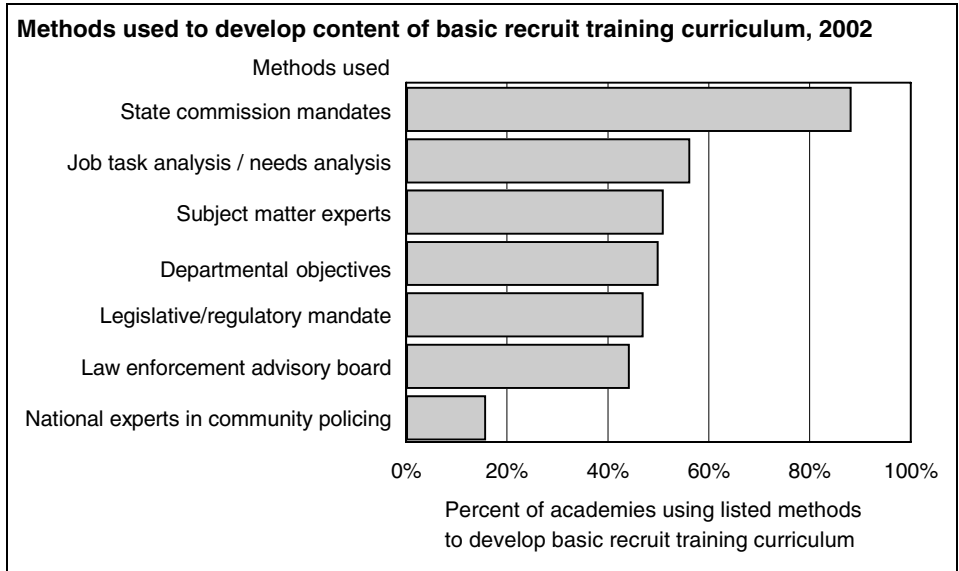
**Methods used to develop content of basic recruit training curriculum, 2002**



*Figure 7*

About a quarter of all academies (training 19% of recruits) used oral tests, and the median number of such tests was two.

Among those academies conducting field training as part of the basic recruit program, the most common method for evaluating recruits during field training was the use of standard scales or checklists to rate recruit performance, with 81% using this method (table 15).

Seventy-two percent of academies conducting field training used narrative reports to evaluate recruits. Just over half (54%) used oral evaluations or interviews to evaluate recruits.

| Field-training evaluation methods | Percent of academies using method |
|---|---|
| Scales/checklists | 81% |
| Narrative report | 72 |
| Oral evaluation/interview | 54 |
| Other method | 8 |

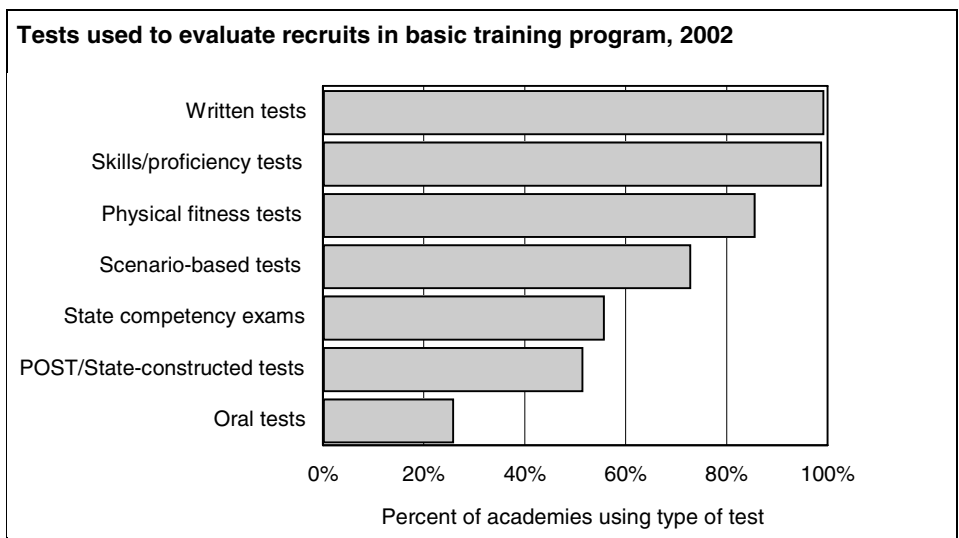**Tests used to evaluate recruits in basic training program, 2002**



*Figure 8*

## College credit for training

College credit could be awarded for basic training conducted by or through 77% of academies (training 83% of recruits). This included 86% of 2-year, 4-year, and technical school academies (table 17).

College credit could be awarded for in-service training conducted by or through 28% of the academies, including 35% of 2-year, 4-year, and technical school academies.

An academic degree (for example, associate's degree) was offered by or through 29% of academies (training 22% of recruits), including 58% of 2-year, 4-year, and technical school academies.

## Training environment

The training environment in some academies can be described as a stress military-style model, while others are described as a non-stress academic model.

Just over half (54%) of academies, training 49% of recruits, indicated that their training environment was best described as following some type of stress model, with 41% (training 39% of recruits) indicating "more stress than non-stress" and 13% (training 10% of recruits) indicating a "predominantly stress model" (figure 9).

The remaining 46% of academies (training 51% of recruits) indicated that their training environment was best described as following some type of non-stress model, with 35% (training 43% of recruits) indicating "more non-stress than stress" and 11% (training 8% of recruits) indicating "predominantly non-stress".

**Table 17.  College credit for basic and in-service training, by type of academy, 2002**

| Type of academy | Percent of academies in which college credit could be awarded for — | | Percent of academies in which an academic degree is offered |
|---|---|---|---|
| | Basic recruit training | In-service training | |
| All academies | 77% | 28% | 29% |
| County/regional/State | 75% | 29% | 12% |
| 2-yr/4-yr/technical | 86 | 35 | 58 |
| City/municipal | 64 | 12 | 4 |

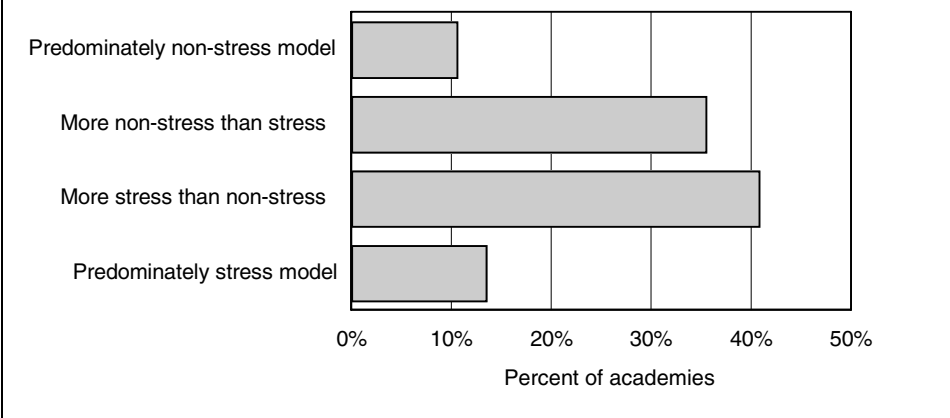**Training environment in law enforcement academies, 2002**



Figure 9

**Table 18.  Training environment in law enforcement academies, by type of academy, 2002**

| Type of academy | Type of training environment | | | |
|---|---|---|---|---|
| | Predominantly stress model | More stress than non-stress | More non-stress than stress | Predominantly non-stress model |
| All academies | 13% | 41% | 35% | 11% |
| County/regional/State | 18% | 44% | 32% | 7% |
| 2-yr/4-yr/technical | 9 | 29 | 43 | 19 |
| City/municipal | 12 | 56 | 29 | 3 |

Training environments varied somewhat by type of academy (table 18). A majority of city/municipal (68%) and county, regional, and state academies (62%) had some type of stress model, while most college, university, and technical school academies (62%) had some type of non-stress model.

## Discipline

Nearly all (99%) academies had a set of formal rules concerning recruit behavior, such as a disciplinary code or code of conduct. Termination, dismissal, or expulsion from the academy was the most common type of action that could be taken in response to violations, with 95% of academies indicating this possible consequence (figure 10).

About 6 in 10 academies had recruits perform "extra duty" tasks, such as writing assignments, and roughly the same proportion of academies used motivational physical training. Less common was the revocation of leave privileges (16%) and lowering of course grades (15%).

## Force and defensive tactics

### Firearms training

Nearly all academies (99%) used semi-automatic pistols in their basic firearms training (table 19). Ninety-two percent of academies, training 79% of recruits, included shotgun training in their basic firearms training, and 36% of academies, training 43% of recruits, included revolver training. The median minimum qualification score for each of these weapon types was 75%.

Less than a fifth of academies used less-than-lethal weapons such as bean bag guns and rubber bullets (18% of academies, training 16% of recruits), rifles (17%, training 18% of recruits), or automatic weapons (5%, training 4% of recruits) in their basic training program. The median minimum qualification score for each of these weapon types was 80%.

Almost all academies (99%) conducted firearms training under nighttime or reduced lighting conditions (table 20). About 9 in 10 academies, training 92% of recruits, conducted firearms training under simulated stressful conditions.

**Disciplinary actions that may be taken in response to violations of academy disciplinary code or code of conduct, 2002**
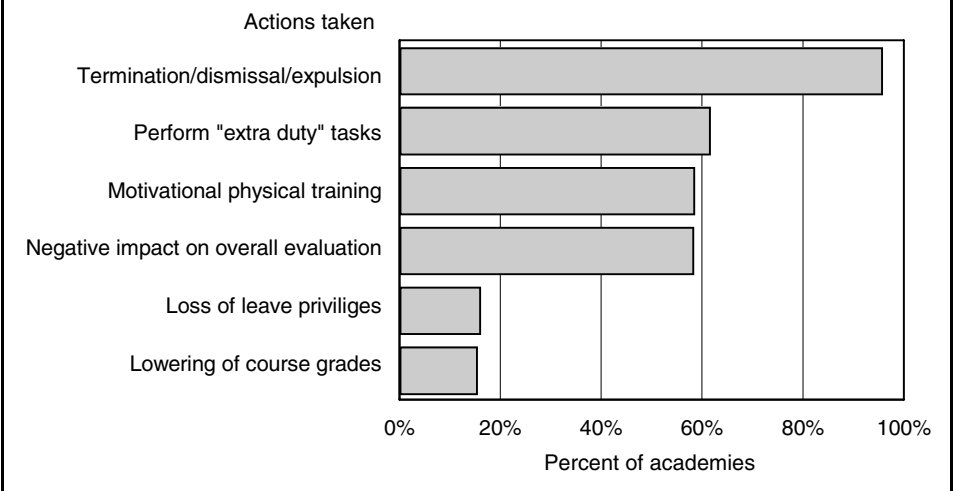


Figure 10

Nearly two-thirds of academies, training 78% of recruits, used computerized firearms training systems.

Less than half (44%) of academies, training 58% of recruits, conducted training with nonlethal live fire (for example, simunitions).

About a third (34%) of academies, training 33% of recruits, provided training with off-duty weapons.

Each of the various firearms training conditions were more likely to be found among larger academies.

**Table 19. Basic firearms training, by type of academy, 2002**

| Type of academy | Type of weapon | | | | | |
|---|---|---|---|---|---|---|
| | Semi-automatic | Shotgun | Revolver | Less-than-lethal* | Rifle | Automatic |
| All academies | 99% | 92% | 36% | 18% | 17% | 5% |
| County/regional/state | 100% | 94% | 39% | 18% | 20% | 6% |
| 2-yr/4-yr/technical | 99 | 90 | 41 | 14 | 17 | 5 |
| City/municipal | 98 | 89 | 18 | 23 | 11 | 4 |

*Such as bean-bag guns and others.

**Table 20. Basic firearms training conditions, by number of full-time equivalent training personnel, 2002**

| Number of FTE training personnel | Type of training condition | | | | |
|---|---|---|---|---|---|
| | Night-time or reduced light conditions | Simulated stressful conditions | Computerized firearms training systems | Non-lethal live fire* | Training with off-duty weapons |
| Total | 99% | 90% | 64% | 44% | 34% |
| 100 or more | 100% | 95% | 88% | 62% | 45% |
| 50-99 | 100 | 89 | 73 | 44 | 28 |
| 25-49 | 99 | 94 | 65 | 47 | 33 |
| 10-24 | 98 | 90 | 58 | 39 | 37 |
| Fewer than 10 | 97 | 75 | 48 | 37 | 25 |

*Such as simunitions.

## Defensive weapons/tactics

Ninety-six percent of academies, training 96% of recruits, provided training with batons as part of their basic defensive weapons training (figure 11).

Just over three-quarters (77%) of academies, training 75% of recruits, provided defensive training with chemical agents.

Less than half (44%) of academies, training 50% of recruits, provided defensive training with flashlights. About 12% of academies, training 9% of recruits, provided Taser training.

About 3% of academies provided training with rubber bullets, 2% with stun guns, and less than 1% with slapjacks or nunchakus.

Nearly all academies (99%) provided instruction on weapon retention as part of their basic control/defensive tactics training (figure 12). More than 3 in 4 academies also provided instruction on pressure-point control techniques (90% of academies, training 77% of recruits), ground fighting techniques (84%, training 87% of recruits), and speed cuffing (78%, training 78% of recruits).

Nearly 3 in 10 academies, training 25% of recruits, provided instruction on neck restraints. About 2 in 10 academies, training 16% of recruits, provided instruction on full body restraints.
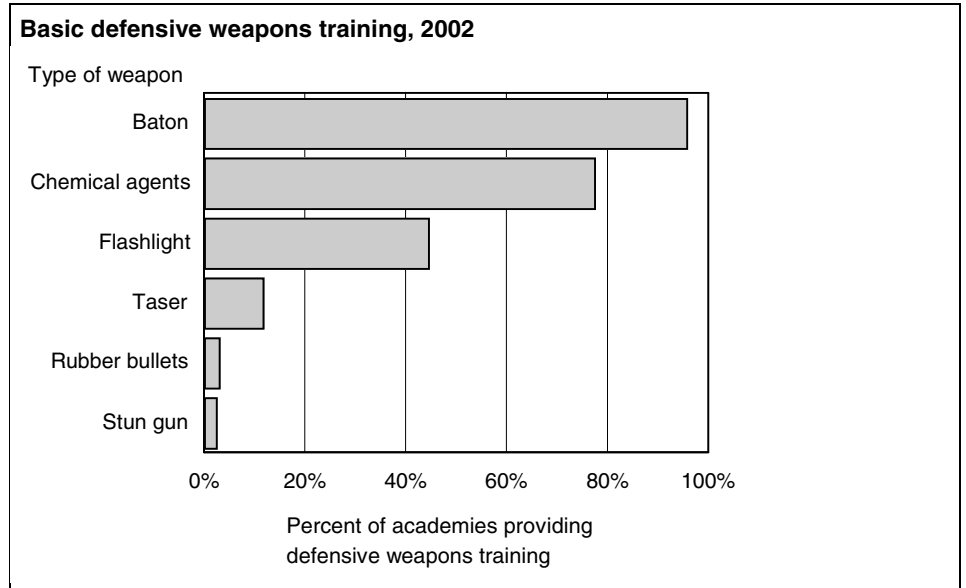
**Basic defensive weapons training, 2002**

Type of weapon



*Figure 11*

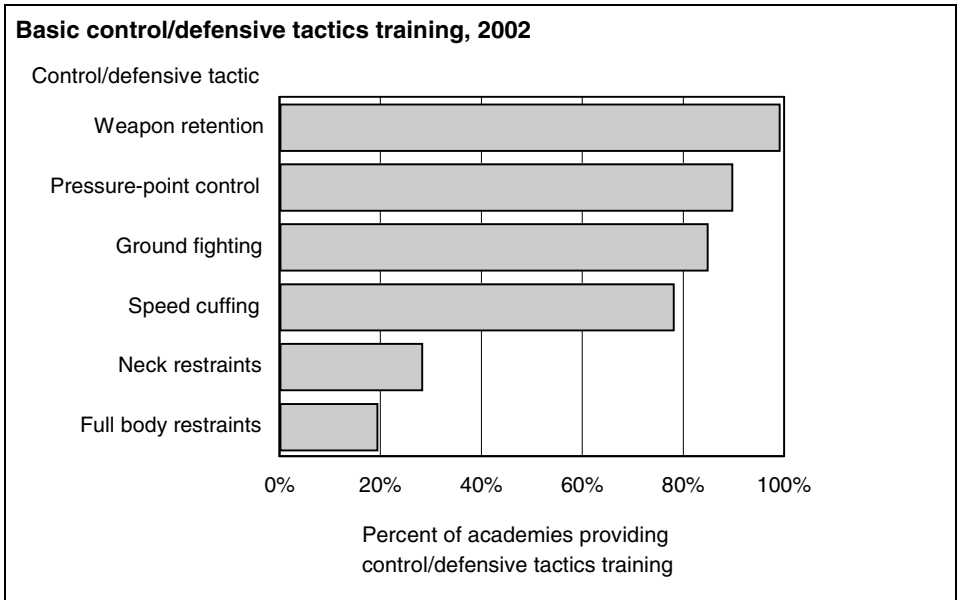**Basic control/defensive tactics training, 2002**

Control/defensive tactic



*Figure 12*

## Scenario training

Academies used reality-based scenarios for a variety of weapons and tactics training (figure 13). Roughly 9 in 10 used reality-based scenario training to teach arrest control tactics (93% of academies, training 90% of recruits), self-defense techniques (92%, training 88% of recruits), use of firearms (88%, training 89% of recruits), and verbal tactics (88%, training 85% of recruits).

Eighty-six percent of academies, training 85% of recruits, used scenario training to teach the force continuum.

Three-quarters of academies, training 73% of recruits, used scenario training to teach use of non-lethal weapons. About two-thirds (65%), training 67% of recruits, used scenarios to teach threat assessment.

## Liability for excessive force

Almost all (96%) academies, training 97% of recruits, provided instruction on potential civil or criminal liability for excessive use of force.
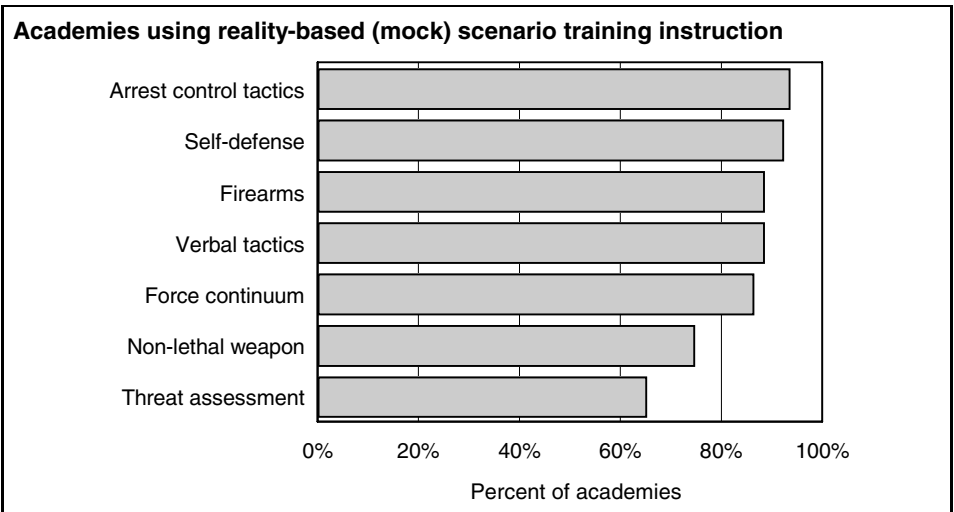
**Academies using reality-based (mock) scenario training instruction**



Figure 13

## Mock use of force review boards

Just 9% of academies, training 14% of recruits, had a mock use-of-force review board as part of their basic use-of-force training. Use of mock review boards was most common among academies having 100 or more full-time equivalent training personnel (17%) and least common among those having fewer than 10 training personnel (5%).

| Number of FTE training personnel | Percent of academies using a mock use-of-force review board |
|---|---|
| Total | 9% |
| 100 or more | 17% |
| 50-99 | 14 |
| 25-49 | 9 |
| 10-24 | 7 |
| Fewer than 10 | 5 |

## Responding to excessive force

Seventy-three percent of academies, training 79% of recruits, provided instruction on identifying and responding to use of excessive force by peer officers. A slightly smaller percentage provided instruction on responding to excessive force used by superior officers (65%).

| Number of FTE training personnel | Academies providing training on response to excessive force by — | |
|---|---|---|
| | Peers | Superiors |
| Total | 73% | 65% |
| 100 or more | 79% | 71% |
| 50-99 | 73 | 64 |
| 25-49 | 78 | 68 |
| 10-24 | 67 | 61 |
| Fewer than 10 | 72 | 65 |

## Community policing

### Basic training

A majority of academies provided community policing training to basic recruits in the following areas: identifying community problems (83% of academies, training 87% of recruits); history of community-oriented policing (80%, training 85% of recruits); environmental causes of crime (61%, training 70% of recruits); using problem-solving models (57%, training 50% of recruits); and prioritizing crime and disorder problems (53%, training 55% of recruits) (table 21).

Less than half of academies provided community policing training in the following areas: organizing/mobilizing the community (46% of academies, training 53% of recruits); assessing the effectiveness of responses (42%, training 36% of recruits); creating problem-solving teams (38%, training 32% of recruits); and analyzing crime/calls for service data (29%, training 24% of recruits) (table 22).

A quarter of academies provided training on using crime mapping to analyze community problems (25% of academies, training 20% of recruits) and applying research methods to study crime and disorder (21%, training 18% of recruits).

Nearly all (99%) academies provided training on the development of partnerships with culturally diverse communities. About 4 in 10 academies (38%) both integrated this topic throughout their curriculum and provided a distinct course. Thirty-two percent of academies provided this type of training through a distinct course only, and 27% integrated this type of training throughout their curriculum without providing a distinct course.

### Changes to basic curriculum

Fifty-seven percent of academies, training 52% of recruits, made changes to their basic curriculum in the prior two years related to community policing (table 23).

**Table 21. Types of community policing training for basic recruits provided by a majority of training academies, by number of full-time equivalent training personnel, 2002**

| Number of FTE training personnel | Types of community policing training provided by training academies | | | | |
|---|---|---|---|---|---|
| | Identifying community problems | History of community-oriented policing | Environmental causes of crime | Using problem solving models | Prioritizing crime and disorder problems |
| Total | 83% | 80% | 61% | 57% | 53% |
| 100 or more | 91% | 88% | 76% | 71% | 62% |
| 50-99 | 87 | 79 | 69 | 64 | 61 |
| 25-49 | 84 | 76 | 61 | 59 | 50 |
| 10-24 | 79 | 81 | 58 | 49 | 50 |
| Fewer than 10 | 85 | 86 | 53 | 57 | 55 |

**Table 22. Types of community policing training for basic recruits provided by academies, by number of full-time equivalent training personnel, 2002**

| Number of FTE training personnel | Types of community policing training provided by training academies | | | | | |
|---|---|---|---|---|---|---|
| | Organizing/ mobilizing the community | Assessing effectiveness of responses | Creating problem-solving teams | Analyzing crime/calls for service data | Using crime mapping to analyze community problems | Applying research methods to study crime |
| Total | 46% | 42% | 38% | 29% | 25% | 21% |
| 100 or more | 52% | 48% | 38% | 26% | 21% | 26% |
| 50-99 | 55 | 50 | 49 | 31 | 33 | 24 |
| 25-49 | 44 | 38 | 35 | 27 | 23 | 18 |
| 10-24 | 39 | 36 | 34 | 26 | 21 | 19 |
| Fewer than 10 | 53 | 53 | 41 | 45 | 29 | 31 |

**Table 23. Changes to basic curriculum since January 2000 related to community policing, by number of full-time equivalent training personnel, 2002**

| Number of FTE training personnel | Type of change to basic curriculum | | | | |
|---|---|---|---|---|---|
| | Number of hours devoted to community policing expanded | Community policing philosophy / strategy integrated into entire curriculum | Special community policing training block developed | More community policing courses added | No changes related to community policing |
| Total | 34% | 31% | 17% | 15% | 43% |
| 100 or more | 33% | 43% | 12% | 14% | 43% |
| 50-99 | 39 | 33 | 27 | 18 | 33 |
| 25-49 | 33 | 32 | 16 | 13 | 43 |
| 10-24 | 32 | 27 | 17 | 15 | 47 |
| Fewer than 10 | 32 | 23 | 12 | 21 | 47 |

A third of academies, training 25% of recruits, increased the number of hours devoted to community policing training, and just under a third integrated a community policing philosophy or strategy into their entire curriculum.

Integration of community policing throughout the curriculum was most common among academies having 100 or more full-time equivalent training personnel (43%), and least common among those having fewer than 10 training personnel (23%).

Seventeen percent of academies, training 14% of recruits, had developed a community policing training block during the previous 2 years. Fifteen percent of academies, training 12% of recruits, had added more community policing courses to their curriculum.

Among those academies reporting some type of change related to community policing since January 2000, 38% indicated that the changes were required by a State or Federal agency.

*In-service training*

Fifty-two percent of academies provided in-service training on identifying community problems (figure 14). About 4 in 10 provided in-service training on the environmental causes of crime (39%), history of community-oriented policing (39%), use of problem-solving models (39%), prioritizing crime and disorder problems (38%), and organizing and mobilizing the community (38%).

About a third of academies provided in-service training on assessing the effectiveness of responses to community problems (36%), creating problem-solving teams (35%), and analyzing calls for service data (32%). Thirty percent of academies provided in-service training on using crime mapping to analyze community problems, and 27% on applying research methods to the study of crime.
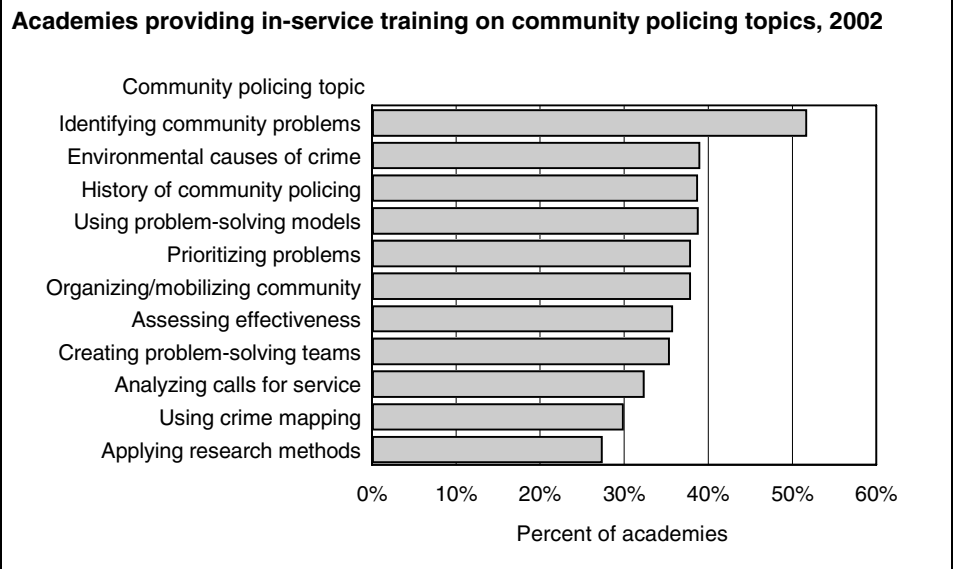
**Academies providing in-service training on community policing topics, 2002**



*Figure 14*

## Community policing training methods

Sixty percent of academies, training 54% of recruits, used a variety of training methods related to community policing. The most common method, used by 46% of academies (training 41% of recruits), had recruits participate in mock scenarios to learn about community policing (figure 15).

In about a quarter of academies, training 21% of recruits, experienced community policing officers taught recruits about community policing.

In 9% of academies, training 9% of all recruits, recruits developed a community-based project and worked on the project throughout their training.

In 7% of academies, training 5% of all recruits, recruits conducted community surveys as part of their training. The same proportion of academies and recruits worked on a problem-solving project as part of their training (that is, identified a problem within the community, conducted research, developed a solution, and presented results).

## Community involvement in training

About 8 in 10 academies, training 85% of recruits, involved members of the community in various aspects of training. The most common type of involvement, used by 61% of academies (training 52% of recruits), was the use of community members as trainers or speakers (figure 16).
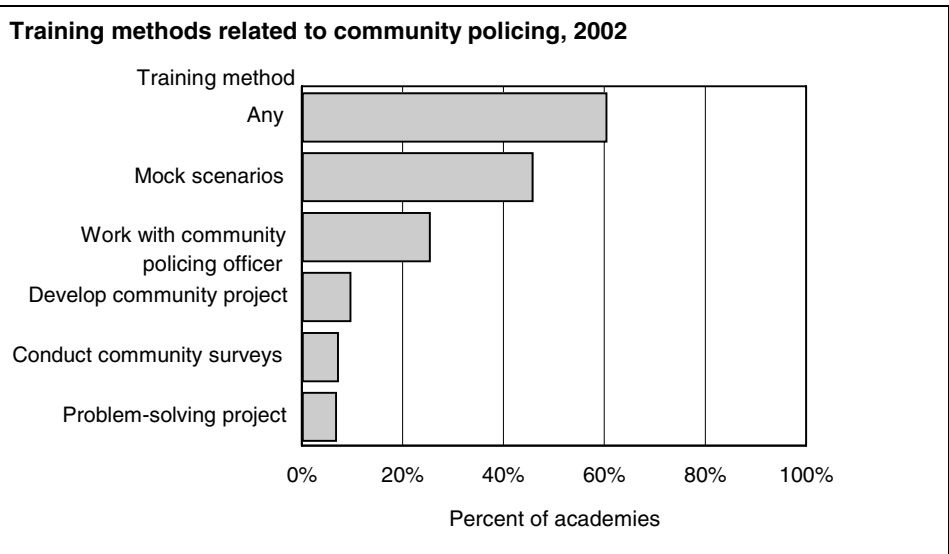
**Training methods related to community policing, 2002**



Figure 15

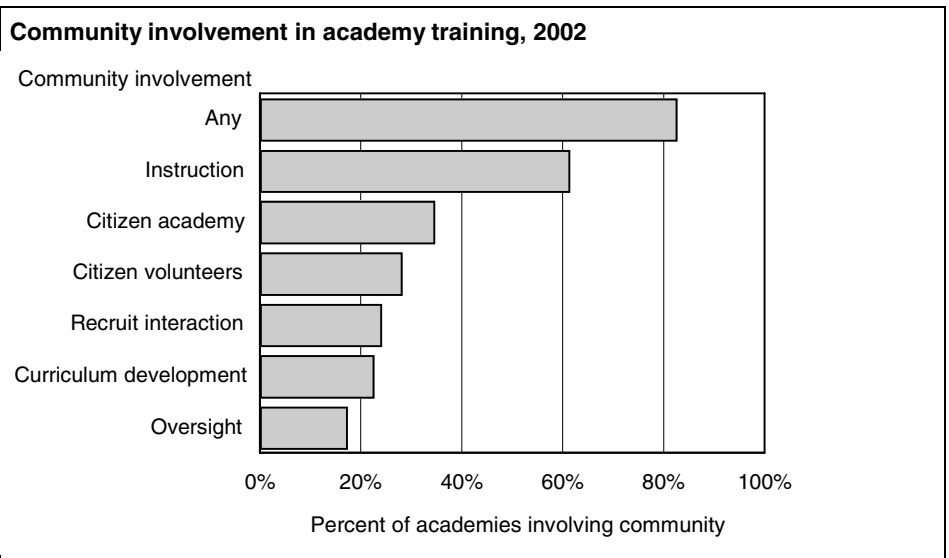**Community involvement in academy training, 2002**



Figure 16

About a third sponsored citizen police academies. Twenty-eight percent used citizen volunteers. In 24% of academies, training 18% of recruits, recruits were sent to interact in community locales.

Members of the community were involved in curriculum development in 22% of academies and served in an oversight capacity in 17% of academies.

**Basic instruction related to terrorism and responding to terrorist incidents, 2002**
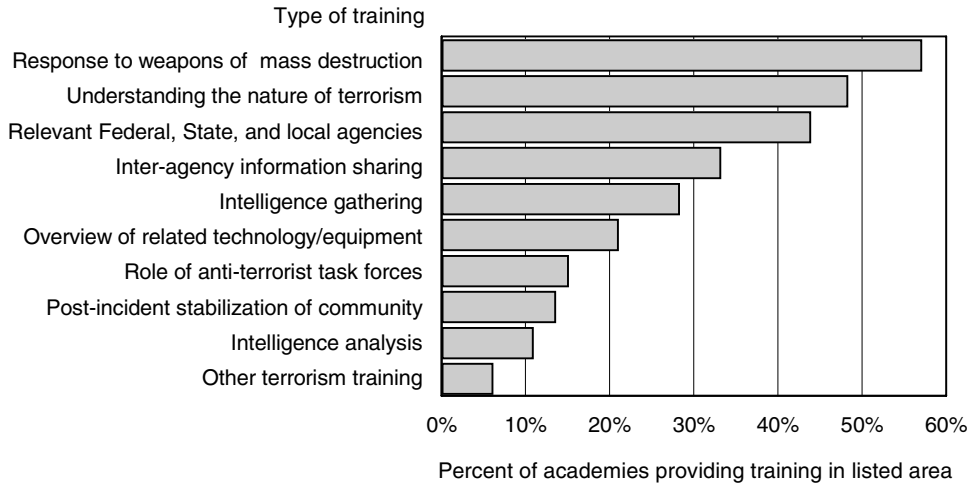
Type of training



Percent of academies providing training in listed area

Figure 17

## Special topics

*Basic training related to terrorism*

Fifty-seven percent of academies, training 56% of recruits, provided instruction on responding to weapons of mass destruction (nuclear, biological, or chemical weapons) as part of their basic training program (figure 17).

Forty-eight percent of academies, training 57% of recruits, provided instruction on understanding the nature of terrorism as part of their basic training program. Forty-four percent of academies, training 50% of recruits, provided an overview of relevant Federal, State, and local agencies (for example, FEMA and FBI).

A third of academies, training 28% of recruits, provided instruction on inter-agency information sharing as part of their basic training program. Twenty-eight percent of academies, training 29% of recruits, provided instruction on intelligence gathering as part of their basic training program.

Less than a quarter of all academies in 2002 provided instruction on related technology and/or equipment (21% of

**Table 24. Terrorism-related training (other than in basic training), by number of full-time equivalent training personnel, 2002**

| Number of FTE training personnel | Percent of academies providing training on — | | | |
|---|---|---|---|---|
| | Weapons of mass destruction | First response to terrorist incidents | Intelligence gathering | Intelligence analysis |
| Total | 52% | 47% | 22% | 15% |
| 100 or more | 74% | 71% | 48% | 29% |
| 50-99 | 60 | 57 | 28 | 22 |
| 25-49 | 54 | 50 | 22 | 16 |
| 10-24 | 44 | 37 | 17 | 9 |
| Fewer than 10 | 40 | 40 | 14 | 11 |

academies, training 20% of recruits), the role of anti-terrorist task forces (15%, training 15% of recruits), post-incident stabilization of the community (13%, training 14% of recruits), or intelligence analysis (11%, training 8% of recruits).

About 1 in 5 academies, training 17% of recruits, did not provide any basic training on the above topics related to terrorism and responding to terrorist incidents.

*Additional training related to terrorism*

Several academies provided terrorism training other than in their basic training program. Just over half (52%) provided training on weapons of mass

destruction (nuclear, biological, and chemical weapons) (table 24).

Forty-seven percent of academies provided training on first response to terrorist incidents. Less than a quarter of academies provided training on intelligence gathering (22%) or intelligence analysis (15%). In all categories of terrorism training, larger academies were more likely to provide these types of training than smaller academies.

## Basic training related to racially-biased policing

Ninety-six percent of academies, training 96% of recruits, addressed the topic of racially-biased policing as part of their basic training program.

Ninety-three percent of academies addressed racially-biased policing during the academic training component of their basic training program (figure 18). In addition, 40% addressed this topic during practical skills training, and 31% during field training.

## Basic training related to disengagement techniques

Ninety-seven percent of academies, training 97% of recruits, addressed "disengagement" techniques (that is, how to tactfully disengage or withdraw from a stop or arrest) as part of their basic training program.

Eighty-seven percent of academies addressed disengagement techniques as part of the academic training component of their basic program (figure 19). About 79% addressed this topic during practical skills training, and 35% during field training.

## Responding to misconduct

Ninety-four percent of academies, training 96% of recruits, provided formal instruction on identifying and responding to misconduct committed by peer officers. Eighty-three percent of academies, training 86% of recruits, provided instruction on identifying and responding to misconduct committed by superior officers.

| Number of FTE training personnel | Academies providing training on response to misconduct by — | |
|---|---|---|
| | Peers | Superiors |
| Total | 94% | 83% |
| 100 or more | 98% | 86% |
| 50-99 | 95 | 85 |
| 25-49 | 97 | 88 |
| 10-24 | 91 | 79 |
| Fewer than 10 | 88 | 74 |



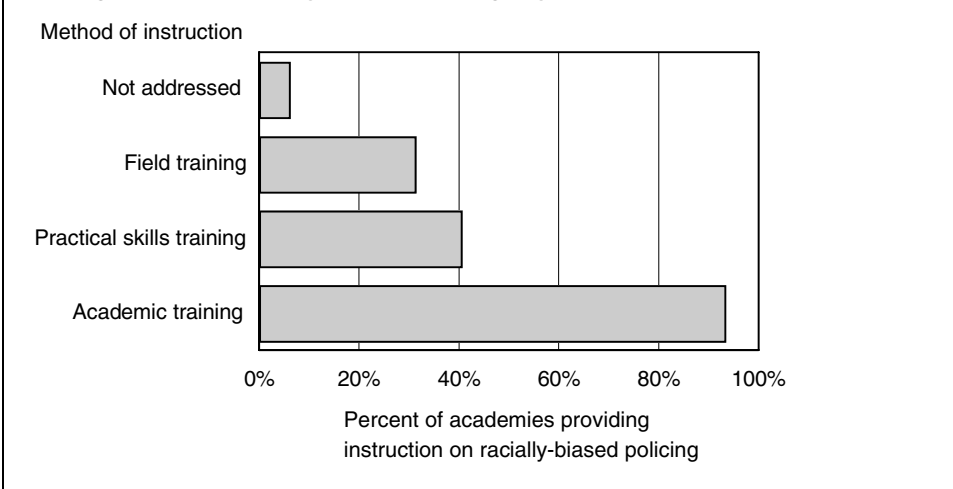**Training related to 'racially-biased policing,' by methods of instruction, 2002**

Figure 18



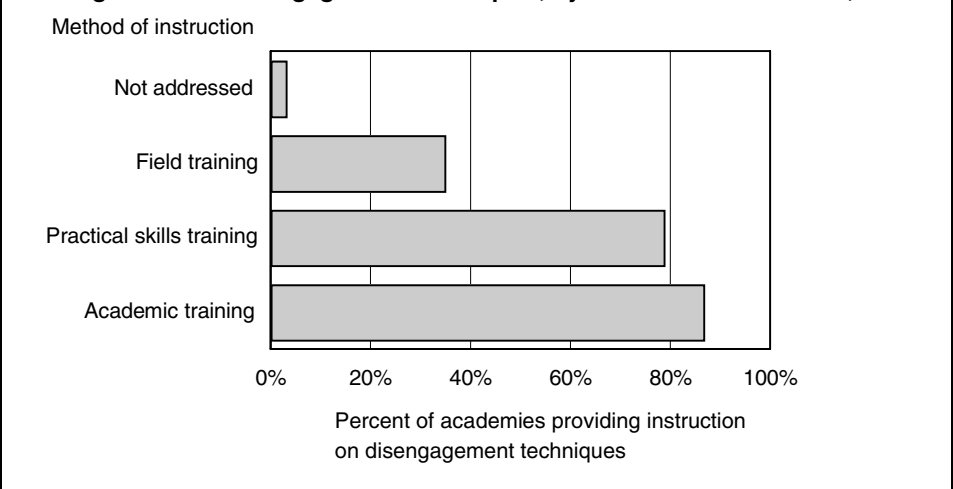**Training related to disengagement techniques, by methods of instruction, 2002**

Figure 19

## Training for families of recruits

Forty-one percent of academies, training 47% of recruits, provided training for the family members of recruits (for example, preparing family members for changes in lifestyle they may encounter when the recruit begins work as a law enforcement officer) (table 25).

Training for family members of recruits was more common among larger academies. More than 60% of academies having 50 or more FTE trainers provided such training, compared with about 30% among those having fewer than 25 full-time training personnel.

**Table 25. Training or orientation for families of recruits, by number of full-time equivalent training personnel, 2002**

| Number of FTE training personnel | Percent of academies providing training to families of recruits |
|---|---|
| Total | 41% |
| 100 or more | 64% |
| 50-99 | 62 |
| 25-49 | 42 |
| 10-24 | 30 |
| Fewer than 10 | 25 |

Training for family members of recruits was also most common among city or municipal academies (66%) and least common among 2-year, 4-year, and technical school academies (18%).

*Special patrol operations*

About 4 in 10 academies provided specialized training for bicycle patrol operations (table 26). About a quarter (27%) provided training for motorcycle patrol operations. Less common was training for mounted (horse) operations (11%) and marine operations (10%). In all categories of special patrol operations, larger academies were more likely to provide these types of training than smaller academies.

*Other special topics*

Sixty percent of academies provided training for field training officers (FTO's) (table 27). About 59% of academies provided training related to the handling of hazardous materials (HAZMAT). Special Weapons and Tactics (SWAT) training was provided by 48% of academies in 2002. Training on use of dogs in law enforcement (K-9 training) was provided by 32% of academies in 2002.

About 18% of academies provided training related to court security (table 28), including 38% of academies having 100 or more FTE training personnel. Five percent provided training on airport security, including about a quarter of academies having 100 or more FTE training personnel.

**Table 26. Special patrol operations training, by number of full-time equivalent training personnel, 2002**

| | Percent of academies providing training for — | | | |
|---|---|---|---|---|
| Number of FTE training personnel | Bicycle patrol | Motorcycle patrol | Mounted (horse) | Marine operations |
| Total | 41% | 27% | 11% | 10% |
| 100 or more | 81% | 57% | 31% | 19% |
| 50-99 | 54 | 35 | 13 | 20 |
| 25-49 | 43 | 30 | 11 | 8 |
| 10-24 | 29 | 16 | 8 | 5 |
| Fewer than 10 | 23 | 14 | 4 | 7 |

**Table 27. Other special training, by number of full-time equivalent training personnel, 2002**

| | Percent of academies providing training for — | | | |
|---|---|---|---|---|
| Number of FTE training personnel | Field training officer | Hazardous materials (HAZMAT) | Special Weapons and Tactics (SWAT) | Dog handling (K9) |
| Total | 60% | 59% | 48% | 32% |
| 100 or more | 88% | 79% | 64% | 45% |
| 50-99 | 74 | 55 | 53 | 47 |
| 25-49 | 63 | 62 | 52 | 32 |
| 10-24 | 51 | 61 | 43 | 26 |
| Fewer than 10 | 42 | 37 | 30 | 18 |

**Table 28. Training on court security and airport security, by number of FTE training personnel, 2002**

| | Academies providing training on — | |
|---|---|---|
| Number of FTE training personnel | Court security | Airport security |
| Total | 18% | 5% |
| 100 or more | 38% | 24% |
| 50-99 | 20 | 6 |
| 25-49 | 21 | 1 |
| 10-24 | 11 | 6 |
| Fewer than 10 | 12 | 2 |

## Methodology

The 2002 Census of Law Enforcement Training Academies (CLETA) was the first effort by the Bureau of Justice Statistics (BJS) to collect information from training academies across the United States.

This report describes these academies in terms of their personnel, expenditures, facilities, equipment, trainees, training curricula, and a variety of special topic areas.

A master list of 861 law enforcement training academies within the Untied States was compiled from a variety of sources, including professional associations, State law enforcement training organizations, and existing law enforcement data collections. Initial screening verified telephone number, mailing address and other academy contact information, and eliminated duplicate listings.

The survey instrument was subsequently mailed to 819 academies. In the course of survey administration, 183 academies were determined to be out of scope because they did not conduct basic law enforcement training, no longer operated a basic academy, conducted in-service training only, corrections or detention training only, or some special category of training only (for example, conservation police).

During data collection eight additional duplicate academy listings and three academies that had merged with other academies were identified. One additional academy not on the master list was identified and added to the mail-out.

Of the remaining 626 in-scope academies, 528 (84%) returned the survey instrument. Following extensive mail, e-mail, fax, and telephone follow-up efforts, a reduced-length survey was sent to all non-responding academies. Seventy-five (12%) responded using the reduced-length survey. These

additional surveys resulted in an overall 96.3% response rate.

Follow-up telephone calls to the remaining 23 academies verified their existence and current operating status, type, and basic functions so that these academies could be included in the total count. Among the 23 non-responding academies were 10 community college academies, 8 regional academies, 3 technical school academies, and 2 city/municipal academies.

For agencies returning the reduced-length survey, imputations were made for additional numerical data elements contained in the full-length survey. Specifically, imputations were made for expenditures, number of trainees, and required years experience for full-time instructors.

Imputation cells for expenditure and trainee data were based on the type of academy and the number of full-time equivalent training personnel. For expenditure data, the ratio of expenditures per FTE was calculated within each imputation cell. Within cells the median ratio was multiplied by the number of FTE's in non-responding academies to produce the imputed expenditure values.

For trainee data the percentage of trainees completing training was calculated within each imputation cell. Within cells the median percentage was multiplied by the number of trainees who started training to produce the imputed value for those completing training.

If the number who started training was missing, this value was estimated using the number of academy classes and range of class sizes. The smallest and largest class sizes for an academy were added to the product of the average class size and the number of additional classes. This value was multiplied by the median percentage of trainees completing within the imputation cell to produce the imputed value for those completing training.

Imputation cells for required years experience were based on the State in which an academy is located and the number of full-time equivalent training personnel. If the response rate within a State was less than 75%, all imputation cells were collapsed. If the response rate within a cell was less than 75%, the cell was collapsed with the nearest two imputation cells. Imputed values were the median values within imputation cells.