

2018 CLETA OMB Attachments

Attachment 1: 2018 CLETA draft paper questionnaire

Attachment 2: 2018 CLETA web screen shots

Attachment 3: 60-day notice

Attachment 4: 30-day notice

Attachment 5: Pre-notification letter

Attachment 6: Survey invitation letter (mail)

Attachment 7: 2018 CLETA flyer

Attachment 8: IADLEST letter of support

Attachment 9: Survey invitation letter (email)

Attachment 10: First reminder (mail)

Attachment 11: Second reminder (email)

Attachment 12: Third reminder (email)

Attachment 13: Fourth reminder (mail)

Attachment 14: Telephone Data Quality Follow Up script

Attachment 15: Telephone Non Response Follow Up script

Attachment 16: Fifth reminder (mail)

Attachment 17: Fifth reminder (email)

Attachment 18: End-of-study reminder (mail)

Attachment 19: Thank you letter (mail)

Attachment 20: Cognitive Interview Report

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:

<<agencyName>>

If the academy name printed above is incorrect, please call us at 1-XXX-XXX-XXXX.

Submit this form using one of the following four methods:

- Online: https://bjslecs.org/CLETA2018
Agency ID: <<AgencyID>>
Password: <<PIN>>
E-mail: cleta@rti.org
Fax: 1-xxx-xxx-xxxx (toll-free)
Mail: Use the enclosed postage-paid envelope

If you have any questions regarding the survey, please contact [name] at RTI International at (XXX) XXX-XXXX or cleta@rti.org. If you have general project-related questions, please contact Shelley Hyland of BJS at 202-616-1706 or Shelley.Hyland@usdoj.gov.

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:

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.

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)
- 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	<input type="checkbox"/>	<input type="checkbox"/>
b. Bachelor's Degree	<input type="checkbox"/>	<input type="checkbox"/>

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 (i.e., 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	<input type="checkbox"/>	<input type="checkbox"/>
b. Specialized training (e.g., SWAT, K-9, marine, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
c. First-line or higher supervisor training	<input type="checkbox"/>	<input type="checkbox"/>
d. Field training instructors (FTO) / Police Training Officers (PTO)	<input type="checkbox"/>	<input type="checkbox"/>
e. Lateral training for officers hired from other agencies	<input type="checkbox"/>	<input type="checkbox"/>
f. Pre-service training (Training prior to the enrollment in a BASIC training class)	<input type="checkbox"/>	<input type="checkbox"/>
g. Night class, extended format, or modular format	<input type="checkbox"/>	<input type="checkbox"/>
h. Reserve officer course	<input type="checkbox"/>	<input type="checkbox"/>

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

	Yes	No
a. Local police officer (city/county)	<input type="checkbox"/>	<input type="checkbox"/>
b. Sheriff's deputy (law enforcement)	<input type="checkbox"/>	<input type="checkbox"/>
c. University/college campus police officer	<input type="checkbox"/>	<input type="checkbox"/>
d. Corrections officer	<input type="checkbox"/>	<input type="checkbox"/>
e. Park ranger/officer	<input type="checkbox"/>	<input type="checkbox"/>
f. School resource officer	<input type="checkbox"/>	<input type="checkbox"/>
g. State police/highway patrol officer	<input type="checkbox"/>	<input type="checkbox"/>
h. Auxiliary officer	<input type="checkbox"/>	<input type="checkbox"/>
i. Pre-service/self-sponsored	<input type="checkbox"/>	<input type="checkbox"/>
j. Natural resources officer	<input type="checkbox"/>	<input type="checkbox"/>
k. Arson investigator or fire marshal	<input type="checkbox"/>	<input type="checkbox"/>
l. Constable	<input type="checkbox"/>	<input type="checkbox"/>
m. Transportation police officer	<input type="checkbox"/>	<input type="checkbox"/>
n. Tribal police officer	<input type="checkbox"/>	<input type="checkbox"/>
o. Marshal	<input type="checkbox"/>	<input 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 (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"/>
b. Sheriff's office/department	<input type="text"/> <input type="text"/> <input type="text"/>
c. State police/highway patrol agency	<input type="text"/> <input type="text"/> <input type="text"/>
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"/>
e. Total Number of agencies served in 2018 (Sum of rows a through d)	<input type="text"/> <input type="text"/> <input type="text"/>

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:

- Hours
- Weeks
- Months
- Semesters
- Other increment (please specify):

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 (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:

- 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

BASIC TRAINING PERSONNEL

16. For 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"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>
b. On-duty sworn officers temporarily assigned to the academy	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>
c. Off-duty sworn officers compensated to teach	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>
d. Retired sworn officers	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>
e. Civilians employed by, or permanently assigned to, the academy	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>
f. Civilians temporarily assigned to the academy	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>
g. Total number of trainers or instructors (Sum of Rows a through f)	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>

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 type="checkbox"/>	<input type="checkbox"/>
b. Academy certification	<input type="checkbox"/>	<input type="checkbox"/>
c. Qualified subject matter expert	<input type="checkbox"/>	<input type="checkbox"/>
d. Other certification requirement (please specify): <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 type="checkbox"/>
b. Supervisory evaluations	<input type="checkbox"/>	<input type="checkbox"/>
c. Peer evaluations (i.e., evaluated by other instructors)	<input type="checkbox"/>	<input type="checkbox"/>
d. Student feedback/evaluations	<input 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 type="checkbox"/>	<input type="checkbox"/>
b. State- or POST-commission	<input type="checkbox"/>	<input type="checkbox"/>
c. Subject matter expert	<input type="checkbox"/>	<input type="checkbox"/>
d. Law enforcement advisory board	<input type="checkbox"/>	<input type="checkbox"/>
e. Academy staff input	<input 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 <u>did not</u> have access
	Operated by your academy	Operated by another entity/organization	
A. Educational			
1. Computer lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Electronic tablet/iPad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Internet/on-line classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Media lab/video production facility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Mobile data terminals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Resource center/library	<input 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 type="checkbox"/>
8. Video conferencing classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Weapons/Self-Defense			
1. Defensive tactics room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Firearms training simulators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Indoor firearms range	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Outdoor firearms range	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Scenario training facility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Physical Fitness/Agility			
1. Fitness facilities (e.g., gym, weight room)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Obstacle course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Swimming pool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Driving-Related			
1. Driving simulator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Vehicle operation range/driving track	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Living Arrangements			
1. Dormitory/residential facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input 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.

\$ | | , | | | , | | | 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.

\$ | | , | | | , | | | 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.

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

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"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
b. Black or African American, non-Hispanic	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
c. Hispanic or Latino	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
d. American Indian or Alaska Native, non-Hispanic	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
e. Asian, non-Hispanic	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
f. Native Hawaiian or other Pacific Islander, non-Hispanic	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
g. Two or more races	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
h. Not known	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
i. Total for classes ending in 2018 (Sum of Rows a through h)	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

28. For those recruits who did not complete BASIC training in the classes 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; 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"/> , <input type="text"/>
b. Failure to qualify – firearms	<input type="text"/> , <input type="text"/>	<input type="text"/> , <input type="text"/>
c. Failure to qualify – driving	<input type="text"/> , <input type="text"/>	<input type="text"/> , <input type="text"/>
d. Failure to qualify – other	<input type="text"/> , <input type="text"/>	<input type="text"/> , <input type="text"/>
e. Inability to meet physical standards	<input type="text"/> , <input type="text"/>	<input type="text"/> , <input type="text"/>
f. Academic	<input type="text"/> , <input type="text"/>	<input type="text"/> , <input type="text"/>
g. Disciplinary	<input type="text"/> , <input type="text"/>	<input type="text"/> , <input type="text"/>
h. Voluntary	<input type="text"/> , <input type="text"/>	<input type="text"/> , <input type="text"/>
i. Withdrawn by sponsoring agency	<input type="text"/> , <input type="text"/>	<input type="text"/> , <input type="text"/>
j. Other reason for non-completion	<input type="text"/> , <input type="text"/>	<input type="text"/> , <input type="text"/>
k. Don't know / no information available	<input type="text"/> , <input type="text"/>	<input type="text"/> , <input type="text"/>
l. Total for classes ending in 2018 (Sum of rows a through k)	<input type="text"/> , <input type="text"/>	<input type="text"/> , <input type="text"/>

29. In 2018, did your academy have a set of formal 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 in 2018?

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

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 type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
2. Computers/information systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
3. Emergency vehicle operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
4. Investigations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
5. Patrol procedures/techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
6. Report writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
7. Evidence processing and storage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
8. Traffic accident investigations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
9. Radar/lidar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
10. Intelligence gathering and analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
11. Interrogation/interviewing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
B. Weapons/Defensive Tactics				
1. Defensive tactics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
2. De-escalation/verbal judo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
3. Firearms skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
4. Nonlethal weapons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>

32. (continued) Indicate whether your academy's BASIC training program provided instruction of 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 type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
2. Juvenile justice law and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
3. Traffic law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
D. Community Policing				
1. Community partnership building/collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
2. Cultural diversity/human relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
3. Mediation/conflict management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
4. Problem-solving approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
5. Applying research methods to study crime and disorder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
6. Using crime mapping to analyze community problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
E. Self-Improvement				
1. Basic foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
2. Communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
3. Ethics and integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
4. Health and fitness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
5. Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
6. Stress prevention/management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
F. Special Topics				
1. Opioids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
2. Clandestine drug labs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
3. Crimes against children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
4. Cyber/internet crimes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>

32. (continued) Indicate whether your academy's BASIC training program provided instruction of 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. Emergency management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
6. Terrorism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
7. Domestic violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
8. Elder abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
9. Gangs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
10. Hate crimes/bias crimes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
11. Human trafficking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
12. Mental illness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
13. Sexual assault	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
14. Sexual harassment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
15. Victim response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
16. Response to an active shooter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
17. DUI/Sobriety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> 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. Firearms	<input type="checkbox"/>	<input type="checkbox"/>
b. Self-defense	<input type="checkbox"/>	<input type="checkbox"/>
c. Non-lethal weapons	<input type="checkbox"/>	<input type="checkbox"/>
d. Threat assessment	<input type="checkbox"/>	<input type="checkbox"/>
e. Non-lethal live fire (e.g., simunitions, paintballs)	<input type="checkbox"/>	<input type="checkbox"/>
f. Verbal tactics	<input type="checkbox"/>	<input type="checkbox"/>
g. Arrest control tactics	<input type="checkbox"/>	<input type="checkbox"/>
h. Use of force continuum / Situational use of force	<input 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 type="checkbox"/>
b. Semi-automatic pistol	<input type="checkbox"/>	<input type="checkbox"/>
c. Shotgun (any type)	<input type="checkbox"/>	<input type="checkbox"/>
d. Manual rifle	<input type="checkbox"/>	<input type="checkbox"/>
e. Semi-automatic rifle (e.g., AR-15)	<input type="checkbox"/>	<input type="checkbox"/>
f. Fully-automatic rifle (e.g., M-16, AK-47, MP5)	<input type="checkbox"/>	<input type="checkbox"/>
g. Knife/edged weapon	<input type="checkbox"/>	<input type="checkbox"/>
h. Baton	<input type="checkbox"/>	<input type="checkbox"/>
i. Flashlight	<input type="checkbox"/>	<input type="checkbox"/>
j. OC spray/foam	<input type="checkbox"/>	<input type="checkbox"/>
k. Chemical agent projectile (e.g., CS/tear gas, OC pellets)	<input type="checkbox"/>	<input type="checkbox"/>
l. Blunt force projectile (e.g., bean bag, rubber bullets)	<input type="checkbox"/>	<input type="checkbox"/>
m. Conducted Energy Device (e.g., Taser, stun gun, Stinger)	<input type="checkbox"/>	<input type="checkbox"/>
n. Explosives	<input type="checkbox"/>	<input type="checkbox"/>
o. Other (please specify):		
<input style="width: 500px; height: 20px;" type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Yes	No
a. Night-time or reduced light conditions	<input type="checkbox"/>	<input type="checkbox"/>
b. Firearms training simulators	<input type="checkbox"/>	<input type="checkbox"/>
c. Simulated stressful conditions	<input type="checkbox"/>	<input type="checkbox"/>
d. Training with off-duty weapons	<input type="checkbox"/>	<input type="checkbox"/>
e. Non-lethal live fire (e.g., simunitions, paintball)	<input type="checkbox"/>	<input 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. Weapon retention	<input type="checkbox"/>	<input type="checkbox"/>
b. Knife and edged weapon defense	<input type="checkbox"/>	<input type="checkbox"/>
c. Open hand techniques	<input type="checkbox"/>	<input type="checkbox"/>
d. Closed hand techniques	<input type="checkbox"/>	<input type="checkbox"/>
e. Takedown techniques (e.g., straight arm bar)	<input type="checkbox"/>	<input type="checkbox"/>
f. Hold or neck restraint (e.g., carotid hold)	<input type="checkbox"/>	<input type="checkbox"/>
g. Leg hobble or other restraints (not including handcuffs)	<input type="checkbox"/>	<input type="checkbox"/>
h. Full body restraints	<input type="checkbox"/>	<input type="checkbox"/>
i. Pressure-point control	<input type="checkbox"/>	<input type="checkbox"/>
j. Verbal command presence	<input type="checkbox"/>	<input type="checkbox"/>
k. Speed cuffing	<input type="checkbox"/>	<input type="checkbox"/>
l. Other (please specify): <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.

Please retain a copy for your records as project staff may call to clarify responses.

Please mail your completed questionnaire to the address noted below, or fax it to (xxx) xxx-xxxx.

RTI International
ATTN: Data Capture
(PROJECT NUMBER)
5265 Capital Blvd.
Raleigh, NC 27616-2925

2018 CENSUS OF LAW ENFORCEMENT TRAINING ACADEMIES (CLETA)



Web Survey Completion Instructions

- Please do not leave any items blank.
- If the answer to a question is none or zero, enter "0" in the space provided. When exact numeric answers are not available, provide estimates.
- If you have any questions, call RTI toll-free at 1-800-XXX-XXXX or send an email to cleta@rti.org. When corresponding about this survey, please refer to your Agency ID number.
- If you have general comments or suggestions for improving the survey, please contact Anthony Whyde, CLETA Program Manager, Bureau of Justice Statistics, by phone at 202-307-0711 or by email at Anthony.Whyde@usdoj.gov.

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.

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

- State Peace Officer Standards and Training (POST) (or equivalent state authority)
- 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(Specify)

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16. For 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	10	10
b. On-duty sworn officers temporarily assigned to the academy	8	8
c. Off-duty sworn officers compensated to teach	34	34
d. Retired sworn officers	4	4
e. Civilians employed by, or permanently assigned to, the academy	12	12
f. Civilians temporarily assigned to the academy	44	44
g. Total number of trainers or instructors (Sum of Rows a through f)	112	112

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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="radio"/>	<input type="radio"/>
b. Academy certification	<input type="radio"/>	<input checked="" type="radio"/>
c. Qualified subject matter expert	<input type="radio"/>	<input checked="" type="radio"/>
d. Other certification requirement (please specify): <input type="text"/>	<input type="radio"/>	<input checked="" type="radio"/>

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Dated: July 12, 2018.

John J. Martin,

Assistant Administrator.

[FR Doc. 2018-15664 Filed 7-20-18; 8:45 am]

BILLING CODE 4410-09-P

DEPARTMENT OF JUSTICE

[OMB Number 1121-0255]

**Agency Information Collection
 Activities: Proposed Collection;
 Comments Requested; Reinstatement,
 With Change, of a Previously
 Approved Collection for Which
 Approval Has Expired: 2018 Census of
 Law Enforcement Training Academies
 (CLETA)**

AGENCY: Bureau of Justice Statistics,
 Department of Justice.

ACTION: 60-Day notice.

SUMMARY: The Department of Justice (DOJ), Office of Justice Programs, Bureau of Justice Statistics, will be submitting the following information collection request to the Office of Management and Budget (OMB) for review and approval in accordance with the Paperwork Reduction Act of 1995.

DATES: Comments are encouraged and will be accepted for 60 days until September 21, 2018.

FOR FURTHER INFORMATION CONTACT: If you have additional comments especially on the estimated public burden or associated response time, suggestions, or need a copy of the proposed information collection instrument with instructions or additional information, please contact Anthony S. Whyde, Statistician, Law Enforcement Statistics Unit, Bureau of Justice Statistics, 810 Seventh Street NW, Washington, DC 20531 (email: Anthony.Whyde@usdoj.gov; phone: 202-307-0711).

SUPPLEMENTARY INFORMATION: Written comments and suggestions from the public and affected agencies concerning the proposed collection of information are encouraged. Your comments should address one or more of the following four points:

- Evaluate whether the proposed collection of information is necessary for the proper performance of the functions of the Bureau of Justice Statistics, including whether the information will have practical utility;
- Evaluate the accuracy of the agency's estimate of the burden of the proposed collection of information, including the validity of the methodology and assumptions used;
- Evaluate whether and if so how the quality, utility, and clarity of the

information to be collected can be enhanced; and

—Minimize the burden of the collection of information on those who are to respond, including through the use of appropriate automated, electronic, mechanical, or other technological collection techniques or other forms of information technology, e.g., permitting electronic submission of responses.

**Overview of This Information
 Collection**

(1) *Type of Information Collection:* Reinstatement, with change, of a previously approved collection for which approval has expired: 2018 Census of Law Enforcement Training Academies (CLETA). The 2018 CLETA will focus on the same topics as the 2013 collection: The number and type of law enforcement agencies served by academies, the academies' accreditation status, oversight responsibilities related to field training, reasons for recruits failing to complete their training program, and subject areas covered in the training program curricula. While there will be no content changes, BJS will modify the format and design of several survey items to improve measurement and remove questions from the 2013 survey that covered topics that may no longer be relevant.

(2) *The Title of the Form/Collection:* 2018 Census of Law Enforcement Training Academies (CLETA).

(3) *The agency form number, if any, and the applicable component of the Department sponsoring the collection:* The form number is CJ-52. The applicable component within the Department of Justice is the Bureau of Justice Statistics, Office of Justice Programs.

(4) *Affected public who will be asked or required to respond, as well as a brief abstract:* This information collection is a census of regional, state, and local law enforcement training academies that operated a basic training program in 2018. The 2018 survey builds upon the previous three iterations of the CLETA data collection referencing 2013, 2006, and 2002. BJS plans to field the 2018 CLETA from January through August 2019. The information will provide national statistics on staff, recruits/trainees, curricula, facilities, and policies of law enforcement training academies.

(5) *An estimate of the total number of respondents and the amount of time estimated for an average respondent to respond:* A projected 700 respondents will take an average of 2 hours each to complete form CJ-52, including time to research or find information not readily

available. In addition, an estimated 360 of the respondents will be contacted for data quality follow-up by phone at 10 minutes per call.

(6) *An estimate of the total public burden (in hours) associated with the collection:* There are an estimated 1,460 total burden hours associated with this information collection.

If additional information is required contact: Melody Braswell, Department Clearance Officer, United States Department of Justice, Justice Management Division, Policy and Planning Staff, Two Constitution Square, 145 N Street NE, 3E.405A, Washington, DC 20530.

Dated: July 18, 2018

Melody Braswell,

Department Clearance Officer for PRA, U.S. Department of Justice.

[FR Doc. 2018-15723 Filed 7-20-18; 8:45 am]

BILLING CODE 4410-18-P

DEPARTMENT OF LABOR

Mine Safety and Health Administration

Brookwood-Sago Mine Safety Grants

AGENCY: Mine Safety and Health Administration, Labor.

ACTION: Funding Opportunity Announcement (FOA).

Announcement Type: New
Funding Opportunity Number: FOA
 BS-2018-1

Catalog of Federal Domestic Assistance (CFDA) Number: 17.603

SUMMARY: The U.S. Department of Labor (DOL), Mine Safety and Health Administration (MSHA), is making up to \$250,000 available in grant funds for education and training programs to help identify, avoid, and prevent unsafe working conditions in and around mines. The focus of these grants for Fiscal Year (FY) 2018 will be training and training materials on powered haulage safety, examinations of working places at metal and nonmetal mines, or mine emergency prevention and preparedness. Applicants for the grants may be States and Territories (to include the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands, American Samoa, Guam, and the Commonwealth of the Northern Mariana Islands) and private or public nonprofit entities, to include Indian tribes, tribal organizations, Alaska Native entities, Indian-controlled organizations serving Indians, and Native Hawaiian organizations. MSHA could award as many as 5 grants. The amount of each individual grant will be

suggestions, or need a copy of the proposed information collection instrument with instructions or additional information, please contact Rachel Morgan, Statistician, Bureau of Justice Statistics, 810 Seventh Street NW, Washington, DC 20531 (email: rachel.morgan@usdoj.gov; telephone: 202-616-1707).

SUPPLEMENTARY INFORMATION: Written comments and suggestions from the public and affected agencies concerning the proposed collection of information are encouraged. Your comments should address one or more of the following four points:

- Evaluate whether the proposed collection of information is necessary for the proper performance of the functions of the Bureau of Justice Statistics, including whether the information will have practical utility;
- Evaluate the accuracy of the agency's estimate of the burden of the proposed collection of information, including the validity of the methodology and assumptions used;
- Evaluate whether and if so how the quality, utility, and clarity of the information to be collected can be enhanced; and
- Minimize the burden of the collection of information on those who are to respond, including through the use of appropriate automated, electronic, mechanical, or other technological collection techniques or other forms of information technology, e.g., permitting electronic submission of responses.

Overview of This Information Collection

(1) *Type of Information Collection:* Revision of a currently approved collection.

(2) *The Title of the Form/Collection:* 2019 School Crime Supplement to the National Crime Victimization Survey (NCVS).

(3) *The agency form number, if any, and the applicable component of the Department sponsoring the collection:* The form number for the questionnaire is SCS-1. The applicable component within the Department of Justice is the Bureau of Justice Statistics, in the Office of Justice Programs.

(4) *Affected public who will be asked or required to respond, as well as a brief abstract:* The survey will be administered to persons ages 12 to 18 in NCVS sampled households in the United States from January through June 2019. The SCS collects, analyzes, publishes, and disseminates statistics on the students' victimization, perceptions of school environment, and safety at school.

(5) *An estimate of the total number of respondents and the amount of time estimated for an average respondent to respond:* An estimate of the total number of respondents is 8,567 persons ages 12 to 18. Of the 8,567 SCS respondents, 86% or 7,402 are expected to complete the long SCS interview (entire SCS questionnaire) which will take an estimated 16 minutes (0.27 hours) to complete. The remaining 14% or 1,165 SCS respondents are expected to complete the short interview (i.e. will be screened out for not being in school), which will take an estimated 2.5 minutes (0.04 hours) to complete. Respondents will be asked to respond to this survey only once during the six month period. The burden estimates are based on data from the prior administration of the SCS.

(6) *An estimate of the total public burden (in hours) associated with the collection:* There are an estimated 2,046 annual burden hours associated with this collection.

If additional information is required contact: Melody Braswell, Department Clearance Officer, United States Department of Justice, Justice Management Division, Policy and Planning Staff, Two Constitution Square, 145 N street NE, 3E.405B, Washington, DC 20530.

Dated: October 16, 2018

Melody Braswell,

Department Clearance Officer for PRA, U.S. Department of Justice.

[FR Doc. 2018-22804 Filed 10-18-18; 8:45 am]

BILLING CODE 4410-18-P

DEPARTMENT OF JUSTICE

Office of Justice Programs

[OMB Number 1121-0255]

Agency Information Collection Activities: Proposed eCollection eComments Requested; Reinstatement, With Change, of a Previously Approved Collection: 2018 Census of Law Enforcement Training Academies (CLETA)

AGENCY: Bureau of Justice Statistics, Office of Justice Programs, Department of Justice.

ACTION: 30-Day notice.

SUMMARY: The Department of Justice (DOJ), Office of Justice Programs, Bureau of Justice Statistics, will be submitting the following information collection request to the Office of Management and Budget (OMB) for review and approval in accordance with the Paperwork Reduction Act of 1995. The proposed information collection

was previously published in the **Federal Register** on Monday, July 23, 2018, allowing a 60-day comment period. Following publication of the 60-day notice, the Bureau of Justice Statistics received one communication containing general comments on the importance of the collection.

DATES: Comments are encouraged and will be accepted for 30 days until November 19, 2018.

FOR FURTHER INFORMATION CONTACT: If you have additional comments especially on the estimated public burden or associated response time, suggestions, or need a copy of the proposed information collection instrument with instructions or additional information, please contact Anthony S. Whyde, Statistician, Law Enforcement Statistics Unit, Bureau of Justice Statistics, 810 Seventh Street NW, Washington, DC 20531 (email: Anthony.Whyde@usdoj.gov; phone: 202-307-0711).

SUPPLEMENTARY INFORMATION: Written comments and suggestions from the public and affected agencies concerning the proposed collection of information are encouraged. Your comments should address one or more of the following four points:

- Evaluate whether the proposed collection of information is necessary for the proper performance of the functions of the Bureau of Justice Statistics, including whether the information will have practical utility;
- Evaluate the accuracy of the agency's estimate of the burden of the proposed collection of information, including the validity of the methodology and assumptions used;
- Evaluate whether and if so how the quality, utility, and clarity of the information to be collected can be enhanced; and
- Minimize the burden of the collection of information on those who are to respond, including through the use of appropriate automated, electronic, mechanical, or other technological collection techniques or other forms of information technology, e.g., permitting electronic submission of responses.

Overview of This Information Collection

(1) *Type of Information Collection:* Reinstatement, with change, of a previously approved collection for which approval has expired.

(2) *The Title of the Form/Collection:* 2018 Census of Law Enforcement Training Academies (CLETA).

(3) *The agency form number, if any, and the applicable component of the*

Department sponsoring the collection:

The form number is CJ-52. The applicable component within the Department of Justice that is sponsoring this collection is the Bureau of Justice Statistics, Office of Justice Programs.

(4) *Affected public who will be asked or required to respond, as well as a brief abstract:* This information collection is a census of regional, state, and local law enforcement training academies that operated a basic training program in 2018. The 2018 survey builds upon the previous three iterations of the CLETA data collection referencing 2013, 2006, and 2002. BJS plans to field the 2018 CLETA from January through August 2019. The information will provide national statistics on staff, recruits/trainees, curricula, facilities, and policies of law enforcement training academies.

Abstract: The 2018 CLETA will focus on the same topics as the 2013 collection: the number and type of law enforcement agencies served by academies, the academies' accreditation status, oversight responsibilities related to field training, reasons for recruits failing to complete their training program, and subject areas covered in the training program curricula. While there will be no content changes, BJS will modify the format and design of several survey items to improve measurement and remove questions from the 2013 survey that covered topics that may no longer be relevant.

(5) *An estimate of the total number of respondents and the amount of time estimated for an average respondent to respond:* A projected 950 respondents will take an average of 2 hours each to complete form CJ-52, including time to research or find information not readily available. In addition, an estimated 570 of the respondents will be contacted for data quality follow-up by phone at 10 minutes per call.

(6) *An estimate of the total public burden (in hours) associated with the collection:* There are an estimated 1,995 total burden hours associated with this information collection.

If additional information is required contact: Melody Braswell, Department Clearance Officer, United States Department of Justice, Justice Management Division, Policy and Planning Staff, Two Constitution Square, 145 N Street NE, 3E.405A, Washington, DC 20530.

Dated: October 16, 2018.

Melody Braswell,

Department Clearance Officer for PRA, U.S. Department of Justice.

[FR Doc. 2018-22803 Filed 10-18-18; 8:45 am]

BILLING CODE 4410-18-P

DEPARTMENT OF JUSTICE**Office of Justice Programs**

[OMB Number 1121-NEW]

Agency Information Collection Activities; Proposed eCollection; eComments Requested; New eCollection: Survey of State Attorneys General Offices (SSAGO): Human Trafficking

AGENCY: Bureau of Justice Statistics, Office of Justice Programs, Department of Justice.

ACTION: 30-Day notice.

SUMMARY: Department of Justice (DOJ), Office of Justice Programs, Bureau of Justice Statistics, will be submitting the following information collection request to the Office of Management and Budget (OMB) for review and approval in accordance with the Paperwork Reduction Act of 1995. This proposed information collection was previously published in the **Federal Register** on August 6, 2018, allowing for a 60 day comment period. Six comments from the public were received during this period and are thoroughly addressed in the supporting statement for this collection. Briefly, three comments stated support for the survey and three comments requested more information but did not provide any follow-up comments.

DATES: Comments are encouraged and will be accepted for an additional 30 day until November 19, 2018.

FOR FURTHER INFORMATION CONTACT: If you have additional comments especially on the estimated public burden or associated response time, suggestions, or need a copy of the proposed information collection instrument with instructions or additional information, please contact Suzanne M. Strong, Statistician, Bureau of Justice Statistics, 810 Seventh Street NW, Washington, DC 20531 (email: Suzanne.M.Strong@usdoj.gov; telephone: 202-616-3666). Written comments and/or suggestions can also be sent to the Office of Management and Budget, Office of Information and Regulatory Affairs, Attention Department of Justice Desk Officer, Washington, DC 20503 or sent to OIRA_submissions@omb.eop.gov.

SUPPLEMENTARY INFORMATION: Written comments and suggestions from the public and affected agencies concerning the proposed collection of information are encouraged. Your comments should address one or more of the following four points:

- Evaluate whether the proposed collection of information is necessary for the proper performance of the functions of the agency, including whether the information will have practical utility;
- Evaluate the accuracy of the agencies estimate of the burden of the proposed collection of information, including the validity of the methodology and assumptions used;
- Enhance the quality, utility, and clarity of the information to be collected; and
- Minimize the burden of the collection of information on those who are to respond, including through the use of appropriate automated, electronic, mechanical, or other technological collection techniques or other forms of information technology, e.g., permitting electronic submission of responses.

Overview of This Information Collection

(1) *Type of Information Collection:* New collection.

(2) *Title of the Form/Collection:* Survey of State Attorneys General Offices (SSAGO)—Human Trafficking.

(3) *Agency form number, if any, and the applicable component of the Department sponsoring the collection:* The form number for the questionnaire is SSAGO-2. The applicable component within the Department of Justice is the Bureau of Justice Statistics, in the Office of Justice Programs.

Affected public who will be asked or required to respond, as well as a brief abstract: Respondents will be state attorneys general or deputy attorneys within the state and territory attorneys general offices who work on human trafficking matters. The SSAGO:HT will be conducted for a three (3) month period. The survey collects data on the staffing of state attorneys general offices, including the total number of deputy attorneys general and access to support staff. The survey also collects information on the types and numbers of human trafficking matters referred to the state attorneys general offices, the sources of the referrals of human trafficking matters, the estimates of labor and sex trafficking cases, the types of victims in labor and sex trafficking cases, the types of offenders of labor and sex trafficking cases, the manner in which criminal and civil human trafficking cases were closed in court, and state attorneys general offices' participation in state and federal human trafficking task forces. BJS plans to publish this information in reports and reference it when responding to queries from the U.S. Congress, Executive Office



U.S. Department of Justice

Office of Justice Programs

Bureau of Justice Statistics

Washington, DC 20531

«Date»

«Salutation» «ContactFirstName» «ContactLastName»

«Agency Name»

«ContactAddress1» «ContactAddress2»

«ContactCity», «ContactState» «ContactZip»

Dear «Salutation» «ContactLastName»:

I am pleased to announce that the Bureau of Justice Statistics (BJS) has begun preparations for the 2018 Census of Law Enforcement Training Academies (CLETA). CLETA is an important part of BJS's Law Enforcement Core Statistics program, which coordinates several law enforcement agency surveys conducted by BJS. BJS has been administering CLETA since 2002 and periodically gathered information on the content of basic training curricula for new law enforcement recruits. By comparing survey data over time, CLETA is able to show how the nature of law enforcement training has changed.

In the next few weeks, BJS will invite <<TRAINING ACADEMY>> to participate in the 2018 CLETA; specifically, your academy will be asked to complete an online survey focusing on the types of training offered, the types of agencies and positions for which basic training is provided, academy resources, and other topics related to the training you provide.

I appreciate that you receive a number of data requests throughout the year and I thank you for your support for CLETA. If you have questions about CLETA, please contact the data collection team via phone or e-mail at 800-845-7883 or cleta@rti.org. If you have any general comments about this data collection, please contact the Bureau of Justice Statistics Program Manager Shelley Hyland at 202-616-1706 or Shelley.Hyland@usdoj.gov.

Sincerely,

Jeffrey H. Anderson, Director
Bureau of Justice Statistics



U.S. Department of Justice

Office of Justice Programs

Bureau of Justice Statistics

Washington, DC 20531

«TITLE» «ACADEMENY HEAD/POC NAME»
OR CURRENT CHIEF EXECUTIVE
«TRAINING ACADEMY»
«ADDRESS1», «ADDRESS2»
«CITY», «STATE» «ZIP»

Dear «TITLE» «NAME»:

I am writing to ask for your participation in the 2018 Census of Law Enforcement Training Academies (CLETA). Since 2002, CLETA has periodically gathered information on the content of basic training curricula for new law enforcement recruits. Your response to the 2018 CLETA is critical to the Bureau of Justice Statistics effort to produce national estimates of personnel, resources, curricula, trainees, policies, and practices of the academies that train all state and local law enforcement officers.

To complete your survey, please access the questionnaire online at **[WEB ADDRESS]**. You may start and stop as needed. Your training academy-specific information is:

User name: «WebUsername»
Password: «PIN»

Please complete this questionnaire online by [DATE].

The questionnaire takes approximately 2 hours to complete including time to research or find information you may not have readily available. You may download a copy of the survey from the website to assist you in gathering the necessary data. You may share it with others at your training academy who can assist you in providing the requested information.

If you need to change the point of contact for your training academy or update your contact information (including email address), go to **[WEB ADDRESS]** using the user name and password shown above and follow the instruction provided on the website. If you have questions about CLETA, please contact the CLETA data collection team via phone or e-mail at **[RTI NUMBER]** or **CLETA@rti.org**. If you have any general comments about this data collection, please contact me at 202-616-1706 or Shelley.Hyland@usdoj.gov.

BJS uses the data collected in CLETA only for research and statistical purposes, as described in Title 34, USC §10134. RTI International, the CLETA data collection agent, is required to adhere to BJS Data Protection Guidelines, which summarize the many federal statutes, regulations, and other authorities that govern all BJS data and data collected and maintained under BJS's authority. The Guidelines may be found at http://www.bjs.gov/content/pub/pdf/BJS_Data_Protection_Guidelines.pdf.

Thank you in advance for your agency's participation in CLETA. We appreciate your time and effort.

Sincerely,

Shelley S. Hyland, Ph.D.
Program Manager
Bureau of Justice Statistics

Enclosures: CLETA Flyer, IADLEST Endorsement Letter

Case ID: «caseid»

2018 Census of Law Enforcement Training Academies (CLETA)

Conducted by:
Bureau of Justice Statistics, U.S. Department of Justice
RTI International



Although completing basic academy training is an important step in a law enforcement officer's career, the features of these programs can vary significantly across the United States. Through the Census of Law Enforcement Training Academies (CLETA), the Bureau of Justice Statistics (BJS) is able to describe the characteristics of basic academy training for new recruits for all local and state law enforcement academies in the United States.

The CLETA has been administered approximately every 5 years since 2002. **The next CLETA will begin administration in winter 2019.** BJS will send the CLETA survey to approximately 700 local and state law enforcement training academies. Data will be used to produce national estimates describing the basic training curricula, characteristics of trained recruits, and instructor qualifications of these academies.

2018 Census of Law Enforcement Training Academies Survey Content

- Types of training offered by the academy
- Types of agencies and positions for which basic training is provided
- Characteristics of the training personnel (e.g., sworn status, law enforcement experience, education)
- Academy resources (e.g., funding sources, equipment)
- Number of recruits starting and completing programs and number/reasons for not completing

In addition to providing a snapshot of the current state of basic law enforcement training, BJS will be able to compare the results of the 2018 CLETA with data from prior years to determine how training has changed over time. Results from the 2018 CLETA will be made available in 2020 to law enforcement personnel, researchers, lawmakers, and other stakeholders to facilitate nationwide discussions on law enforcement training.

CLETA is part of the Law Enforcement Core Statistics (LECS) program, a coordinated program of law enforcement agency surveys conducted by BJS. Also included in the LECS is the Census of State and Local Law Enforcement Agencies, the Law Enforcement Agency Management and Administrative Statistics (LEMAS) Core Survey, and a new series of supplemental LEMAS questionnaires on specialized topics such as body-worn cameras. BJS is working with RTI International and the Police Executive Research Forum to administer LECS surveys, including the 2018 CLETA.

2018 CLETA Survey Schedule

Winter–Spring 2019

- BJS will send a letter inviting law enforcement training academy directors to participate in CLETA
- Academy directors can designate a point of contact to complete the survey
- RTI will provide directors and points of contact with access to the survey website to allow review of survey items and submission of data
- Training academies will send their data to RTI either online or using a paper questionnaire

Summer–Fall 2019

- Data quality assessments
- Results will be processed and analyzed

Spring 2020

- BJS will publish a report on the findings

For more information about CLETA, visit bjslecs.org/CLETA2018.

For additional information on the LECS suite of BJS data collection efforts, visit bjslecs.org.

You may also contact:

Travis Taniguchi, PhD

Research Criminologist
RTI International
3040 E. Cornwallis Road
Research Triangle Park, NC 27709
taniguchi@rti.org
919-248-8501

Shelley S. Hyland, Ph.D.

CLETA Program Manager
Bureau of Justice Statistics
810 7th Street, NW
Washington, DC 20531
Shelley.Hyland@usdoj.gov
202-616-1706





www.iadlest.org

International Association of Directors of Law Enforcement Standards and Training

Headquarters: 1330 N. Manship Place Meridian, Idaho 83642
Washington DC: 1775 "P" Street NW, Suite 1150, Washington, D.C. 20006
Main: (208) 288-5491 D.C. (202) 457-7771 Fax (800) 783-6438

June 11, 2018

Director Academy Address 1
Address 2
City State Zip

Dear Director:

DAN ZIVKOVICH
President
Massachusetts Municipal Training
Committee
6 Adams Street
Randolph, MA 02368-3428
(781) 437-0301 Fax: (781) 963-0235
daniel.r.zivkovich@mass.gov

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First Vice President
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(512) 936-7712
Kim.vickers@tcole.texas.gov

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Jami.L.Cook@arkansas.gov

BRIAN GRISHAM
Treasurer
Tennessee Law Enforcement
Training Academy
3025 Lebanon Pike
Nashville, TN 37214
(615) 741-4448
Brian.grisham@tn.gov

STEPHANIE PEDERSON
Secretary
Wisconsin Department of Justice
Training & Standards Bureau
17 West Main Street, PO Box 7070
Madison, Wisconsin 53707
(608) 261-8641
pedersonse@doj.state.wi.us

MICHAEL N. BECAR
Executive Director, CEO
1330 N. Manship Place
Meridian, ID 83642-6444
(208) 288-5491 Fax: (800) 783-6438

The Bureau of Justice Statistics (BJS), working with RTI International (RTI), is fielding the 2018 Census of Law Enforcement Training Academies (CLETA). This survey is sent to all of the approximately 700 law enforcement training academies in the United States and the BJS team is hoping that you will participate in this important project.

The information that will be produced by this survey will be very valuable not only to BJS, but to all academy directors. From the survey results, you will be able to learn about how other academies conduct their business. For instance, you will learn about curriculum content, training methods, staff credentials and training, facilities, budgets, policies and more. You will be able to assess your own academy in relation to national norms.

I write to strongly encourage you to complete the survey. The receipt of information from *each and every academy* will greatly enhance the value of the data produced by this project. We know that you and your staff have many responsibilities and limited time, but we hope that you will provide the requested information and contribute to this effort. Your participation will help ensure that the 2018 CLETA is a success and that the results can be used with confidence.

Thank you in advance for your cooperation with this important endeavor.

Sincerely,

Dan Zivkovich, President
International Association of Directors of Law Enforcement Standards and Training
(IADLEST)

Michael Wood
Northeast Region
New York
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michael.wood@dcjs.ny.gov

Joyce Nelson
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Charles Gerhart
Midwest Region
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Charles.Gerhart@CLEET.state.ok.us

Mike Sherlock
West Region
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msherlock@post.state.nv.us

Gary Bullard
International Region
Washington DC
(202) 353-9516
gary.bullard2@usdoj.gov

Attachment 9: Survey invitation letter (email)

TO: «TITLE» «ACADEMY HEAD/POC NAME»
OR CURRENT CHIEF EXECUTIVE
«TRAINING ACADEMY»

SUBJECT: Census of Law Enforcement Training Academies

Dear «TITLE» «NAME»:

Last week, we sent you the 2018 Census of Law Enforcement Training Academies (CLETA). This email message requests confirmation that you successfully received your invitation. We encourage you to contact us if you have any questions related to the data collection or did not receive the materials.

Please reply to this message to indicate that you received the 2018 CLETA invitation.

In the event you did not receive the packet, the information contained in the mailed materials is provided below.

Thank you,

Shelley S. Hyland, Ph.D.
Program Manager
Bureau of Justice Statistics

«TITLE» «ACADEMENY HEAD/POC NAME»
OR CURRENT CHIEF EXECUTIVE
«TRAINING ACADEMY»
«ADDRESS1», «ADDRESS2»
«CITY», «STATE» «ZIP»

Dear «TITLE» «NAME»:

I am writing to ask for your participation in the 2018 Census of Law Enforcement Training Academies (CLETA). Since 2002, CLETA has periodically gathered information on the content of basic training curricula for new law enforcement recruits. Your response to the 2018 CLETA is critical to the Bureau of Justice Statistics effort to produce national estimates of personnel, resources, curricula, trainees, policies, and practices of the academies that train all state and local law enforcement officers.

To complete your survey, please access the questionnaire online at [\[WEB ADDRESS\]](#). You may start and stop as needed. Your training academy-specific information is:

User name: «WebUsername»
Password: «PIN»

Please complete this questionnaire online by [DATE].

The questionnaire takes approximately 2 hours to complete including time to research or find information you may not have readily available. You may download a copy of the survey from the website to assist you in gathering the necessary data. You may share it with others at your training academy who can assist you in providing the requested information.

If you need to change the point of contact for your training academy or update your contact information (including email address), go to [\[WEB ADDRESS\]](#) using the user name and password shown above and follow the instruction provided on the website. If you have questions about CLETA, please contact the CLETA data

collection team via phone or e-mail at [RTI NUMBER] or CLETA@rti.org. If you have any general comments about this data collection, please contact me at 202-616-1706 or Shelley.Hyland@usdoj.gov.

BJS uses the data collected in CLETA only for research and statistical purposes, as described in Title 34, USC §10134. RTI International, the CLETA data collection agent, is required to adhere to BJS Data Protection Guidelines, which summarize the many federal statutes, regulations, and other authorities that govern all BJS data and data collected and maintained under BJS's authority. The Guidelines may be found at http://www.bjs.gov/content/pub/pdf/BJS_Data_Protection_Guidelines.pdf.

Thank you in advance for your agency's participation in CLETA. We appreciate your time and effort.

Sincerely,

Shelley S. Hyland, Ph.D.
Program Manager
Bureau of Justice Statistics

Enclosures: CLETA Flyer, IADLEST Endorsement Letter

Case ID: «caseid»



U.S. Department of Justice

Office of Justice Programs

Bureau of Justice Statistics

Washington, DC 20531

«TITLE» «ACADEMENY HEAD/POC NAME»
OR CURRENT CHIEF EXECUTIVE
«TRAINING ACADEMY»
«ADDRESS1», «ADDRESS2»
«CITY», «STATE» «ZIP»

Dear «TITLE» «NAME»:

The Bureau of Justice Statistics (BJS) recently mailed you a link to a web questionnaire asking about your law enforcement training academy for the 2018 Census of Law Enforcement Training Academies (CLETA). The questionnaire due date is [DUE DATE] and we hope you will be able to respond by then. If you have already completed the questionnaire, please accept my sincere thank you.

If you have not completed your questionnaire, please complete it as soon as possible. No other national data collection can provide such comprehensive data on the functions, personnel, and training at law enforcement training academies. Developing and maintaining an accurate picture of the nation's law enforcement training is paramount to understanding the current state of law enforcement in the United States.

Please complete the questionnaire by using the following link: [WEB ADDRESS] and entering the following information:

User Name: <<WebUsername>>

Password: <<PIN>>

If you would prefer to complete the questionnaire on paper, you may download and print a paper version upon entering your questionnaire access code on the CLETA website. You may also request a paper questionnaire by emailing RTI International at CLETA@rti.org or calling [RTI NUMBER]. If you have any general comments about this data collection, please contact me at 202-616-1706 or Shelley.Hyland@usdoj.gov.

Sincerely,

Shelley S. Hyland, Ph.D.
Program Manager
Bureau of Justice Statistics

Case ID: <<caseID>>



U.S. Department of Justice

Office of Justice Programs

Bureau of Justice Statistics

Washington, DC 20531

«TITLE» «ACADEMENY HEAD/POC NAME»
OR CURRENT CHIEF EXECUTIVE
«TRAINING ACADEMY»
«ADDRESS1», «ADDRESS2»
«CITY», «STATE» «ZIP»

Dear «TITLE» «NAME»:

On behalf of the Bureau of Justice Statistics (BJS), RTI International is conducting the 2018 Census of Law Enforcement Training Academies (CLETA). RTI has been reaching out to <<TRAINING ACADEMY>> since January. We hope to receive your survey soon so that the census data reflect the variety of training provided by academies of all types and sizes. Information from your academy is needed to ensure the quality of the study.

The due date is [DUE DATE]. Please complete the CLETA questionnaire as soon as possible. I understand that you receive a number of survey requests and I genuinely appreciate your attention to this request.

You may access the questionnaire online at [WEB ADDRESS] and entering the following information:

User Name: <<WebUsername>>

Password: <<PIN>>

If you have questions about CLETA, need to change the point of contact at your training academy, or need to update your contact information, please contact the RTI team via phone or e-mail at [RTI NUMBER] or CLETA@rti.org. If you have any general comments about this data collection, please contact me at 202-616-1706 or Shelley.Hyland@usdoj.gov.

Thank you for your time and consideration.

Sincerely,

Shelley S. Hyland, Ph.D.
Program Manager
Bureau of Justice Statistics

Attachment 12: Third reminder (email)

TO: «TITLE» «ACADEMY HEAD/POC NAME»
OR CURRENT CHIEF EXECUTIVE
«TRAINING ACADEMY»

SUBJECT: Census of Law Enforcement Training Academies

Dear «TITLE» «NAME»:

Over the past 2 months, materials related to the 2018 Census of Law Enforcement Training Academies (CLETA) were sent to you by mail. This email message is to request confirmation that we have successfully reached you and encourage you to contact us if you have any questions related to the data collection.

Please reply to this message to confirm that we have reached <<TRAINING ACADEMY>>.

The information contained in the letter that we mailed most recently (on <<DATE>>) is provided below.

Thank you,

Shelley S. Hyland, Ph.D.
Program Manager
Bureau of Justice Statistics

Dear «TITLE» «NAME»:

On behalf of the Bureau of Justice Statistics (BJS), RTI International is conducting the 2018 Census of Law Enforcement Training Academies (CLETA). RTI has been reaching out to <<TRAINING ACADEMY>> since January. We hope to receive your survey soon so that the census data reflect the variety of training provided by academies of all types and sizes. Information from your academy is needed to ensure the quality of the study.

The due date was [DUE DATE]. Please complete the CLETA questionnaire as soon as possible. I understand that you receive a number of survey requests and I genuinely appreciate your attention to this request.

You may access the questionnaire online at [WEB ADDRESS] and entering the following information:

User Name: <<WebUsername>>
Password: <<PIN>>

If you have questions about CLETA, need to change the point of contact at your training academy, or need to update your contact information, please contact the RTI team via phone or e-mail at [RTI NUMBER] or CLETA@rti.org. If you have any general comments about this data collection, please contact me at 202-616-1706 or Shelley.Hyland@usdoj.gov.

Thank you for your time and consideration.

Sincerely,

Shelley S. Hyland, Ph.D.
Program Manager
Bureau of Justice Statistics

«caseID»



U.S. Department of Justice

Office of Justice Programs

Bureau of Justice Statistics

Washington, DC 20531

«TITLE» «ACADEMENY HEAD/POC NAME»
OR CURRENT CHIEF EXECUTIVE
«TRAINING ACADEMY»
«ADDRESS1», «ADDRESS2»
«CITY», «STATE» «ZIP»

Dear «TITLE» «NAME»:

«TRAINING ACADEMY» has been asked to participate in the Bureau of Justice Statistics' (BJS) Census of Law Enforcement Training Academies (CLETA). CLETA data will be used by law enforcement agencies, policy makers, and researchers to better understand and respond to needs regarding training of law enforcement personnel. No other national data collection can provide comprehensive data on the curricula and characteristics of training academies. Since CLETA is a census, «TRAINING ACADEMY» cannot be replaced with another training academy.

I recognize that you may not have received the previous correspondence or that you may not have responded because of time constraints. I appreciate that your time is limited; however, the reliability of the study directly depends on the participation of your training academy. The questionnaire includes items that are relevant to all academies and your responses are essential to our ability to provide the information needed by local law enforcement and other stakeholders.

Please complete the questionnaire by using this link [WEB ADDRESS] and entering the following information:

User Name: <<WebUsername>>

Password: <<PIN>>

Alternatively, you can submit your data by mail using the enclosed hardcopy questionnaire and business reply envelope.

The questionnaire due date was [DUE DATE]. Please submit your questionnaire as soon as possible. If you have questions about the CLETA survey or having difficulty accessing the website, please contact the CLETA data collection team via phone or e-mail at [RTI NUMBER] or CLETA@rti.org. If you have any general comments about this data collection, please contact me at 202-616-1706 or Shelley.Hyland@usdoj.gov.

Sincerely,

Shelley S. Hyland, Ph.D.
Program Manager
Bureau of Justice Statistics

Enclosures: CLETA questionnaire; Business reply envelope

«caseID»

Attachment 14: Telephone Data Quality Follow Up script

Sample Call Script for Data Quality Follow-up Calls

[IF CALL RINGS TO A GATEKEEPER]

Hello, this is <<INSERT NAME>> calling on behalf of the Bureau of Justice Statistics in the U.S. Department of Justice regarding the 2018 Census of Law Enforcement Training Academies. I am following up on a survey invitation that we sent addressed to <<POC NAME>>. May I speak with <<POC NAME>>?

[IF CALL RINGS TO POC]

Hello, this is <<INSERT NAME>> calling on behalf of the Bureau of Justice Statistics in the U.S. Department of Justice regarding the 2018 Census of Law Enforcement Training Academies. It is important that we obtain complete data from all law enforcement training academies. I'm calling now to confirm that we have everything recorded correctly and completely for your academy. This should only take a few minutes of your time.

BEGIN READING QUESTION(S) THAT IS (ARE) MISSING INFORMATION OR HAVE INCONSISTENT RESPONSES.

Thank you for your time.

Sample Call Script for Nonresponse Telephone Calls

[IF CALL RINGS TO A GATEKEEPER]

Hello, this is <<INSERT NAME>> calling on behalf of the Bureau of Justice Statistics in the U.S. Department of Justice regarding the 2018 Census of Law Enforcement Training Academies. I am following up on a survey invitation that we sent addressed to <<POC NAME>>. May I speak with <<POC NAME>>?

[IF CALL RINGS TO POC]

Hello, this is <<INSERT NAME>> calling on behalf of the Bureau of Justice Statistics in the U.S. Department of Justice regarding the 2018 Census of Law Enforcement Training Academies. A few months ago, we sent you a letter and an email message inviting your agency to participate in the survey. We did not hear back from your agency and I wanted to follow up with you to confirm that you received the request.

Have you received our communications?

[IF YES]

[IF QUESTIONS ABOUT THE SURVEY]

- The Census of Law Enforcement Training Academies (CLETA) has been conducted periodically since 2002; the last time was in 2013 and 2006 before that.
- The CLETA measures changes in the content of basic training curricula for new law enforcement recruits and shows how the nature of law enforcement training has changed over time.
- BJS will use the data collected through this survey only for research and statistical purposes. Results – at the national level, not at the academy level – will be shared with law enforcement agencies, policy makers, and other stakeholders.
- The survey will take approximately 2 hours to complete, including gathering some of the information and numbers you might need to compile.

[OFFER ASSISTANCE TO COMPLETE]

Is there anything I can do to assist you in completing the survey? A paper version is available if you would prefer to submit the information by mail.

[IF PROMPTING AGENCY TO COMPLETE ONLY CRITICAL ITEMS]

BJS considers the following questions to be most critical: <<INSERT ITEMS>>. Would you be able to provide responses to just those questions? I can record your answers now or schedule a time to call you that would be most convenient.

[IF AGENCY SAYS THEY DO NOT INTEND TO RESPOND]

Thank you for letting us know. Would you be able to provide responses to just those questions? I can record your answers now or schedule a time to call you that would be most convenient. Would you be willing to share with us why you have chosen not to participate?

[IF NO]

Let me review the information we have on file for your agency. [REVIEW E-MAIL ADDRESS AND MAILING ADDRESS.]

Ask for the POC's preferred method of contact and offer to re-send the information.



U.S. Department of Justice

Office of Justice Programs

Bureau of Justice Statistics

Washington, DC 20531

«TITLE» «ACADEMENY HEAD/POC NAME»
OR CURRENT CHIEF EXECUTIVE
«TRAINING ACADEMY»
«ADDRESS1», «ADDRESS2»
«CITY», «STATE» «ZIP»

Dear «TITLE» «NAME»:

The Bureau of Justice Statistics (BJS) and RTI International (our data collection agent) launched the 2018 Census of Law Enforcement Training Academies (CLETA) in January and invited <<TRAINING ACADEMY>> to participate in the study. Unfortunately, we have not received your survey.

Recognizing that your responsibilities place many demands on your time, I hope you could spend 15 to 20 minutes speaking with one of the project staff to answer a limited set of key questions from the survey. The RTI team will be able to ask you the questions by phone and record the answers during the call.

You can contact the RTI team via phone or e-mail at [RTI NUMBER] or CLETA@rti.org to schedule a call when it would be most convenient for you. Otherwise, a member of the team will contact you in the next few days to either schedule a time or collect the information.

If you prefer to answer questions online, you can still access the questionnaire at [WEB ADDRESS] and enter the following information:

User Name: <<WebUsername>>

Password: <<PIN>>

If you have any general comments about this data collection, please contact me at 202-616-1706 or Shelley.Hyland@usdoj.gov.

Thank you for your time and consideration.

Sincerely,

Shelley S. Hyland, Ph.D.
Program Manager

Page 2

Bureau of Justice Statistics

Attachment 17: Fifth reminder (email)

TO: «TITLE» «ACADEMY HEAD/POC NAME»
OR CURRENT CHIEF EXECUTIVE
«TRAINING ACADEMY»

SUBJECT: Census of Law Enforcement Training Academies

Dear «TITLE» «NAME»:

A few weeks ago, a letter related to the 2018 Census of Law Enforcement Training Academies (CLETA) was sent to you by mail. We have not received a response from you, so we are sending this message to request confirmation that we have successfully reached you and encourage you to contact us if you have any questions related to the data collection.

Please reply to this message to confirm that we have reached <<TRAINING ACADEMY>>.

The information contained in the mailed materials is provided below.

Thank you,

Shelley S. Hyland, Ph.D.
Program Manager
Bureau of Justice Statistics

Dear «TITLE» «NAME»:

The Bureau of Justice Statistics (BJS) and RTI International (our data collection agent) launched the 2018 Census of Law Enforcement Training Academies (CLETA) in January and invited <<TRAINING ACADEMY>> to participate in the study. Unfortunately, we have not received your survey.

Recognizing that your responsibilities place many demands on your time, I hope you could spend 15 to 20 minutes speaking with one of the project staff to answer a limited set of key questions from the survey. The RTI team will be able to ask you the questions by phone and record the answers during the call.

You can contact the RTI team via phone or e-mail at [RTI NUMBER] or CLETA@rti.org to schedule a call when it would be most convenient for you. Otherwise, a member of the team will contact you in the next few days to either schedule a time or collect the information.

If you prefer to answer questions online, you can still access the questionnaire at [WEB ADDRESS] and enter the following information:

User Name: <<WebUsername>>
Password: <<PIN>>

If you have any general comments about this data collection, please contact me at 202-616-1706 or Shelley.Hyland@usdoj.gov.

Thank you for your time and consideration.

Sincerely,

Shelley S. Hyland, Ph.D.
Program Manager
Bureau of Justice Statistics



U.S. Department of Justice

Office of Justice Programs

Bureau of Justice Statistics

Washington, DC 20531

«TITLE» «NAME»
OR CURRENT CHIEF EXECUTIVE
«TRAINING ACADEMY»
«ADDRESS1», «ADDRESS2»
«CITY», «STATE» «ZIP»

Dear «TITLE» «NAME»:

We have made several attempts to contact you over the past few months regarding the participation of <<TRAINING ACADEMY>> in the Bureau of Justice Statistics' (BJS) Census Law Enforcement Training Academies (CLETA). Your responses are vital to the success of the project.

I am writing today to notify you that there are only a couple of weeks remaining to complete the questionnaire. We must receive your response soon to ensure that the study results accurately reflect the characteristics and activities of your training academy. The reliability of the study's results directly depends on the participation of all law enforcement training academies. **Since CLETA is a census, <<TRAINING ACADEMY >> cannot be replaced with another training academy.**

Please complete the questionnaire by using the following link: [WEB ADDRESS] and entering the following information:

User Name: «WebUsername»

Password: «PIN»

Alternatively, if you would prefer to complete the questionnaire on paper, we are happy to send you a hard copy or you may download and print a paper version upon entering your questionnaire access code on the CLETA questionnaire website.

If you have questions about CLETA or need to update your contact information (including e-mail address), please contact the CLETA data collection team via phone or e-mail at [800-845-7883](tel:800-845-7883) or CLETA@rti.org. If you have any general comments about this data collection, please contact me at 202-616-1706 or Shelley.Hyland@usdoj.gov.

I greatly appreciate your consideration.

Sincerely,

Shelley S. Hyland, Ph.D.

Program Manager
Bureau of Justice Statistics



U.S. Department of Justice

Office of Justice Programs

Bureau of Justice Statistics

Washington, DC 20531

«TITLE» «NAME»
OR CURRENT CHIEF EXECUTIVE
«AGENCY»
«ADDRESS1», «ADDRESS2»
«CITY», «STATE» «ZIP»

Dear «TITLE» «NAME»:

On behalf of the Bureau of Justice Statistics (BJS) and RTI International, I would like to thank you for your participation in the 2018 Census Law Enforcement Training Academies (CLETA). I truly appreciate your support in completing this survey. Your participation ensures that we are a step closer to providing a complete enumeration of the nation's law enforcement training academies.

This letter confirms that we have received your survey and are currently processing the data. RTI will contact you if there are any questions about the answers your agency has submitted. We anticipate all survey responses will be collected by the end of June 2019. A copy of the report will be available through BJS and the CLETA website in 2020.

If you have any general comments or questions, please feel free to contact me at 202-616-1706 or Shelley.Hyland@usdoj.gov. If you have questions about CLETA, need to change the point of contact at your agency, or need to update your contact information (including email address), please contact the CLETA support team at [\[RTI NUMBER\]](#) or CLETA@rti.org.

Sincerely,

Shelley S. Hyland, Ph.D.
Program Manager
Bureau of Justice Statistics

July 2018

Census of Law Enforcement Training Academies

2018 Questionnaire

Cognitive Interview Findings and Recommendations

Prepared for

**U.S. Department of Justice
Bureau of Justice Statistics**

810 7th Street, NW
Washington, DC 20531

Prepared by

**Ashley Griggs
Christian Genesky**

RTI International
3040 East Cornwallis Road
Research Triangle Park, NC 27709

Contributors

Marianne Ayers, Tim Smith, Travis Taniguchi

RTI Project Number 0215001

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1. Introduction

This report summarizes the findings and recommendations from cognitive interviews of the Census of Law Enforcement Training Academies (CLETA) 2018 questionnaire. The cognitive interviews were conducted in June 2018 by two trained cognitive interviewers from RTI International (RTI). The purpose of the cognitive interviews was to identify potential problems and improvements to the CLETA questionnaire.

Initially, 15 academies were identified as possible cognitive interview participants. RTI selected a purposive sample of academies that reflected the diversity of academy type, size, and operating unit of government or organization. To best reflect the composition of the academies involved in the CLETA, RTI selected academies operated by the following entities: municipal police, state government, special purpose law enforcement agencies, university/colleges, and sheriff's departments. A goal of 9 completed cognitive interviews was set.

Before recruitment began, RTI identified 6 primary and 9 secondary academies, totaling 15 possible participants. A cognitive interview recruiter from RTI contacted each primary sample academy over the phone to ask for their participation. After the initial outreach, additional contact attempts using phone or email were made every three to five business days. In one case, RTI was unable to locate a phone number for the agency head and email was used for all contact attempts. If the agency had not responded to outreach after four attempts, RTI identified an analogous academy from the secondary sample and repeated the recruiting protocol with the substituted agency. To increase participation at the end of recruitment, outreach was conducted with all remaining academies in the secondary list. In addition, Anthony Whyde, the BJS Project Manager, called and emailed nonresponding academies approximately four weeks after RTI's initial outreach attempt.

These efforts resulted in five participating academies, which was below the recruitment goal. BJS and RTI decided to conclude the cognitive testing process without having reached the recruitment goal because the later interviews failed to produce new findings and, most importantly, fielding the survey on time was critical. We note that five academies appeared to be an effective sample size for identifying potential problems with the questionnaire. However, participants reported a range of experiences and interpretations on several key questions. Additionally, the small sample provides little insight into the state-level variations we are likely to experience while fielding the full survey. As a result, our ability to suggest potential improvements is limited, as we cannot be certain that proposed changes are likely to benefit all respondents given the variety of operating and regulatory environments.

Table 1 presents the number of contacted and participating academies by operating agency. The list of participating academies is provided in Appendix A.

Table 1. Recruitment Summary by Academy Type

Academy operated by...	Contacted Academies	Participating Academies
Municipal police	4	1
State government	2	1
Special purpose law enforcement agency	1	1
University or college	5	2
Sheriff's Department	2	0
Total	15	5

The interviews were conducted by phone and lasted 48 minutes, on average. Once an academy agreed to participate in an interview, RTI emailed the academy an invitation letter (Appendix B) and the draft questionnaire (Appendix C). Participants were asked to complete the questionnaire in advance of the interview and to scan and email it to the interviewer, if possible.

During the calls with participants, the interviewers followed a cognitive interview protocol with scripted probes (Appendix D). The interviewers also used spontaneous probes as necessary to clarify key concepts or issues. The findings of all the interviews were considered together to identify recommendations for potential revisions to the questionnaire.

Findings and recommendations from the cognitive interviews are presented in this report in two sections: (1) Question-Specific Discussion, and (2) Miscellaneous Considerations. Each section presents the question being discussed, a discussion of findings, and recommended changes (if any).

2. Question-Specific Discussion

This section presents images of each section/question of the draft CLETA questionnaire that was discussed in the cognitive interviews, along with a discussion of any findings and recommendations. Questions that were neither discussed as part of the interview protocol, nor brought up by participants during the interview, are presented in Appendix E for reference.

The first set of recommendations presented for each section/question is based on findings from the cognitive interviews. The second set of recommendations describes other changes that RTI and/or BJS identified independent of the cognitive interviews.

Cover Page

Form CJ-52

OMB No. 1121-0255: Approval Expires 09/30/2016

2019 CENSUS OF LAW ENFORCEMENT TRAINING ACADEMIES (CLETA)



U.S. Department of Justice, Bureau of Justice Statistics, and acting as collection agent: RTI International

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

[ACADEMY NAME WILL BE PRE-PRINTED HERE]

If the academy name printed above is incorrect, please call us at 1-XXX-XXX-XXXX.

Submit this form using one of the following methods:

- Web:
- Mail:
- Fax:

If you have any questions regarding the survey, please contact [name] at RTI International at (XXX) XXX-XXXX or [email address]. If you have general project-related questions, please contact [name] of BJS at (XXX) XXX-XXXX or [email address].

INSTRUCTIONS

- 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, provide estimates.
- Use blue or black ink and print as neatly as possible using only CAPITAL letters.

Indicate who completed this form:

Name:

Job Title:

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, 610 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.

Findings

Participants were not specifically probed on the cover page, but they were given the opportunity to note any feedback on sections that were skipped in the interview. No participants provided feedback on this section.

Recommendations (Based on Interviews)

None.

Additional Recommendations

As discussed by BJS and RTI over email, update the name of the survey to reference 2018 rather than 2019.

Question 1

GENERAL ACADEMY INFORMATION

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

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

Findings

While this question was straightforward for academies in almost all item categories, academies that were housed in, or tied to, universities expressed confusion about which response to select. One respondent said, "We went back and forth on this; we're kind of a hybrid program. The academy is in charge of recruits, but there's a local community college that does part of the training. And the certificate at the end comes from them." These academies tended to think of themselves first as academies affiliated with police departments; affiliation with a college or university was secondary.

Recommendations (Based on Interviews)

Update the language for the “4-year college/university” and “2-year college/community college” items so that they acknowledge the college/academy dichotomy: “Academy affiliated with a 4-year college/university” and “Academy affiliated with a 2-year college/community college,” respectively.

Additional Recommendations

None.

Question 2

2. In 2018, other than BASIC training, did your academy provide the following types of training?		
	Yes	No
a. First-line or higher supervisor training	<input type="checkbox"/>	<input type="checkbox"/>
b. In-service training for active duty, certified officers	<input type="checkbox"/>	<input type="checkbox"/>
c. Specialized training (e.g. SWAT, K-9, marine, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
d. Lateral training for officers hired from other agencies	<input type="checkbox"/>	<input type="checkbox"/>
e. Field training instructors (FTO) / Police Training Officers (PTO)	<input type="checkbox"/>	<input type="checkbox"/>
f. Pre-service training (Training prior to the enrollment in a BASIC training class)	<input type="checkbox"/>	<input type="checkbox"/>
g. Night class, extended format, or modular format	<input type="checkbox"/>	<input type="checkbox"/>
h. Reserve officer course	<input type="checkbox"/>	<input type="checkbox"/>

Findings

In general, participants seemed to understand the intent of Question 2, but four of the five participants expressed hesitation at what types of training might be considered “provided” within the context of this question. For example, one participant mentioned that he was unsure whether to select “Yes” or “No” on Item 2a (first-line or higher supervisor training) because a relevant class is hosted on academy grounds but is not run by the academy. In several other cases, participants from college-affiliated classes were unsure whether to include classes or programs that were offered at the college but not overseen by the academy.

Recommendations (Based on Interviews)

Modify the question to better clarify that it is meant to capture trainings offered by the respondent's academy: "In 2018, in addition to BASIC training, which of the following types of training did your academy offer? Include only trainings conducted or provided by your academy." For consistency with similar instructions across the questionnaire, use bold font for only the first sentence.

Additional Recommendations

None.

Question 3

3. 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*

Findings

Participants did not have any issues with this question. All seemed to have a solid understanding of what was meant by "BASIC law enforcement training."

Recommendations (Based on Interviews)

None.

Additional Recommendations

None.

Question 6

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

	Yes	No
a. Associate's Degree	<input type="checkbox"/>	<input type="checkbox"/>
b. Bachelor's Degree	<input type="checkbox"/>	<input type="checkbox"/>

Findings

Participants did not have issues with this question. Participants understood that to offer an associate's or bachelor's degree, an affiliation with a college or university was required.

Recommendations (Based on Interviews)

None.

Additional Recommendations

None.

Question 8

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

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

Findings

Overall, participants had little difficulty with this question, but one participant noted that the list of categories in this question was not applicable to his academy: “You’re using terminology that we, by statute, do not [use]. By statute you’re either a full-time officer or a part-time officer.” He continued to explain that officers are licensed as full-time or part-time rather than a position-specific designation. For example, an arson investigator is categorized simply as a full-time officer. The participant explained that a recruit’s eventual job title (i.e., position) was distinct from their status as an officer and had no bearing on their BASIC training. However, this participant answered “Yes” to seven of the fifteen items, suggesting that he reported on their eventual roles (i.e. titles), despite the difficulty he experienced with this question.

Recommendations (Based on Interviews)

Based on the participant experience described above, it is possible that this question would cause some confusion for respondents depending upon state statutory authority of law enforcement officers. However, given that the respondent was able to successfully answer this question, we do not have any recommended changes at this time. Additional interviews, with special attention paid to state variations, would be needed to develop recommendations for remediating this challenge.

Additional Recommendations

RTI has a few other observations about this question:

- Item C, “Campus police officer,” could be more clearly labeled as “University/college campus police officer”
- Item I, “Arson investigator,” could be made clearer by defining it as “Arson investigator/fire marshal”.
- A category for “Marshal” is omitted from the responses. We defer to BJS in determining if this is a relevant category of law enforcement trainee.

Question 9

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.

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"/>
b. Sheriff's office/department	<input type="text"/> <input type="text"/> <input type="text"/>
c. State police/highway patrol agency	<input type="text"/> <input type="text"/> <input type="text"/>
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"/>
e. Total Number of agencies served in 2018 (Sum of rows a through d)	<input type="text"/> <input type="text"/> <input type="text"/>

Findings

Most participants seemed to understand the terminology used in this question, with one exception. When probed on what was meant by “self-sponsored candidates,” one participant indicated that the phrase referred to officers taking part in the academy who had been hired by the participant’s agency (rather than another agency). All other participants understood “self-sponsored” to refer to candidates who were paying for academy training out of their own pocket, without a sponsoring agency.

One participant indicated that his numbers for this question had to be counted manually since they were not tracked in a spreadsheet; he described this process as “difficult.”

Recommendations (Based on Interviews)

To more explicitly explain which academy recruits should be excluded, change “Do not include self-sponsored candidates” to “Do not include self-sponsored candidates (candidates who are not affiliated with or sponsored by an agency).”

Additional Recommendations

None.

Question 10

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:

- Hours
- Weeks
- Months
- Semesters
- Other increment (please specify):

Findings

Participants' reactions and responses to Question 10 demonstrated the flexibility of the question to capture a wide variety of reporting methods. Participants commonly used the "hours," weeks," and "months" check boxes to report their training length, but had no issues providing a response using this question format. Participants reporting in hours were likely to report the hours outlined in the state-mandated peace officer curriculum.

One participant, who reported in hours, expressed concern that his hours did not fully capture time spent in the academy. He explained that recruits are in class for 720 hours, but they participate in the academy "from Monday morning until [they] decide to let them go on Friday," and they also participate in scenario training outside of class during that time-frame. Participants reporting in weeks or months reported the amount of time that had passed from the start to the end of the academy program.

Recommendations (Based on Interviews)

The finding that participants preferred to report in different units of time supports the current question structure. At this time, we do not recommend any changes to this structure, but suggest that when analyzing response data, BJS considers the lack of precision in these estimates. However, participants appeared capable of reporting the length of training in a variety of formats. Future development of this question should attempt to better constrain answer responses to facilitate the analytic utility of this question. The value of this question in understanding variations in quantity of training provided would be improved by better standardization of the temporal units.

Additional Recommendations

None.

Question 11

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 (field training was agency-specific)
 No

Findings

No issues were identified with Question 11. Two participants were not probed about this question due to time constraints, and the three who were probed on it understood that “recruits” refers to academy graduates and “field training” refers to progressively gaining more responsibility while working under the guidance of an experienced officer.

Recommendations (Based on Interviews)

None.

Additional Recommendations

None.

Question 16

16. For BASIC recruit academy class(es) that ENDED in 2018, how many of the total number of personnel serving as trainers or instructors were in each category shown below? 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	□ □ □ □	□ □ □ □
b. On-duty sworn officers temporarily assigned to the academy	□ □ □ □	□ □ □ □
c. Off-duty sworn officers compensated to teach	□ □ □ □	□ □ □ □
d. Retired sworn officers	□ □ □ □	□ □ □ □
e. Civilians employed by, or permanently assigned to, the academy	□ □ □ □	□ □ □ □
f. Civilians temporarily assigned to the academy	□ □ □ □	□ □ □ □
g. Total number of trainers or instructors (Sum of Rows a through f)	□ □ □ □	□ □ □ □

Findings

Two participants indicated confusion about the full-time/part-time distinction in Question 16. Many academies rely on outside subject-matter experts to teach specific class content; these individuals are not academy employees. For instance, several academies pointed out that lawyers from the prosecutor's office teach law-related classes but were not otherwise involved with the academy. Considering the breadth of content covered in academies' curriculum, this could add up to dozens of temporary instructors teaching class for a single day or week. As such, participants had trouble tracking instructors—particularly the many instructors that they would consider part-time. One participant described his part-time estimate as a “wild guess.”

Another area of confusion on Question 16 was whether full-time and part-time referred to the trainers'/instructors' status within their affiliated agency or in their role as a trainer/instructor at the academy. Two participants were unsure about whether to consider the officers who came to campus to teach a specific class as part-time (because they were only teaching for part of a day or week) or full-time (because they were full-time officers with the academy's affiliated agency).

Participants did not express the need for an “other” category, nor did they provide a total that was greater than the sum of the rows; together, these trends suggest the categories in Question 16 are sufficient as provided, and that participants did not omit any trainers or instructors who might not have fit into the existing categories. However, one participant counted each of his instructors twice: once in row “a”, and a second time in either rows “c” or “d.”

Recommendations (Based on Interviews)

To clarify that full-time versus part-time status refers to the trainer/instructor position, modify the question to ask, “...how many of the total number of personnel serving as trainers or instructors worked full-time or part-time in that role?”

In addition, underline the phrase “only once” in the question text and modify the column headers to “Trainers or instructors teaching full-time at the academy” and “Trainers or instructors teaching part-time at the academy.”

Additional Recommendations

None.

Question 17

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

Findings

In discussions about Question 17, participants consistently indicated that a formal education requirement was not specific to the academy or an individual's status as an academy trainer/instructor. Academies generally relied on skilled officers as instructors, and any education requirements were related to their status as an officer rather than their status as an instructor. One participant even pointed out that their academy had previously required a bachelors' degree for officers working as instructors, which was problematic because many skilled officers did not have four-year degrees. As such, participants seemed hesitant to select "not applicable" since these officers did not lack education but did not feel any of the other selections applied either.

Recommendations (Based on Interviews)

RTI recommends editing this question to better reflect the distinction between education required to be an officer and the education required to be a full-time instructor/trainer. The most robust approach would be to add a screener question to determine if the academy has an education requirement that is distinct from any more general education requirements of the agency. One possibility would be "Are there education requirements specific to your academy's full-time trainers or instructors?"

If BJS declines to add a screener question, modification to the question may improve interpretability. We suggest modifying the question to read: "In 2018, what was the minimum education requirement for your academy's full-time trainers or instructors? Indicate only the education requirements that are specific to academy trainers/instructors. Do not include general education requirements for sworn officers." For consistency with similar instructions across the questionnaire, use bold font for only the first sentence; do not bold the two clarifying sentences.

Expand the "Not applicable" response to "Not applicable—there was no formal education requirement specific to academy trainers or instructors."

Additional Recommendations

We note that there is no opportunity to report varying education requirements. For example, there would be no way for a respondent to indicate if there are different education requirements for sworn versus civilian training staff. One option would be to create two columns and allow respondents to make two selections: one for officers assigned to the academy, and one for civilian instructors working at the

academy. We note, however, that this solution would require additional testing which is severely constrained by the project schedule.

Question 18

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

Findings

One participant indicated that the minimum years of experience required for trainers or instructors varies by the subject being taught. All trainers/instructors need to be POST-certified, and those who teach specialized subjects, such as firearms, are required to have additional POST certification.

Recommendations (Based on Interviews)

Add an instruction at the end of the question indicating how respondents should answer if the minimum requirement varies. For example, "If the minimum requirement varies by topic, enter the requirement that was the least."

Additional Recommendations

None.

Question 19

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 type="checkbox"/>	<input type="checkbox"/>
b. Academy certification	<input type="checkbox"/>	<input type="checkbox"/>
c. Qualified subject matter expert	<input type="checkbox"/>	<input type="checkbox"/>
d. Other certification requirement (please specify): <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

Three participants said they thought that Item a, "State- or POST-certification" refers to certification as an instructor, while one thought it refers to certification as an officer. The latter participant still answered "Yes" to the item because his academy's instructors must be POST-certified officers, even though instructor-level POST certification is not mandated. The fifth participant did not share his interpretation of the item because he felt that the designation does not apply to his academy. In this

instance, the academy was run by a special purpose jurisdiction and the POST-certification was an aspect handled by the academy's university partner.

Recommendations (Based on Interviews)

Modify response options for Question 19 to include:

- Item a, "State- or POST-certification as a sworn officer"
- Add item for "State- or POST-certification as an instructor"

Additional Recommendations

None.

Question 24

24. In 2018, which of the following resources did BASIC training recruits have access to? Mark only one response for each item.

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	
Educational			
a. Computer lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Electronic tablet/iPad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Internet/on-line classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Media lab/video production facility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Mobile data terminals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Resource center/library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Subscription to a down-link information service (e.g., LETN, PoliceOne Academy, In the Line of Duty)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Video conferencing classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weapons/Self-Defense			
i. Defensive tactics room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Firearms training simulators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Indoor firearms range	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Outdoor firearms range	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Scenario training facility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Fitness/Agility			
n. Fitness facilities (e.g., gymnasium, weight room)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Obstacle course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Swimming pool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Driving-Related			
q. Driving simulator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Vehicle operation range	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Residency			
s. Dormitory/residential facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

When asked how they would define “operated by your academy,” participants generally described this as meaning that a resource is under the academy’s direct control and command. Two participants mentioned the distinction of whether the resource is on-site or off-site. However, one of them said he would include resources at another site if they were not contracted with a third party, while the other said he would exclude any resources located off-site.

One participant who noticed the instruction to mark only one response per item questioned how he should respond to Item m, Scenario training facility, because his academy has a scenario training area on-site but also uses an off-site building not owned by the academy for active shooter training. He commented that the first two options are both true, but ultimately selected only one response, “operated by your academy.”

Participants commented on the following items:

- Item b, “Electronic tablet/iPad:” One participant reported that his academy has computers that can be turned into tablets. He decided those computers did not count as tablets and selected the third option, “Recruits in BASIC training did not have access.”
- Item f, “Resource center/library:” One participant was surprised to see this listed. He said, “I don’t know how many academies have one.”
- Item g, “Subscription to a down-link information service (e.g., LETN, PoliceOne Academy, In the Line of Duty):” One participant thought that other jurisdictions might need clarification on this item. He suggested mentioning that “they are internet links, because ‘down-link’ is a little confusing.”
- Item r, “Vehicle operation range:” One participant was unfamiliar with this term but selected “Operated by your academy” because he assumed it meant a driving track.

Recommendations (Based on Interviews)

Modify the question to clarify that both on-site and off-site resources should be included: “In 2018, which of the following resources did BASIC training recruits have access to, whether on-site or off-site?”

Remove the instruction to mark only one response per item. Program the web survey so that the third option (recruits did not have access) cannot be selected in combination with either of the first two options (recruits did have access).

Modify Item g to remove the infrequently used term “down-link”. Change the response text to read: “Subscription to web- or online-based training content (e.g., LETN, PoliceOne Academy, In the Line of Duty).”

Modify Item r to clarify that it refers to a driving track: “Vehicle operation/driving range.”

Additional Recommendations

None.

Question 25

25. 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 below.

\$, , If amount is estimate, check here.

Findings

Participants were not specifically probed on Question 25, but two participants shared relevant comments on this question later in the interview. Both participants noted that they needed to request their academy's operating budget from colleagues in finance or HR.

Recommendations (Based on Interviews)

None.

Additional Recommendations

None.

Question 26

26. 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 below.

\$, , If amount is estimate, check here.

Findings

Participants were not specifically probed on Question 26, but two participants shared relevant comments on this question later in the interview. Both participants noted that they needed to request their academy's equipment budget from colleagues in finance or HR. One of these participants said that it took a while to determine his academy's equipment budget because his academy is part of a very large agency and the academy's budget is part of the broader agency's budget. Creating additional problems, the academy does not have an equipment budget; equipment is earmarked for the academy within the agency's equipment budget. For these reasons, this participant found determining the equipment budget to be both challenging and time-consuming.

Recommendations (Based on Interviews)

None.

Additional Recommendations

None.

Question 27

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 gender.

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

Findings

All participants had access to the information requested in Question 27, but one had to manually review records for individual recruits to count males and females. He predicted that respondents might start to breakoff around Questions 27 and 28 because many academies have a large number of recruits, and if they do not already have the information reported electronically, it would be extremely burdensome to gather these numbers.

Recommendations (Based on Interviews)

Burden could be considerably reduced by not disaggregating by recruit sex. However, this information is of analytic value and there is no obvious method to resolving this challenge without reducing the utility of this question.

Additional Recommendations

None.

Question 28

28. 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"/> <input type="text"/> <input type="text"/>	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/>
b. Black or African American, non-Hispanic	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/>
c. Hispanic or Latino	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/>
d. American Indian or Alaska Native, non-Hispanic	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/>
e. Asian, non-Hispanic	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/>
f. Native Hawaiian or other Pacific Islander, non-Hispanic	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/>
g. Two or more races	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/>
h. Not known	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/>
i. Total for classes ending in 2018 (Sum of Rows a through h)	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/>

Findings

One participant stated that he chooses not to track identifying factors such as race. This participant predicted that some respondents would be offended by this question.

Recommendations (Based on Interviews)

Despite the potential sensitivity of this question, RTI has no recommendations for changes to this question at this time.

Additional Recommendations

None.

Question 29

29. With regard to those recruits who did not complete BASIC training in the classes that ended in 2018, please provide the number of recruits by each primary reason for non-completion by gender. Please respond to this question using only numbers; report unknowns within category 'j'.

If all recruits completed BASIC training in the classes that ended in 2018, check here: → Go to Question 30

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

Findings

None of the participants cited difficulty with this question. They all indicated that their academy tracks reasons for noncompletion and they are able to provide the requested numbers.

One participant noted that recruits who are struggling academically may be given the option to resign before being fired. In this case, the official, reported reason for noncompletion would be voluntary, while the actual, unreported reason would be academic.

Another participant noted that their state had four assessment categories considered critical—that is, recruits who failed any one of these four assessments were considered a “high liability” and could not graduate from the academy. For example, one recruit failed “defensive tactics” and therefore failed the academy program entirely. The participant was unsure where to count this recruit, and so reported him in the “other” category.

Recommendations (Based on Interviews)

After the existing failure to qualify items, add a new item that reads, “Failure to qualify – other critical requirement,” to account for academies’ varied pass/fail assessments.

Add additional instruction that indicates respondents should only count recruits once, even if there were multiple reasons for dismissal. Alternatively, include a category for multiple reasons for dismissal.

Additional Recommendations

None.

Question 32

32. The training environment of some academies can be described as a stress model (i.e., military style), a non-stress model (i.e., academic), 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
- Slightly more stress than non-stress model
- Equal balance of stress and non-stress model
- Slightly more non-stress than stress model
- All or mostly non-stress model

Findings

Two participants provided their own terms when discussing this question. One referred to the non-stress model as the “adult learning model” and another referred to the stress model as the “paramilitary model.” Despite these differences in terminology that participants identified, only one participant had difficulty with this question. He attributed this to two things: (1) he thought the three middle options (slightly more stress, equal balance, and slightly more non-stress) sounded as though they represented a 51%, 50%, and 49% mix, and (2) he said that all parts of his academy’s program have stress, but it’s not necessarily “military style.” This participant thought that stress needed to be described more broadly. As currently written, he said this was the most difficult question in the survey for him.

Recommendations (Based on Interviews)

The additional terms identified during testing can be incorporated into the first sentence of the question: “The training environment of academics 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.”

Remove “slightly” from the second and fourth response options. This would provide a clearer distinction between the spectrum of answers.

Additional Recommendations

None.

Question 33

33. Please 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 require 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 us your best estimates, even if a topic was integrated throughout the curriculum. If estimating, please mark the box in the far-right column next to 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, mark in this column
Operations							
a. Basic first-aid/CPR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	hours	<input type="checkbox"/>
b. Computers/information systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	hours	<input type="checkbox"/>
c. Emergency vehicle operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	hours	<input type="checkbox"/>
d. Investigations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	hours	<input type="checkbox"/>
e. Patrol procedures/techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	hours	<input type="checkbox"/>
f. Report writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	hours	<input type="checkbox"/>
g. Evidence processing and storage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	hours	<input type="checkbox"/>
h. Traffic accident investigations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	hours	<input type="checkbox"/>
i. Radar/lidar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	hours	<input type="checkbox"/>
j. Intelligence gathering and analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	hours	<input type="checkbox"/>
k. Interrogation/interviewing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	hours	<input type="checkbox"/>
Weapons/Defensive Tactics							
l. Defensive tactics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	hours	<input type="checkbox"/>
m. De-escalation/verbal judo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	hours	<input type="checkbox"/>
n. Firearms skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	hours	<input type="checkbox"/>
o. Nonlethal weapons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	hours	<input type="checkbox"/>

33. (continued) Please indicate whether your academy's BASIC training program provided instruction of 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, mark in this column
Legal				
p. Criminal/constitutional law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
q. Juvenile justice law and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
r. Traffic law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
Community Policing				
s. Community partnership building/collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
t. Cultural diversity/human relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
u. Mediation/conflict management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
v. Problem-solving approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
w. Applying research methods to study crime and disorder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
x. Using crime mapping to analyze community problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
Self-Improvement				
y. Basic foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
z. Communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
aa. Ethics and integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
bb. Health and fitness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
cc. Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
dd. Stress prevention/management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
Special Topics				
ee. Opioids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
ff. Clandestine drug labs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
gg. Crimes against children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
hh. Cyber/internet crimes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>

33. (continued) Please indicate whether your academy's BASIC training program provided instruction of 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, mark in this column
Special Topics (continued)				
ii. Emergency management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
jj. Terrorism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
kk. Domestic violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
ll. Elder abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
mm. Gangs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
nn. Hate crimes/bias crimes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
oo. Human trafficking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
pp. Mental illness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
qq. Sexual assault	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
rr. Sexual harassment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
ss. Victim response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
tt. Response to an active shooter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
uu. DUI/Sobriety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>

Findings

Participants found this question to be especially challenging and time-consuming to answer. Part of the difficulty was due to the volume of information being requested; participants had to pore over the details of their curriculum to answer the question. Another challenge was that their records did not generally map with the question. Some of the topical areas were addressed in multiple classes, and some classes cover multiple topic areas. This made the response process cognitively challenging and burdensome. One participant noted that he double-counted some hours because he thought they fit under both communications and community policing items.

The use of estimate boxes varied greatly. One participant checked the estimate box for almost all items mainly to indicate that he was unsure about the categories, rather than being unsure about the actual number of hours. Three participants used the estimate box sparingly and as needed. One participant did not use estimate boxes at all.

One participant noted that the hours he reported are an accurate reflection of the hours in his academy's curriculum, but the curriculum does not reflect training that occurs outside of the classroom. Specifically, this participant was referring to "scenario training," in which recruits might participate in emergency drills or practical scenarios between classes or after hours.

Participants had varied interpretations of Item z, “Communications,” in the Self-Improvement section. When asked to provide examples of what the item is asking about, four participants provided the following examples: professional communications, communicating with the public, using the radio, tactical communications, de-escalation, and cultural diversity. “Communicating with the public” was mentioned by two of these participants, but all of the other examples were mentioned by only one participant. The fifth participant counted under “Communications” all of his academy’s courses that touch on any aspect of communications, including interviewing techniques, stress management, interpersonal communications, crisis/conflict management, and debriefing.

One participant thought that Item e, “Patrol procedures/techniques” was too open-ended. Another participant commented that he did not understand why Item y, basic foreign language, was included.

Recommendations (Based on Interviews)

Response Z “Communications” had considerable variation in interpretation. Additional guidance should be provided to respondents on the meaning of this response.

Removing the requirement to report hours per training topic would substantially reduce burden but we recognize the importance of this information from an analytic perspective.

Additional Recommendations

None.

Question 34

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

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

Findings

Regarding Item h, use of force continuum, one participant commented that this term is no longer used. He explained, “We call it situational use of force. Situational use of force requires an officer to do an assessment and go to the appropriate option to take care of the situation. Most academies will know

what continuum is referring to, but I don't think it's taught anymore.” This same participant commented that Item d, threat assessment, is part of use of force. One other participant commented on the threat assessment item, noting that his academy might not have a scenario that is specific to threat assessment, but “that’s definitely covered in scenarios that might be focused on other things.” That participant still selected “yes” for Item d, Threat assessment.

Recommendations (Based on Interviews)

Change Item h to “Use of force continuum / Situational use of force”

Additional Recommendations

We note that Item e. “non-lethal live fire” does not fit in with the question format or other answer types. “Non-lethal live fire” is a method of training, it is not the topic of training. Reality-based training may employ non-lethal live fire, but it is not, in the most specific sense, a topic of the reality-based training.

3. *Miscellaneous Topics*

Burden

The cognitive interviews suggest that the survey is likely to take respondents about one to two hours to complete. However, this estimate is based on the completion time estimates provided by only four cognitive interview participants; the fifth said he was unable to provide an estimate.

When asked to comment on the survey's length and time needed to answer the questions, three of the participants described it as "reasonable," "good," or "no problem." A fourth said that it would take a long time to complete if the respondent were unable to sit down undisturbed to complete the entire survey at once. The fifth participant (who reported the survey took him one hour to complete) had a much different take on the length, describing it as "way too long." It took him a lot of time to look up numbers for staff/class breakdowns and for the hours in each of those classes. He also said that he spent "a long time deciding how to answer about stress models." This participant noted that Questions 35 and 36, which ask whether certain weapons topics were covered in the academy's training, were quick to complete.

Data Availability

Three of the five participants needed to reach out to one or more colleagues—including administrative assistants, finance staff, and HR staff—to gather the information requested in the survey. The main topics they needed help gathering information on were staffing and budgets.

Appendix A: Cognitive Interview Participants

Table 2. Cognitive Interview Participants

Academy Name	Operating Agency	State
Denver Police Academy	Municipal Police	CO
Maine Criminal Justice Academy	State Government	ME
Florida Fish and Wildlife Conservation Commission	Special Purpose Law Enforcement Agency	FL
Northeast Wisconsin Technical College	University or College	WI
Rio Hondo College	University or College	CA

Appendix B: Invitation Letter

[DATE]

[NAME]

[AGENCY]

[ADDRESS]

[CITY], [STATE] [ZIP]

Dear [TITLE] [NAME],

Recently, you were asked by the Bureau of Justice Statistics (BJS) and its data collection agent, RTI International (RTI), to assist with a special effort related to the Census of State and Local Law Enforcement Agencies (CSLLEA). Conducted periodically since 1986, the CSLLEA is the only systematic, national-level data collection providing a complete enumeration of the approximately 20,000 publicly-funded law enforcement agencies in the U.S. BJS, RTI and the Police Executive Research Forum, are editing the instrument to ensure that the survey continues to meet this goal.

As part of this effort, we are asking a small number of law enforcement agencies to review an updated version of the survey; a copy is enclosed for your reference. We would like to get your feedback on the following:

- Instructions, terms, or questions that are vague or insufficiently defined;
- Answer choices that are unclear, confusing, or insufficient; and
- Answers that you would choose and how you would arrive at those responses.

As arranged previously, I will call you at [TIME] on [DAY], [DATE] to discuss your responses and experience answering the questions. **If possible, please answer the questions prior to our call**—this will allow for a more efficient discussion.

If you have any questions about this special request, please contact me at [PHONE] or [EMAIL]. If you have any general comments about the CSLLEA, please contact Shelley Hyland, the CSLLEA Program Manager at BJS, at 202-616-1706 or Shelley.Hyland@usdoj.gov.

Sincerely,

[INTERVIEWER SIGNATURE]

[INTERVIEWER NAME], [DEGREE]

[JOB TITLE]

RTI International

[EMAIL]

Appendix C: Questionnaire

2019 CENSUS OF LAW ENFORCEMENT TRAINING ACADEMIES (CLETA)



U.S. Department of Justice, Bureau of Justice Statistics, and acting as collection agent: RTI International

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

[ACADEMY NAME WILL BE PRE-PRINTED HERE]

If the academy name printed above is incorrect, please call us at **1-XXX-XXX-XXXX**.

Submit this form using one of the following methods:

- **Web:** [Information will be provided on final survey]
- **Fax:**

- **Mail:** [Information will be provided on final survey]

If you have any questions regarding the survey, please contact [name] at RTI International at (XXX) XXX-XXXX or [email address]. If you have general project-related questions, please contact [name] of BJS at (XXX) XXX-XXXX or [email address].

INSTRUCTIONS

- **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, provide estimates.
- Use blue or black ink and print as neatly as possible using only CAPITAL letters.

Indicate who completed this form:

Name:
Last Name First Name MI

Job Title:

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, 610 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.

GENERAL ACADEMY INFORMATION

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

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

2. In 2018, other than BASIC training, did your academy provide the following types of training?

	Yes	No
a. First-line or higher supervisor training	<input type="checkbox"/>	<input type="checkbox"/>
b. In-service training for active duty, certified officers	<input type="checkbox"/>	<input type="checkbox"/>
c. Specialized training (e.g. SWAT, K-9, marine, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
d. Lateral training for officers hired from other agencies	<input type="checkbox"/>	<input type="checkbox"/>
e. Field training instructors (FTO) / Police Training Officers (PTO)	<input type="checkbox"/>	<input type="checkbox"/>
f. Pre-service training (Training prior to the enrollment in a BASIC training class)	<input type="checkbox"/>	<input type="checkbox"/>
g. Night class, extended format, or modular format	<input type="checkbox"/>	<input type="checkbox"/>
h. Reserve officer course	<input type="checkbox"/>	<input type="checkbox"/>

3. 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*

4. In 2018, was your academy state- or POST-certified/approved?

- Yes
- No

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

- Yes
- No

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

	Yes	No
a. Associate's Degree	<input type="checkbox"/>	<input type="checkbox"/>
b. Bachelor's Degree	<input type="checkbox"/>	<input type="checkbox"/>

7. 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 (i.e., student-initiated)
- No

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

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

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"/>
b. Sheriff's office/department	<input type="text"/> <input type="text"/> <input type="text"/>
c. State police/highway patrol agency	<input type="text"/> <input type="text"/> <input type="text"/>
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"/>
e. Total Number of agencies served in 2018 (Sum of rows a through d)	<input type="text"/> <input type="text"/> <input type="text"/>

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:

- Hours
- Weeks
- Months
- Semesters
- Other increment (please specify):

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 (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:

- 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

BASIC TRAINING PERSONNEL

16. For BASIC recruit academy class(es) that ENDED in 2018, how many of the total number of personnel serving as trainers or instructors were in each category shown below? 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	□ □ □ □	□ □ □ □
b. On-duty sworn officers temporarily assigned to the academy	□ □ □ □	□ □ □ □
c. Off-duty sworn officers compensated to teach	□ □ □ □	□ □ □ □
d. Retired sworn officers	□ □ □ □	□ □ □ □
e. Civilians employed by, or permanently assigned to, the academy	□ □ □ □	□ □ □ □
f. Civilians temporarily assigned to the academy	□ □ □ □	□ □ □ □
g. Total number of trainers or instructors (<i>Sum of Rows a through f</i>)	□ □ □ □	□ □ □ □

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

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 type="checkbox"/>	<input type="checkbox"/>
b. Academy certification	<input type="checkbox"/>	<input type="checkbox"/>
c. Qualified subject matter expert	<input type="checkbox"/>	<input type="checkbox"/>
d. Other certification requirement (please specify): <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. In 2018, did your academy send any of its full-time trainers or instructors to other BASIC law enforcement training academies as a means for sharing resources?

- Yes
 No

21. 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 type="checkbox"/>
b. Supervisory evaluations	<input type="checkbox"/>	<input type="checkbox"/>
c. Peer evaluations (i.e., evaluated by other instructors)	<input type="checkbox"/>	<input type="checkbox"/>
d. Student feedback/evaluations	<input type="checkbox"/>	<input type="checkbox"/>

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

- Yes
 No → *Go to Question 24*

23. 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 type="checkbox"/>	<input type="checkbox"/>
b. State- or POST-commission	<input type="checkbox"/>	<input type="checkbox"/>
c. Subject matter expert	<input type="checkbox"/>	<input type="checkbox"/>
d. Law enforcement advisory board	<input type="checkbox"/>	<input type="checkbox"/>
e. Academy staff input	<input type="checkbox"/>	<input type="checkbox"/>

ACADEMY RESOURCES

24. In 2018, which of the following resources did BASIC training recruits have access to? Mark only one response for each item.

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	
Educational			
a. Computer lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Electronic tablet/iPad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Internet/on-line classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Media lab/video production facility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Mobile data terminals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Resource center/library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Subscription to a down-link information service (e.g., LETN, PoliceOne Academy, In the Line of Duty)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Video conferencing classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weapons/Self-Defense			
i. Defensive tactics room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Firearms training simulators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Indoor firearms range	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Outdoor firearms range	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Scenario training facility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Fitness/Agility			
n. Fitness facilities (e.g., gymnasium, weight room)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Obstacle course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Swimming pool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Driving-Related			
q. Driving simulator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Vehicle operation range	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Residency			
s. Dormitory/residential facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. 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 below.

\$, , If amount is estimate, check here.

26. 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 below.

\$, , If amount is estimate, check here.

BASIC ACADEMY TRAINEES

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 gender.

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

28. 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"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
b. Black or African American, non-Hispanic	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
c. Hispanic or Latino	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
d. American Indian or Alaska Native, non-Hispanic	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
e. Asian, non-Hispanic	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
f. Native Hawaiian or other Pacific Islander, non-Hispanic	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
g. Two or more races	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
h. Not known	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
i. Total for classes ending in 2018 (Sum of Rows a through h)	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> , <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

29. With regard to those recruits who did not complete BASIC training in the classes that ended in 2018, please provide the number of recruits by each primary reason for non-completion by gender. Please respond to this question using only numbers; report unknowns within category 'j'.

If all recruits completed BASIC training in the classes that ended in 2018, check here: → Go to Question 30

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

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

- Yes
 No → Go to Question 32

31. If yes, were the following actions taken in response to violations in 2018?

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

BASIC CORE CURRICULUM

32. The training environment of some academies can be described as a stress model (i.e., military style), a non-stress model (i.e., academic), 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
 Slightly more stress than non-stress model
 Equal balance of stress and non-stress model
 Slightly more non-stress than stress model
 All or mostly non-stress model

33. Please 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 require 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 us your best estimates, even if a topic was integrated throughout the curriculum. If estimating, please mark the box in the far-right column next to 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, mark in this column
Operations				
a. Basic first-aid/CPR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
b. Computers/information systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
c. Emergency vehicle operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
d. Investigations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
e. Patrol procedures/techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
f. Report writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
g. Evidence processing and storage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
h. Traffic accident investigations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
i. Radar/lidar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
j. Intelligence gathering and analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
k. Interrogation/interviewing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
Weapons/Defensive Tactics				
l. Defensive tactics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
m. De-escalation/verbal judo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
n. Firearms skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
o. Nonlethal weapons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>

33. (continued) Please indicate whether your academy's BASIC training program provided instruction of the following topics in 2018. If yes, provide the approximate number of hours of instruction require 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, mark in this column
Legal				
p. Criminal/constitutional law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
q. Juvenile justice law and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
r. Traffic law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
Community Policing				
s. Community partnership building/collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
t. Cultural diversity/human relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
u. Mediation/conflict management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
v. Problem-solving approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
w. Applying research methods to study crime and disorder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
x. Using crime mapping to analyze community problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
Self-Improvement				
y. Basic foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
z. Communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
aa. Ethics and integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
bb. Health and fitness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
cc. Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
dd. Stress prevention/management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
Special Topics				
ee. Opioids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
ff. Clandestine drug labs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
gg. Crimes against children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
hh. Cyber/internet crimes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>

33. (continued) Please indicate whether your academy's BASIC training program provided instruction of the following topics in 2018. If yes, provide the approximate number of hours of instruction require 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, mark in this column
Special Topics (continued)				
ii. Emergency management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
jj. Terrorism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
kk. Domestic violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
ll. Elder abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
mm. Gangs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
nn. Hate crimes/bias crimes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
oo. Human trafficking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
pp. Mental illness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
qq. Sexual assault	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
rr. Sexual harassment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
ss. Victim response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
tt. Response to an active shooter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>
uu. DUI/Sobriety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> hours	<input type="checkbox"/>

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

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

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

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

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

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

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

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

38. 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.

Please retain a copy for your records as project staff may call to clarify responses.

Please mail your completed questionnaire to the address noted below, or fax it to (xxx) xxx-xxxx.

[Address will be provided on final survey.]

Appendix D: Cognitive Interview Protocol

2019 CLETA: Cognitive Interview Protocol

DATE: ___ ___ / ___ ___ / 2018
M M D D

START TIME: ___ ___ : ___ ___ AM / PM

[BASIC GREETING...]

Thanks for agreeing to help us develop the questionnaire for the 2019 Census of Law Enforcement Training Academies, or CLETA. The call will take about an hour. If this time still works for you, I'd like to start with a short summary of the goals for today's call and explain a bit about how I'll conduct the interview.

IF NO LONGER A GOOD TIME, OFFER TO RESCHEDULE

IF STILL GOOD TIME, CONTINUE

As you may know, the Bureau of Justice Statistics and RTI are preparing to conduct the CLETA in early 2019. As we get ready for the study, we are asking academy staff like you to review the draft questionnaire. During this call, I'll ask questions to get your reactions to the draft— including things like how the questions are worded, ways to clarify instructions, and the information your agency tracks that is related to the survey questions.

Please keep in mind that there are no right or wrong answers to my questions. One of our main goals is to draft questions that make sense, so if anything about the questions is confusing or unclear, you can help by pointing this out to me. Also, if you're not sure how you would respond to any of the questions, please tell me that, too.

I am interested in hearing all of your feedback on the survey, but because there are a lot of topics to discuss and we only have an hour, sometimes I might ask that we move on to the next question before you've had a chance to share everything on your mind. At the end of the interview you can share any important feedback that you didn't have a chance to share earlier.

Do you have any questions before we begin?

Before we start discussing the questions, do you happen to recall approximately how much time you spent completing the questionnaire? Please include the time you and any others at your agency spent gathering information needed to answer the questions.

_____ HOURS

_____ MINUTES

I'm planning to discuss only some of the questions on the questionnaire, but if you have comments or concerns about any of the questions I skip, please feel free to share them with me at any time.

- P1. The first question I'd like to discuss is Question 1. This asked about the entity responsible for operating your academy in 2018. What did you think of this question? Did you have any difficulty with the question?
- P2. How about Question 2—did you have any issues with this question? Was the meaning of the types of training listed clear? Are there any types of training missing from the list?
- P3. Question 3 asks if your academy provided any basic training in 2018. In your own words, what is Basic Law Enforcement training?
- P6. [SKIP IN LATER INTERVIEWS IF EARLIER INTERVIEWS RUN LONG] Question 6 asks about degrees offered through your academy. In your own words, what does that mean for a degree to be offered through your academy?
- P8. The next question I'd like to discuss is Question 8.
- a. Thinking about the positions that are listed in this question, do you think any of them are confusing or unclear, or do you think they're okay?
 - b. How easy or difficult was it to complete the question?
- P2. Next, I'd like to talk about Question 9.
- a. In your own words, what is meant by the word "recruits" as it's used in this question?
 - b. In your own words, what is meant by the term "self-sponsored candidates"?
- P10. Now let's look at Question 10.
- a. How did you determine your answer to this question? [IF NEEDED, PROBE ABOUT DATA RETRIEVAL AND/OR THOUGHT PROCESS.]
 - b. [IF REPORTED IN HOURS, WEEKS, OR MONTHS] Does your answer reflect the actual amount of training time—such as the time recruits spent in a classroom or with an instructor—or does it reflect the amount of time that passed from the start of training to the end?
 - c. [IF UNIT OF TIME IS NOT HOURS] What process would you use to convert your answer if you needed to report the length of your program in hours?

-
- d. This question asks about your “core BASIC training program.” What do you think is meant by the word “core” as it’s used in this question?
 - e. [IF Q9e > 1] Does your core program differ for recruits from different agencies, or is it the same for all of them? [IF NECESSARY: Does the length of BASIC training differ across agencies?]
 - f. Did you exclude any aspects of your BASIC training program when determining its length?

P11. [SKIP IN LATER INTERVIEWS IF EARLIER INTERVIEWS RUN LONG] Let’s move on now to Question 11.

- a. In your own words, what is meant by the word “recruits” as it’s used in this question? Do you exclude any types of trainees when you think of “recruits”?
- b. How about the term “field training”—how would you define it? [IF NECESSARY: PROBE TO DETERMINE (1) WHAT ACTIVITIES ARE INCLUDED OR EXCLUDED, AND (2) WHO THE PARTICIPANTS ARE.]

P13. [IF P12 = YES] [SKIP IN LATER INTERVIEWS IF EARLIER INTERVIEWS RUN LONG] Those are all the questions I have on Question 11. Let’s skip ahead to Question 13.

- a. Does your academy oversee the field training component for multiple agencies?
 - i. [IF YES] Do field training requirements differ across agencies, or is it the same for all of them? [IF NECESSARY: Does the length of field training differ across agencies?]
 - ii. [IF LENGTH DIFFERS ACROSS AGENCIES] How did you determine which length to report?
- b. This question asks about your “core” field training program, whereas the previous two questions don’t include the term “core.” What is the difference between a “field training program” and a “**core** field training program”?

P16. Now I have some questions about Question 16.

- a. In your own words, what do you think this question is asking?
- b. Did you have any difficulty with this question?
- c. Are there any categories that you found confusing or unclear?
- d. Do all your trainers or instructors fit within one of these categories? [IF NECESSARY: Can you think of any categories that are missing?]

-
- e. Do any of your trainers or instructors fit within more than one category? [IF YES: PROBE TO FIND OUT IF THEY REPORTED THEM IN MULTIPLE ROWS. IF ONLY REPORTED IN ONE ROW, HOW DID THEY DECIDE WHICH ROW?]
 - f. How does your academy make the distinction between full-time and part-time trainers and instructors?
 - g. When determining who to count as full-time and who to count as part-time, did you think about their status as a trainer or instructor, or did you think about their status with respect to **all** job responsibilities, not just training?
 - h. What types of people would you include when thinking about “trainers” and “instructors?” [IF NECESSARY: Who would you exclude?]
 - i. This question asks about “BASIC recruit academy classes.” What do you think this is referring to? [IF NECESSARY: Does it differ from “BASIC training? How?”]

P17. Let’s move on to Question 17.

- a. Are the education requirements the same for all your academy’s trainers or instructors, or do they differ for some positions? [PROBE TO FIND OUT IF THERE ARE DIFFERENT REQUIREMENTS FOR SWORN VERSUS NON-SWORN, BRAND NEW TRAINERS VERSUS LONG-TERM TRAINERS WHO HAVE BEEN GRANDFATHERED IN, ETC.]

P18. I have a similar question about Question 18.

- a. Are the requirements for law enforcement experience the same for all your academy’s trainers or instructors, or do they differ for some positions? [PROBE TO FIND OUT IF THERE ARE DIFFERENT REQUIREMENTS FOR SWORN VERSUS NON-SWORN, BRAND NEW TRAINERS VERSUS LONG-TERM TRAINERS WHO HAVE BEEN GRANDFATHERED IN, ETC.]

P19. The next question I’m wondering about is Question 19.

- a. Can you describe your academy’s certification requirements for your full-time trainers or instructors?
- b. Do you think the POST-certification option is asking about POST-certification as an instructor, an officer, or either?
- c. [IF NOT DESCRIBED IN P19a] I’m wondering how people might answer this question if, for example, instructors are required to have at least one certification from a group of certifications. For instance, if your academy required state certification **or** academy certification, but not both. Do you have any requirements like this? [IF YES, DID YOU SELECT ALL OF THE OPTIONS? ASK ABOUT THEIR THOUGHT PROCESS WHEN ANSWERING.]

-
- d. Are the requirements for law enforcement experience the same for all your academy's trainers or instructors, or do they differ for some positions? [PROBE TO FIND OUT IF THERE ARE DIFFERENT REQUIREMENTS FOR SWORN VERSUS NON-SWORN, BRAND NEW TRAINERS VERSUS LONG-TERM TRAINERS WHO HAVE BEEN GRANDFATHERED IN, ETC.]

P24. Now let's look at Question 24.

- a. This question refers to resources being operated by your academy versus those operated by some other entity or organization. How would you define what should be counted as "operated by your academy"? [PROBE IF NECESSARY: Would you include or exclude resources that are located at another site? Would you include or exclude resources that your academy has access to through a contact with a third-party, such as a privately own fitness center or firearms range?]
- b. [IF THE ACADEMY SERVES MORE THAN ONE AGENCY] Do recruits from different agencies have access to different facilities/resources depending upon their agency?
- c. Option b asks about tablets. When you answered this question, how did you handle tablets that might be personally owned by recruits? Did you consider those when identifying your response or not?
- d. Looking at the Educational category, which is rows a-h, are any of the terms vague or unfamiliar? Are there any that we should define in the questionnaire? [IF YES, PROBE FOR MORE INFO.]
- e. How about in the rest of this table—are there any unfamiliar terms?
- f. Are there any aspects of this question that you think could be improved? [IF YES, PROBE FOR MORE INFO.]

P27. Thinking about Question 27, did you have any difficulty determining the numbers asked about in this question?

P28. And how about Question 28—did you have any difficulty determining those numbers?

P29. Question 29 asks about recruits who did not complete BASIC training...

- a. Would you describe how your academy tracks this information? [DETERMINE THEIR PROCESS FOR ANSWERING THE QUESTION.]
- b. Are any key reasons missing from this list?

P32. Now I'd like to talk about Question 32.

-
- a. In your own words, how you explain the difference between a training environment with a stress-model versus one with a non-stress model?
 - b. What was your thought process when deciding which answer to select? [IF NECESSARY: PROBE TO DETERMINE WHY THEY SELECTED THE RESPONSE THEY SELECTED.]

P33. The next question I'd like to discuss is 33.

- a. What is your initial reaction to this question?
- b. Are there any aspects of this question that you think could be improved? [IF YES, PROBE FOR MORE INFO.]
- c. Can you walk me through the process you used to complete this question? [IF NECESSARY, PROBE TO DETERMINE: (1) HOW THEY DETERMINED THE NUMBER OF HOURS, (2) WHAT SOURCES THEY CONSULTED, IF ANY.]
- d. Does the number of hours ever vary, for instance, based on a recruit's sponsoring agency? [IF YES: DETERMINE HOW THEY DECIDED WHICH NUMBER TO REPORT.]
- e. How precise do you think your estimates are for the required number of hours? For instance, do you think they're accurate within 1 hour? Within 10 hours? What's your sense?
- f. Does the precision of the number of hours vary from subject area to subject area? [IF YES: Which subjects are most difficult to report? Why?]
- g. Item z asks about "Communications." Can you give me some examples of what this item asking about?
- h. How about Item rr, "Sexual harassment"? What might be included in instruction on this topic? [PROBE TO DETERMINE IF THEY'RE THINKING OF THIS AS SEXUAL HARASSMENT IN THE WORKPLACE OR SEXUAL HARASSMENT WHEN INTERACTING WITH THE COMMUNITY.]
- i. Looking at the items listed in the last section, Special Topics (row ee), are there any that you think don't belong in this question?

P34. I'm almost finished with my questions. Let's move on to Question 34.

- a. Do you think any of the items listed in this question are confusing or unclear?
- b. Are there any items that you think don't belong in this question?

P39. Now think about the entire survey. Did you have difficulty with any aspect of the survey that we have not already discussed?

P40. How much of the information needed to answer these questions do you have available? What did you need to get from other people at your academy? [PROBE]

P41. How do you feel about the length and time needed to answer the questions?

P37. Your feedback on these questions has been very helpful. Before we conclude, do you have any other feedback or suggestions to improve the questionnaire?

Thank you very much for taking the time to provide feedback. We will combine your comments with feedback from other participants into an overall report. That report will help BJS evaluate the survey and determine whether to make changes to the questionnaire.

Is there anything else you would like to talk about today?

Thanks again!

END TIME: ____ ____ : ____ ____ AM / PM

Appendix E: Questions not Discussed

The questions included in Appendix E were not discussed as part of the interview protocol and were not brought up by participants during the interview.

Question 4

4. In 2018, was your academy state- or POST-certified/approved?

- Yes
- No

Question 5

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

- Yes
- No


Question 7

7. 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 (i.e., student-initiated)
- No

Question 12

12. Did your academy oversee the field training component?

- Yes
 - No → Go to Question 14
- 

Question 13

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:

- Hours
- Weeks
- Months
- Semesters
- Other increment (please specify):

Question 14

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

Question 15

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

- Yes
- No

Question 20

20. In 2018, did your academy send any of its full-time trainers or instructors to other BASIC law enforcement training academies as a means for sharing resources?

- Yes
- No

Question 21

21. 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 type="checkbox"/> |
| b. Supervisory evaluations | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Peer evaluations (i.e., evaluated by other instructors) | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Student feedback/evaluations | <input type="checkbox"/> | <input type="checkbox"/> |

Question 22

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

- Yes
 No → Go to Question 24

Question 23

23. 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 type="checkbox"/>	<input type="checkbox"/>
b. State- or POST-commission	<input type="checkbox"/>	<input type="checkbox"/>
c. Subject matter expert	<input type="checkbox"/>	<input type="checkbox"/>
d. Law enforcement advisory board	<input type="checkbox"/>	<input type="checkbox"/>
e. Academy staff input	<input type="checkbox"/>	<input type="checkbox"/>

Question 30

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

- Yes
 No → Go to Question 32

Question 31

31. If yes, were the following actions taken in response to violations in 2018?

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

Question 35

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

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

Question 36

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

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

Question 37

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

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

Question 38

38. 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