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State and Local Law Enforcement Training Academies, 2006

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As of yearend 2006 a total of 648 state and local law enforcement academies were providing basic training to entry-level recruits in the United States. State agencies approved 98% of these academies. This report describes the academies in terms of their personnel, expenditures, facilities, curricula, and trainees using data from the 2006 Census of Law Enforcement Training Academies (CLETA) sponsored by the Bureau of Justice Statistics.

The 2006 CLETA, like the initial 2002 study, collected data from all state and local academies that provided basic law enforcement training. Academies that provided only in-service training, corrections and detention training, or other special types of training were excluded. Federal training academies were also excluded. See the *Methodology* section on page 11 for additional details.

Academies prepared trainees for a law enforcement career in a variety of settings. They trained and certified recruits who were employed as local police officers (92% of academies), sheriff's deputies (70%), campus police officers (50%), state police or highway patrol officers (21%), constables (16%), tribal police officers (15%), natural resources officers (15%), or transportation police officers (14%) (figure 1).

Some academies also provided training for jail officers (25%), corrections officers (23%), probation and parole officers (16%), fire marshals and arson investigators (16%), private security officers (10%), firefighters (8%), emergency medical technicians (7%), and animal control officers (6%). About 2 in 5 academies provided pre-service training for individuals not sponsored by an employing agency (39%).

In addition to basic recruit training, 87% of academies provided in-service training for active-duty officers and for officers in specialized units such as K-9 or special weapons and tactics (SWAT) units. A majority also provided training for first-line or higher supervisors (57%), and field training instructors (54%).

Types of personnel trained by state and local law enforcement training academies, 2006

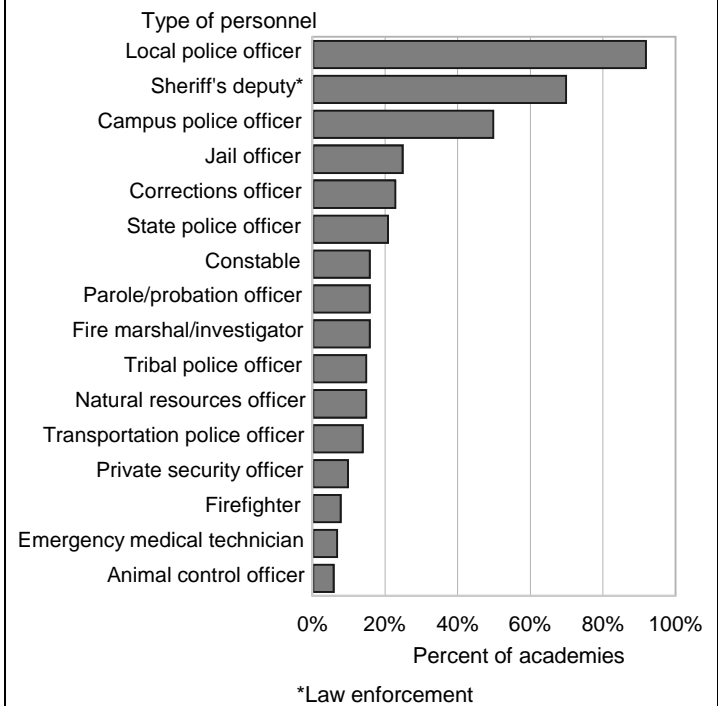


Figure 1

State and local law enforcement training academies employed about 10,000 full-time instructors and 28,000 part-time instructors during 2006. Academies' operating expenditures averaged about \$1.3 million, with about \$33,000 spent per full-time equivalent employee, and about \$16,000 spent per recruit who completed training in 2005.

Overall, an estimated 57,000 recruits entered basic training programs during 2005. On average these programs included 761 hours of classroom training. A third of academies had an additional mandatory field training component with an average length of 453 hours. About 6 in 7 recruits completed their basic training program and graduated from the academy.

Detailed information is available in appendix tables in the online version of this report on the BJS website at <<http://www.ojp.usdoj.gov/bjs/pub/pdf/slleta06.pdf>>

Colleges and universities operated about half of law enforcement training academies

Of 648 state and local law enforcement training academies operating during 2006, a total of 292, (45%) were operated by an academic institution, such as a 2-year or 4-year college, a university, or a technical school (table 1). Municipal police departments were the primary operating agency for 143 academies, 22% of the total.

Sheriffs' offices operated 57 academies (9%), and state police and highway patrol agencies operated 44 academies (7%). State Peace Officer Standards and Training (POST) Commissions, the agencies typically responsible for certifying law enforcement officers in each state, operated 25 academies (4%) nationwide. Although most agencies had a primary operating agency, 82% reported they provided basic law enforcement training for candidates from multiple agencies (not shown in table).

Nearly 3 in 4 academy instructors were employed on a part-time basis

Academies relied heavily on part-time personnel, employing about 28,000 during 2006. About half (51%) of these part-time instructors worked at college and university academies. Of the approximately 10,000 full-time academy instructors nationwide, about a third (34%) were employed by municipal police academies.

About a fifth of academies employed the full-time equivalent of 50 instructors or more, including 6% with 100 or more (table 2). Academies with the full-time equivalent of 50 or more instructors employed about three-fifths (62%) of all full-time instructors, and about half (48%) of part-time instructors.

Approximately half (52%) of academies employed the full-time equivalent of 25 instructors or more. These academies employed more than four-fifths of both full-time (86%) and part-time (81%) instructors.

Academies employed nearly 4,000 sworn personnel as full-time instructors

About two-fifths (39%) of full-time academy instructors were sworn officers permanently employed by, or permanently assigned to, the academy (table 3). Other types of full-time instructors included off-duty sworn officers compensated to teach (18%), civilians employed by, or permanently assigned to, the academy (16%), and on-duty sworn officers temporarily assigned to the academy (15%).

Nearly half of part-time training academy instructors were off-duty sworn officers compensated to teach (46%). On-duty sworn officers temporarily assigned to the academy accounted for a fifth of part-time instructors.

Table 1. State and local law enforcement training academies and instructors, by type of operating agency, 2006

Primary operating agency	Academies		Full-time equivalent instructors*		Full-time instructors		Part-time instructors	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All types	648	100%	24,194	100%	10,193	100%	28,002	100%
State POST**	25	4	1,760	7	741	7	2,037	7
State police	44	7	1,870	8	1,148	11	1,444	5
Sheriff's office	57	9	1,878	8	1,086	11	1,584	6
County police	19	3	709	3	491	5	435	2
Municipal police	143	22	5,417	22	3,479	34	3,875	14
College/university	292	45	8,522	35	1,373	13	14,298	51
Multi-agency	54	8	3,208	13	1,439	14	3,537	13
Other types	14	2	832	3	436	4	792	3

Note: Detail may not add to total because of rounding.

*Calculated by weighting the number of part-time instructors by .5 and adding this to the number of full-time instructors.

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Table 2. State and local law enforcement training academies and instructors, by size of academy, 2006

Number of full-time equivalent instructors	Academies		Full-time instructors		Part-time instructors	
	Number	Percent	Number	Percent	Number	Percent
All sizes	648	100%	10,193	100%	28,002	100%
100 or more	36	6	3,178	31	6,333	23
50-99	98	15	3,152	31	6,959	25
25-49	204	31	2,437	24	9,203	33
10-24	217	33	1,167	11	4,879	17
Under 10	93	14	259	3	628	2

Note: Detail may not add to total because of rounding.

Table 3. Types of instructors in state and local law enforcement training academies, 2006

	Full-time		Part-time	
	Number	Percent	Number	Percent
Total	10,193	100%	28,002	100%
Permanent sworn	3,932	39	1,903	7
On-duty sworn	1,575	15	5,533	20
Off-duty sworn	1,804	18	12,870	46
Civilian	1,635	16	1,634	6
Contractor	149	1	2,205	8
Other	1,098	11	3,857	14

Note: Detail may not add to total because of rounding.

Academies employed an average of 16 full-time and 43 part-time instructors

On average, academies employed the full-time equivalent of 37 instructors, including 16 full-time personnel and 43 part-time personnel (table 4). Academies operated by state POST commissions were the largest, employing on average the full-time equivalent of 70 instructors. POST academies averaged 30 full-time instructors and 81 part-time instructors. College and university academies (29) had the lowest average number of full-time equivalent instructors, averaging 49 part-time and 5 full-time instructors.

About 2 in 3 academies had a minimum experience requirement for full-time instructors

Just over two-thirds (68%) of training academies required their full-time instructors to have a minimum number of years of law enforcement experience (table 5). Among academies with a minimum experience requirement, the average was about 4 years. Average requirements ranged from 3.2 years at county police academies to 4.5 years at college and university academies.

Table 4. Average size of state and local law enforcement training academies, by type of operating agency, 2006

Primary operating agency	Average number of instructors		
	Full-time equivalent*	Full-time	Part-time
All types	37	16	43
State POST**	70	30	81
State police	43	26	33
Sheriff's office	33	19	28
County police	37	26	23
Municipal police	38	24	27
College/university	29	5	49
Multi-agency	59	27	66
Other types	59	31	57

Note: Detail may not add to total because of rounding.

*Calculated by weighting the number of part-time instructors by 0.5 and adding this to the number of full-time instructors.

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Table 5. Minimum years of law enforcement experience required for full-time instructors in state and local law enforcement training academies, by type of operating agency, 2006

Primary operating agency	Percent of academies with minimum requirement	Average number of years required
All types	68%	3.9 yrs
State POST*	67	4.2
State police	50	3.5
Sheriff's office	68	3.6
County police	68	3.2
Municipal police	62	3.5
College/university	74	4.5
Multi-agency	77	3.3
Other types	67	3.4

*Peace Officer Standards and Training.

About 1 in 5 academies had a college degree requirement for full-time instructors

Overall, 19% of the academies required their full-time instructors to have a college degree (table 6). Slightly more academies required a 4-year degree (11%) than required a 2-year degree (8%). College and university academies (35%) were the most likely to require a degree, including 22% with a 4-year degree requirement.

All except 3% of academies required their full-time instructors to be certified

Nearly all (97%) academies required their full-time instructors to be certified (figure 2). Eighty-nine percent of academies required full-time trainers to have a state-level certification, and 62% required certification as a subject-matter expert. A less common requirement was certification by the academy (25%).

Table 6. College degree requirements for full-time instructors in state and local law enforcement training academies, by type of operating agency, 2006

Primary operating agency	Percent of academies with a minimum education requirement that included a college degree		
	Total	4-year	2-year
All types	19%	11%	8%
State POST*	13	13	0
State police	11	7	5
Sheriff's office	2	0	2
County police	5	0	5
Municipal police	7	4	3
College/university	35	22	13
Multi-agency	15	2	13
Other types	8	8	0

Note: Detail may not add to total because of rounding.

*Peace Officer Standards and Training.

Types of certification required for full-time instructors in state and local law enforcement training academies, 2006

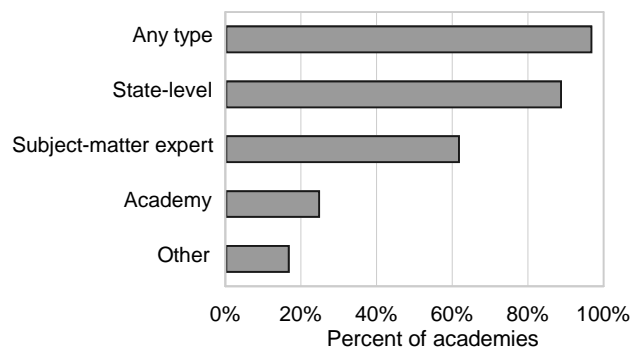


Figure 2

About 7 in 10 academies provided refresher training for their full-time instructors

Seventy-one percent of academies provided ongoing or refresher training for their full-time instructors (table 7). More than 8 in 10 academies operated by a state POST commission, state police agency, or sheriff's office provided refresher training.

About two-thirds of academies used input from academy staff (68%) and state commissions (65%) to develop the content of instructor refresher training. Other sources included subject matter experts (46%), job task analyses (38%), and law enforcement advisory boards (22%) (not shown in table).

More than 9 in 10 academies used student input in their performance evaluations of instructors

Ninety-three percent of training academies used student evaluations as part of the overall performance evaluation of academy instructors (figure 3). Supervisory evaluations (74%) were also widely used. Less common were peer evaluations by other trainers (29%).

Two-thirds of academies offered online classes; half offered classes using video conference technology

Academies owned or had access to a wide range of educational facilities and resources for training purposes. Nearly all academies provided access to computers (98%), including 64% with mobile computer access (table 8). Nearly 9 in 10 academies provided access to a library (87%), including about half with one on-site (47%).

About 3 in 4 academies provided access to a media lab or video production facility (74%), and about half of these were on-site facilities (36%). Use of advanced communications technologies for learning was evident in many academies through the availability of online classes (66%), video conference classes (49%), and satellite information services (36%).

Nearly all academies had training facilities related to weapons use, physical fitness, and driving

Nearly all (96%) academies had access to an outdoor firearms range and a defensive tactics room for weapons and self-defense training. Nearly 8 in 10 academies provided access to a scenario training facility (79%) and a firearms training simulator (75%), and both were usually a part of the academy. For more information on weapons and self-defense training, see appendix tables 1 through 3.

Recruits' physical fitness and agility were enhanced and assessed using weight rooms (93%), gymnasiums (88%), and obstacle courses (68%). These facilities were more likely to be a part of the academy than to be off-site. Nearly half of academies provided access to a swimming pool (43%), and 7% had their own pool.

Table 7. Certification and refresher training requirements for full-time instructors in state and local law enforcement training academies, by type of operating agency, 2006

Primary operating agency	Percent of academies requiring—	
	Certification of instructors	Refresher training for instructors
All types	97%	71%
State POST*	96	84
State police	93	82
Sheriff's office	96	82
County police	89	74
Municipal police	99	75
College/university	97	63
Multi-agency	100	72
Other types	100	71

*Peace Officer Standards and Training.

Methods used to evaluate the performance of full-time instructors in state and local law enforcement training academies, 2006

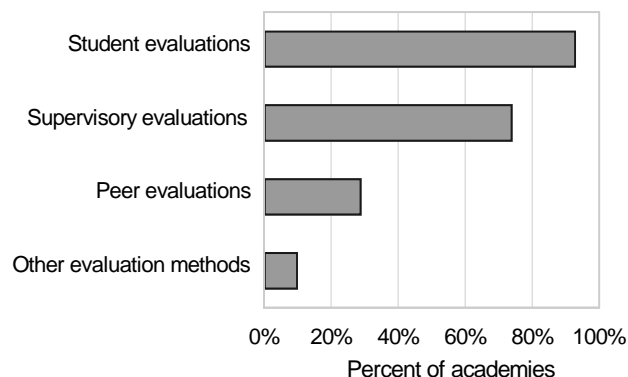


Figure 3

Table 8. Facilities and resources of state and local law enforcement training academies, 2006

Type of facility/resource	Percent of academies with access		
	Total with access	Part of academy	Not part of academy
Educational			
Computers	98%	78%	20%
Library	87	47	40
Media lab/video production	74	36	38
Internet/online classes	66	40	26
Mobile terminals/computers	64	34	30
Video conference classes	49	19	30
Satellite information service	36	16	20
Weapons/self-defense			
Outdoor firearms range	96%	44%	52%
Defensive tactics room	96	72	24
Scenario training facility	79	45	34
Firearms training simulator	75	57	19
Indoor firearms range	35	18	18
Physical fitness/agility			
Weight room	93%	59%	34%
Gymnasium	88	47	40
Obstacle course	68	42	26
Swimming pool	43	7	36
Driving-related			
Vehicle operation range	95%	32%	63%
Driving simulator	32	16	16

Note: Detail may not add to total because of rounding.

For driving-related training, nearly all academies had access to a vehicle operation range (95%), and about a third had one within the academy (32%). About a third of academies had access to driving simulators (32%), and about half of these were academy-based.

Academy operating expenditures averaged about \$16,000 for each recruit who completed training

The average total operating expenditure for training academies during fiscal 2005 was nearly \$1.3 million (table 9). Academies operated by state POST commissions (\$3.6 million), county police departments (\$3.1 million), or state police and highway patrol agencies (\$2.9 million) had the highest average expenditures. Academies operated by colleges and universities (\$441,800), or sheriffs' offices (\$873,000) had the lowest average expenditures.

Academies operated by state POST commissions (\$71,800), county police departments (\$67,200), or state police and highway patrol agencies (\$67,100) reported operating expenditures per full-time equivalent employee that were more than double the overall average (\$32,600). College and university academies had the lowest operating expenditures per employee (\$17,200).

The overall average operating expenditure per recruit who completed training was \$16,100, ranging from \$52,700 per recruit at county police academies to \$7,400 per recruit at college and university academies.

Operating expenditures per recruit were higher at larger academies

Academies with 50 or more full-time equivalent instructors had operating expenditures that averaged more than \$20,000 per recruit who completed training (figure 4). Academies with 25 to 49 full-time equivalent instructors were next highest with an average of about \$16,000 per recruit. Academies with fewer than 10 full-time equivalent instructors had the lowest average expenditure—less than \$10,000 per recruit.

About half of academies charged tuition to help meet operating costs during 2006

Fifty-two percent of academies received at least part of their funds from student tuition (figure 5). About half also received funding from state (51%) and local (44%) governments. About a third of academies charged student fees for the use of certain facilities, resources, or equipment (34%), and about a third received funds from law enforcement agencies sponsoring recruits (33%). A fifth of academies received state or federal grant funding.

Table 9. Operating expenditures of state and local law enforcement training academies, by type of operating agency, FY 2005

Primary operating agency	Average operating expenditures, FY 2005		
	Per academy	Per full-time equivalent employee	Per recruit completing training
All types	\$1,259,800	\$32,600	\$16,100
State POST*	\$3,592,600	\$71,800	\$13,600
State police	\$2,947,000	\$67,100	\$39,700
Sheriff's office	\$873,000	\$36,000	\$17,500
County police	\$3,085,300	\$67,200	\$52,700
Municipal police	\$2,055,300	\$48,900	\$27,600
College/university	\$441,800	\$17,200	\$7,400
Multi-agency	\$939,600	\$24,300	\$11,600
Other types	\$3,730,700	\$46,700	\$26,600

Note: Amounts are rounded to the nearest hundred dollars.
*Peace Officer Standards and Training.

Per-recruit operating expenditures of state and local law enforcement training academies, by size of academy, FY 2005

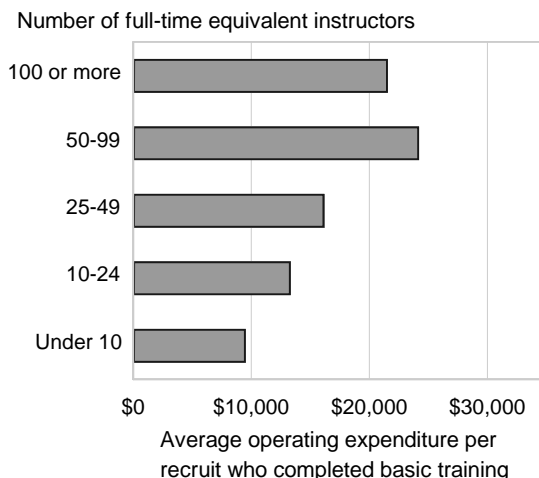


Figure 4

Sources of funds and equipment for state and local law enforcement training academies, 2006

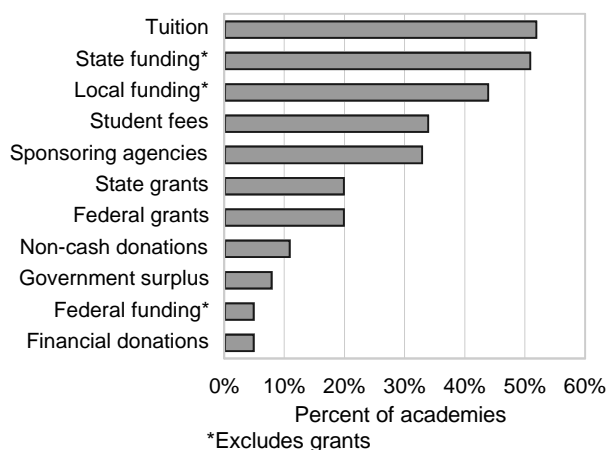


Figure 5

The average basic recruit training program lasted 19 weeks

Excluding field training, the average length of basic recruit training programs was 761 hours, or about 19 weeks (table 10). On average, county police academies (965 hours) had the longest training programs, followed by municipal police (883) and state police (881) academies. Academies operated by state POST commissions had the shortest programs, averaging 604 hours.

A third of academies included mandatory field training in their basic training program

A majority of county police (79%), municipal police (64%), and state police (57%) academies included field training in their requirements for recruits to finish the basic training program. Overall, 33% of academies had such a requirement. College and university academies (13%) and state POST academies (8%) were the least likely to include field training in their basic training program. When not part of the basic training program, field training was typically handled by the agency employing the recruit.

Among academies with a mandatory field training component, the average program length was 453 hours, ranging from 1,678 hours at state POST academies to 225 hours at college and university academies.

Basic training included a median 60 hours of firearms instruction and 51 hours of self-defense instruction

Recruits spent the most time learning firearms skills (median instruction time of 60 hours) and self-defense skills (51 hours) (table 11). The next highest median was for health and fitness training (46 hours). Nearly all academies also trained recruits in procedures related to patrol, investigations, and emergency vehicle operations with a median instruction time of 40 hours each.

Basic first aid (24 hours) and report writing (20 hours) were also included in the basic training program of nearly all academies. Recruits also received a median of 8 hours training on the use of computers and information systems, although such training was limited to 58% of academies.

Legal training was included in all basic training programs with a median of 36 hours of instruction in criminal law and 12 hours in constitutional law. Nearly all academies provided instruction on cultural diversity (a median of 11 hours), community policing strategies (8 hours), and mediation skills/conflict management (8 hours). Special topics covered by basic training programs included domestic violence (a median of 14 hours), juveniles (8 hours), domestic preparedness (8 hours), and hate crimes (4 hours).

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

Nearly all academies used state mandates (95%) to guide their curriculum development, and about two-thirds used input from academy staff (67%) (figure 6). About half used subject matter experts (53%), job task and needs analyses (50%), departmental objectives (46%), and legislative or regulatory mandates (45%).

Table 10. Duration of basic recruit training, by type of operating agency, 2006

Primary operating agency	Class	Field Training	
	Average length	Percent requiring	Average length
All types	761 hrs.	33%	453 hrs
State POST*	604	8	1,678
State police	881	57	443
Sheriff's office	719	37	365
County police	965	79	446
Municipal police	883	64	575
College/university	690	13	225
Multi-agency	751	31	312
Other types	657	36	335

*Peace Officer Standards and Training.

Table 11. Topics included in basic training of state and local law enforcement training academies, 2006

Topics	Percent of academies with training	Median number of hours of instruction
Operations		
Report writing	100%	20 hrs.
Patrol	99	40
Investigations	99	40
Basic first aid/CPR	99	24
Emergency vehicle operations	97	40
Computers/information systems	58	8
Weapons/self-defense		
Self-defense	99%	51 hrs.
Firearms skills	98	60
Non-lethal weapons	98	12
Legal		
Criminal law	100%	36 hrs.
Constitutional law	98	12
History of law enforcement	84	4
Self-improvement		
Ethics and integrity	100%	8 hrs
Health and fitness	96	46.
Stress prevention/management	87	5
Basic foreign language	36	16
Community policing		
Cultural diversity/human relations	98%	11 hrs.
Basic strategies	92	8
Mediation skills/conflict management	88	8
Special topics		
Domestic violence	99%	14 hrs.
Juveniles	99	8
Domestic preparedness	88	8
Hate crimes/bias crimes	87	4

Community policing instruction increased slightly from 2002 to 2006

In both 2002 and 2006, more than 90% of academies provided basic training on community policing topics. With the exception of prioritizing crime problems (no change), there was a slight increase in the percent of academies providing basic training on each community policing topic in 2006 compared to 2002 (figure 7). During 2006 more than 8 in 10 academies provided training on identifying community problems (85%), and the history of community policing (83%). More than half of academies provided training on the environmental causes of crime (62%), prioritizing crime problems (62%), using problem-solving models (60%), and organizing/mobilizing the community (54%).

Despite increases since 2002, less than half of academies in 2006 provided community policing training on assessing the effectiveness of problem-solving responses (45%), creating problem-solving teams (43%), analyzing crime/calls for service data (38%), using crime mapping to analyze community problems (36%), or applying research methods to study crime and disorder (35%).

From 2002 to 2006, sizable increases were observed in terrorism-related training

Overall, 90% of academies provided basic training on terrorism-related topics in 2006, up from 80% in 2002. Training on the National Incident Management System (NIMS)/Incident Command System (ICS) was provided by 70% of academies in 2006 (not included in 2002 survey).

For topics included in both survey years, more academies provided training in 2006 than in 2002 (figure 8). For example 70% of academies trained recruits on responding to use of weapons of mass destruction in 2006 compared to 57% in 2002.

Understanding the nature of terrorism rose to 62% (up from 48% in 2002) and an overview of relevant agencies such as the Federal Emergency Management Agency (FEMA) and the Federal Bureau of Investigation (FBI) rose to 57% (44% in 2002). Other terrorism-related topics and the percent of academies covering them in 2006 and 2002 included inter-agency information sharing (44%, 33%), intelligence gathering (44%, 28%), the role of anti-terrorist task forces (35%, 15%), related technology and equipment (33%, 21%), post-incident stabilization of the community (31%, 13%), and intelligence analysis (26%, 11%).

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

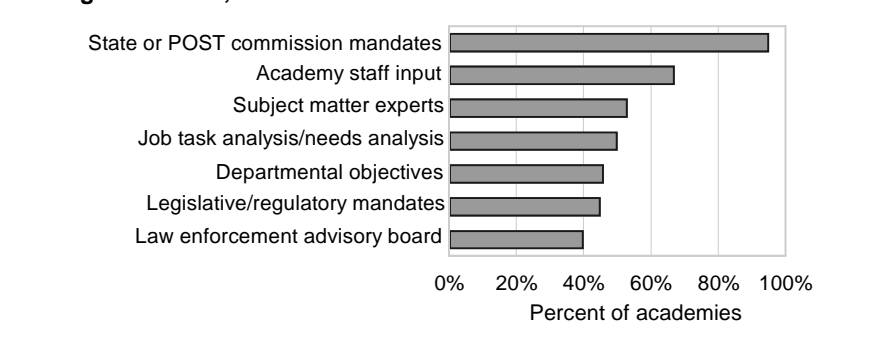


Figure 6

Community policing topics in state and local law enforcement training academies, 2002 and 2006

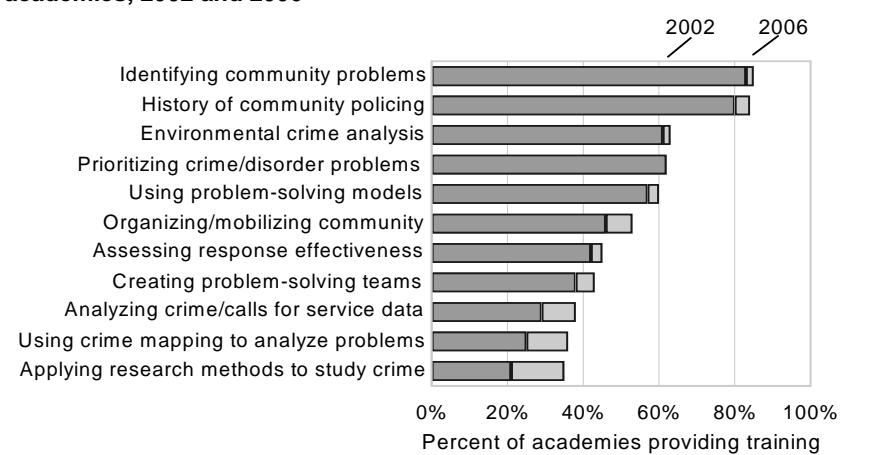


Figure 7

Terrorism-related topics in state and local law enforcement training academies, 2002 and 2006

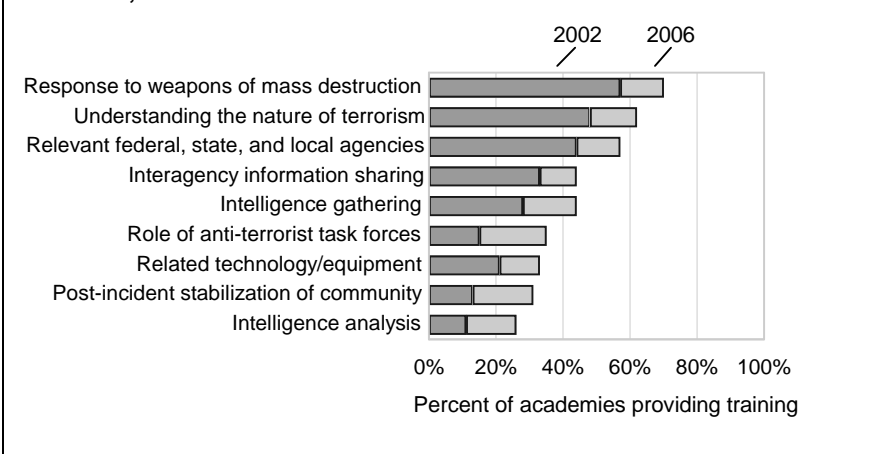


Figure 8

Median class size ranged from 18 recruits for the smallest classes to 29 for the largest

Nearly all (98%) academies used a class structure where groups of recruits went through training at the same time. Academies trained a median of three recruit classes that started in 2004 or 2005 and finished in 2005 or 2006 (table 12). The median smallest class size among all academies was 18 recruits, and the median largest class size was 29 recruits. On average, state POST (medians of 25 and 48), and state police (26 and 44) academies had the largest classes.

Nearly 57,000 recruits entered basic training classes during 2005

An estimated 56,934 recruits entered state and local law enforcement academies during 2005 (table 13). College and university academies received the most recruits, with 36% of the overall total. Municipal police were next with 20%, followed by state POST academies with 13%. By academy size, about half (49%) of recruits entered basic training programs at academies with 50 or more full-time equivalent instructors (see appendix table 4).

Table 12. Median number of basic recruit classes and median class size, by type of operating agency, 2005-06

Primary operating agency	Median number of classes	Median class size	
		Smallest size	Largest size
All types	3	18	29
State POST*	6	25	48
State police	2	26	44
Sheriff's office	2	23	32
County police	3	14	35
Municipal police	2	20	31
College/university	3	15	25
Multi-agency	3	18	36
Other	5	19	35

*Peace Officer Standards and Training.

Table 13. Number of recruits starting basic training in state and local law enforcement training academies, by type of operating agency, 2005

Primary operating agency	Number of basic recruits starting training			
	In academies reporting data		Estimated total for all academies*	
	Number	Percent	Number	Percent
All types	45,921	100%	56,934	100%
State POST**	5,168	11	7,635	13
State police	3,480	8	3,904	7
Sheriff's office	3,054	7	3,424	6
County police	965	2	1,488	3
Municipal police	10,452	23	11,506	20
College/university	16,835	37	20,439	36
Multi-agency	4,006	9	6,124	11
Other	1,961	4	2,416	4

Note: Detail may not add to total because of rounding.

*See *Methodology*.

**Peace Officer Standards and Training.

A sixth of recruits entering basic training were women

Among academies providing demographic data, 70% of the recruits who started basic training were non-Hispanic whites (figure 9). Non-Hispanic Blacks and Hispanics accounted for 13% each, and 4% were members of other races. About 83% of recruits entering training were male (not shown in figure).

Academies used a variety of tests to evaluate recruits

Nearly all academies evaluated recruits with written tests (97%) and skills proficiency tests (97%) (table 14). Academies administered a median of 16 written tests and 5 skills proficiency tests to each recruit. Physical fitness tests were used by 85% of academies with a median of three such tests administered. Scenario-based tests were used by 74% of academies with a median of six used. A majority of academies also used knowledge tests constructed by a state POST commission or other state-level agency (59%), and state competency exams (56%).

Race and Hispanic origin of recruits starting basic training in state and local law enforcement training academies, 2005

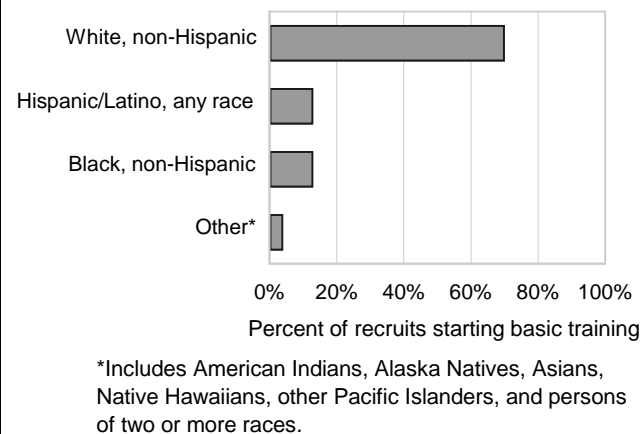


Figure 9

Table 14. Types of tests used to evaluate basic recruits in state and local law enforcement training academies, 2006

Testing method	Percent of academies using	Median number of tests required
Written tests	97%	16
Skills/proficiency tests	97	5
Physical fitness tests	85	3
Scenario-based tests	74	6
State/POST*-constructed knowledge tests	59	1
State competency exams	56	1
Oral tests	20	4

*Peace Officer Standards and Training.

About 6 in 7 recruits who started basic training completed it

Overall, 86%, or about 49,000, of the estimated 57,000 recruits who started basic training during 2005, completed it and graduated from the academy (table 15). State POST academies (93%) had the highest overall completion rate, followed by multi-agency academies (89%). Municipal police academies and college and university academies each matched the overall completion rate of 86%. County police (82%), State police (81%), and sheriffs' academies (80%) had the lowest overall completion rates.

When measured in terms of averages, state POST academies (95%) had the highest mean completion rate, while sheriffs' offices (96%) and state POST academies (95%) had the highest median rates. The lowest average completion rates were at county police academies (80% mean, 84% median) and State police academies (81% mean, 83% median).

By size of academy, those with 100 or more full-time instructors (89%) had the highest overall completion rate, and academies with fewer than 10 full-time equivalent instructors (84%) had the lowest (table 16). The largest academies also had the highest mean (90%) and median (93%) completion rates.

Table 15. Completion rates for recruits in state and local law enforcement training academies, by type of academy, 2005-06

Primary operating agency	Percent of recruits who completed basic training		
	Overall	Mean	Median
All types	86%	86%	89%
State POST*	93	95	95
State police	81	81	83
Sheriff's office	80	89	96
County police	82	80	84
Municipal police	86	87	88
College/university	86	85	89
Multi-agency	89	90	91
Other	82	78	83

*Peace Officer Standards and Training.

Table 16. Completion rates for recruits in state and local law enforcement training academies, by size of academy, 2005-06

Number of full-time equivalent instructors	Percent of recruits who completed basic training		
	Overall	Mean	Median
All sizes	86%	86%	89%
100 or more	89	90	93
50-99	85	85	86
25-49	85	86	88
10-24	87	86	91
Under 10	84	86	90

White recruits had a higher completion rate than minorities; males higher than females

Among academies reporting demographic data for classes starting in 2005, 72.6% of recruits who completed training were white compared to 70.1% of those who started training (table 17). There was a corresponding decrease in minorities from 29.9% of recruits starting training to 27.4% of those completing it. The percentage of women starting training was 16.8%, but dropped to 15.5% for those completing training.

These differences are accounted for by differences in the completion rates for each race and gender group. By race, whites (87%) had the highest completion rate (table 18). The next highest completion rates were for Hispanics (82%), and blacks (81%). Recruits of other races (78%) had the lowest completion rate. Without regard to race, male recruits (87%) had a higher overall completion rate than female recruits (80%).

Table 17. Race and gender of recruits who started and completed basic training in state and local law enforcement training academies, 2005-06

	Total	Male	Female
Recruits who started training			
Total	100%	83.2%	16.8%
White, non-Hispanic	70.1	60.5	9.7
Black, non-Hispanic	12.7	8.8	3.9
Hispanic (any race)	13.3	10.6	2.6
Other race*	3.9	3.3	0.6
Recruits who completed training			
Total	100%	84.5%	15.5%
White, non-Hispanic	72.6	63.2	9.4
Black, non-Hispanic	11.9	8.5	3.4
Hispanic (any race)	12.1	9.9	2.1
Other race*	3.4	2.9	0.5

*Includes American Indians, Alaska Natives, Asians, Native Hawaiians, other Pacific Islanders, and persons of two or more races.

Table 18. Completion rates for recruits in state and local law enforcement training academies, by race and gender, 2005-06

	Number of basic recruits who:		
	Started training	Completed training	Completion rate
Total	43,528	37,411	86%
Gender			
Male	36,331	31,688	87%
Female	7,197	5,731	80
Race/ethnicity			
White, non-Hispanic	26,246	22,943	87%
Black, non-Hispanic	4,761	3,878	81
Hispanic	4,971	4,061	82
Other race*	1,459	1,131	78

Note: See *Methodology* for information on missing data.

*Includes American Indians, Alaska Natives, Asians, Native Hawaiians, other Pacific Islanders, and persons of two or more races.

White males had a completion rate of 95%, followed by white females and black males at 88% each

When race and gender are combined, white males (95%) had the highest overall completion rate (figure 10). Next highest were white females and black males with 88% each. Hispanic males (85%) were the only other group with a completion rate over 80%.

A majority of recruits were trained in academies more oriented toward a stress-based military model than a non-stress academic model

The more traditional stress-based model of training is based on the military model and typically includes paramilitary drills, intensive physical demands, public disciplinary measures, immediate reaction to infractions, daily inspections, value inculcation, and withholding of privileges. Proponents of this approach believe it promotes self-discipline in recruits resulting in a commitment to follow departmental policies, better time management, and completion of duties even when undesirable.

The non-stress model emphasizes academic achievement, physical training, administrative disciplinary procedures, and an instructor-trainee relationship that is more relaxed and supportive. Proponents of this approach believe it produces officers better able to interact in a cooperative manner with citizens and community organizations, and therefore more suited to the problem-solving approaches of community-oriented policing.

The 2006 CLETA asked academies to describe the environment of their basic training program on a four-point scale as predominantly stress, more stress than non-stress, more non-stress than stress, or predominantly non-stress.

Fifteen percent of academies, training 15% of recruits, reported their training environment was predominantly stress-based (table 19). An additional 38% of academies, training 46% of recruits, reported their training environment was more stress than non-stress.

State POST and college/university academies were the least likely to have a stress-oriented environment

By type of academy, 43% of state police academies reported their training environment was predominantly stress-based (table 20). The next highest percentages were for academies operated by county police (26%) or sheriffs' offices (25%). More than **three-fifths** of academies operated by county police (89%), state police (75%), sheriffs' offices (71%), or municipal police (66%) had training environments they described as either predominantly stress or more stress than non-stress.

State POST (16%) and college and university academies (13%) were most likely to report using a predominantly non-stress training environment. A majority of state POST (64%) and college and university (60%) academies had training environments that were more non-stress than stress or predominantly non-stress compared to less than half of other academies.

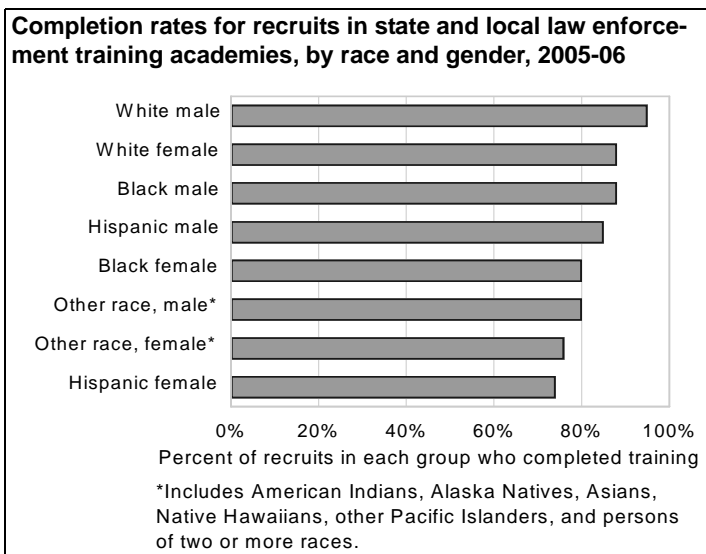


Figure 10

Table 19. Training environment of state and local law enforcement training academies, 2006

Type of training environment	Percent of academies	Percent of recruits trained
All types	100%	100%
Predominantly stress	15	15
More stress than non-stress	38	46
More non-stress than stress	38	32
Predominantly non-stress	9	6

Note: Detail may not add to total because of rounding.

Table 20. Training environment of state and local law enforcement training academies, by type of operating agency, 2006

Primary operating agency	Training environment			
	Stress		Non-stress	
	Predominantly stress	More stress than non-stress	More non-stress than stress	Predominantly non-stress
All types	15%	38%	38%	9%
State POST*	12	24	48	16
State police	43	32	20	5
Sheriff's office	25	46	25	5
County police	26	63	11	0
Municipal police	17	49	31	2
College/university	9	31	47	13
Multi-agency	11	43	35	11
Other	14	29	43	14

*Peace Officer Standards and Training.

Completion rates for female recruits lower than for male recruits in stress-oriented training environments

In academies with a predominately stress-oriented training environment, 80% of recruits who started basic training in 2005 completed it, compared to 89% in academies with training environments that were more non-stress than stress or predominately non-stress in their approach.

Type of training environment	Percent of recruits who completed basic training program
Predominately stress	80%
More stress than non-stress	86
More non-stress than stress	89
Predominately non-stress	89

In academies with a training environment described as predominantly non-stress, female and male recruits both had a completion rate of 89%, but as the stress orientation of the training environment increased, completion rates dropped more for female recruits than for male recruits (figure 11).

In academies with a training environment that was more stress-oriented than non-stress, completion rates for female recruits dropped to 79% compared to 88% for male recruits. In academies with a training environment that was predominantly stress, the difference in completion rates between female (68%) and male (81%) recruits was even greater.

Completion rates for male and female recruits in state and local law enforcement training academies, by type of training environment, 2005-06

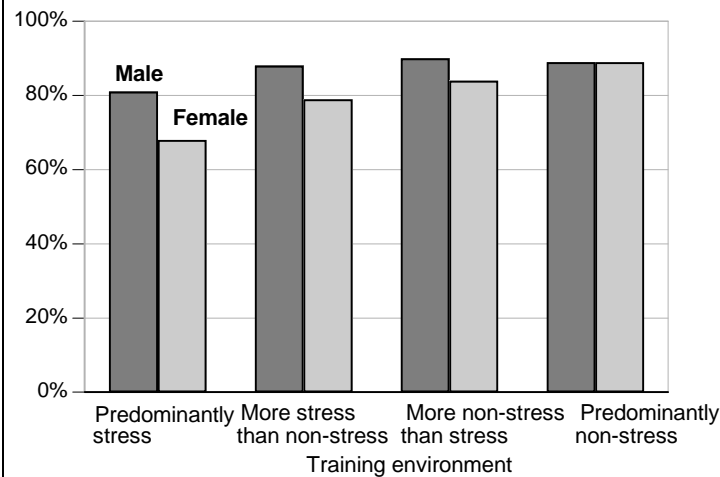


Figure 11

Methodology

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

The survey instrument was subsequently mailed to 734 academies. After the initial mailing, 13 additional academies were added, resulting in a total of 747 academies receiving the survey. During the course of survey administration, 99 academies were determined to be out of scope because they did not conduct basic law enforcement training during the study reference period.

Of the 648 academies finally determined to be eligible to receive the survey, all but one responded to all (or nearly all) of the questions. A majority (54.3%) of the responses were received by mail. About a third (34.2%) were submitted electronically through the survey website, and 11.4% were transmitted by fax.

Item response rates were higher than 99% for all questions except the following: total number of recruit classes, 96%; size of smallest and largest recruit classes, 87%; operating budget for salaries and wages, 84%; operating budget for other purposes, 83%; equipment budget, 78%; gender of recruits trained, 78%; total number of recruits starting and completing training, 78%; and race and Hispanic origin of recruits trained, 71%.

The estimated total number of recruits starting training (presented in table 13 and appendix table 4) includes imputed values for 130 academies. These imputed values were calculated by first determining the ratio of recruits to full-time equivalent employees for each type of academy, then multiplying this ratio by the number of full-time equivalent employees in each academy. The estimated number of recruits completing training was calculated by multiplying the imputed number of recruits starting training in each academy by the overall percentage of recruits completing training for that type of academy.

The completion rates presented in tables 15 through 18, in figures 10 and 11, and in the text table on page 11, were calculated using reported data for recruits in classes that started during 2005 and finished in 2005 or 2006.



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This report in portable document format and in ASCII and its related statistical data and tables are available at the BJS World Wide Web Internet site: <<http://www.ojp.usdoj.gov/bjs/abstract/slleta06.htm>>

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The Bureau of Justice Statistics is the statistical agency of the U.S. Department of Justice. Michael D. Sinclair is deputy director.

This Special Report was written by Brian A. Reaves, Ph.D., a BJS statistician. Lauren Giordano verified the report. Tina Dorsey produced the report. Catherine Bird and Jill Duncan edited the report. Jayne E. Robinson prepared the report for final printing.

The 2006 CLETA data were collected and processed by the Police Executive Research Forum (PERF) under the supervision of Bruce Taylor. PERF project staff included Bruce Kubu, Nathan Ballard, and Anthony Bellerio. Additional information on PERF is available on the Internet at <<http://www.policeforum.org>>.

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Appendix table 1. Firearms training conditions used in state and local law enforcement training academies, by type of operating agency, 2006

Primary operating agency	Type of training condition used in basic firearms training				
	Night-time or reduced light conditions	Simulated stressful conditions	Computerized firearms training systems	Non-lethal live fire	Training with off-duty weapons
All types	97%	91%	60%	59%	36%
State POST*	100	96	92	76	16
State police	100	93	77	84	45
Sheriff's office	96	89	65	60	56
County police	100	84	53	79	53
Municipal police	99	96	64	72	57
College/university	95	89	51	46	22
Multi-agency	98	91	67	57	26
Other	100	100	71	71	43

*Peace Officer Standards and Training.

Appendix table 2. Control/defensive tactics training in state and local law enforcement training academies, by type of operating agency, 2006

Primary operating agency	Type of control/defensive tactic covered in basic training						
	Weapon retention	Verbal command presence	Pressure-point control	Ground fighting	Speed cuffing	Neck restraints	Full-body restraints
All types	98%	94%	90%	87%	79%	38%	22%
State POST*	100	100	88	88	80	28	16
State police	100	95	86	100	80	43	23
Sheriff's office	100	93	86	81	84	39	21
County police	100	100	79	95	84	37	21
Municipal police	100	97	92	90	82	39	24
College/university	95	91	89	83	77	38	22
Multi-agency	100	93	98	94	78	37	20
Other	100	100	86	100	79	14	7

*Peace Officer Standards and Training.

Appendix table 3. Use of reality-based (mock) scenarios in state and local law enforcement training academies, by type of operating agency, 2006

Primary operating agency	Type of reality-based (mock) scenario used in basic training								
	Arrest control tactics	Self-defense	Verbal tactics	Use of force continuum	Firearms	Non-lethal weapons	Threat assessment	Simunitions**	Firearms training simulator
All types	93%	91%	87%	86%	84%	76%	73%	64%	62%
State POST*	88	84	84	76	88	56	68	76	84
State police	95	95	84	89	93	82	75	86	75
Sheriff's office	93	93	91	89	91	79	70	67	61
County police	84	84	79	84	74	74	89	89	68
Municipal police	96	90	92	87	82	76	76	76	64
College/university	92	91	85	89	81	76	71	51	54
Multi-agency	98	94	93	93	87	80	76	67	72
Other	93	79	71	86	79	79	64	71	64

*Peace Officer Standards and Training.

**Non-lethal ammunition such as capsules filled with paint.

Appendix table 4. Number of recruits starting basic training in state and local law enforcement training academies, by size of academy, 2005-06

Number of FTE training personnel	Number of recruits starting basic training			
	In academies reporting data		Estimated total for all academies*	
	Number	Percent	Number	Percent
All sizes	45,921	100%	56,934	100%
100 or more	9,031	20	13,287	23
50-99	12,146	26	14,620	26
25-49	12,003	26	15,121	27
10-24	10,773	23	11,680	21
Under 10	1,968	4	2,226	4

*See Methodology.

Appendix table 5. Specialized training provided by state and local law enforcement training academies, by type of operating agency, 2006

Primary operating agency	Type of specialized training						
	Radar/lidar**	Hazardous materials (HAZMAT)	Field training officer	Methamphetamine labs	Special Weapons and Tactics (SWAT)	Crash reconstruction	Dog handling (K-9)
All types	56%	53%	53%	43%	43%	36%	31%
State POST*	84	80	72	84	56	64	24
State police	75	64	75	57	48	68	45
Sheriff's office	53	53	61	40	61	39	53
County police	74	47	95	37	58	32	32
Municipal police	64	57	71	37	57	39	45
College/university	44	48	32	37	28	25	18
Multi-agency	69	56	65	63	54	48	37
Other	57	43	50	50	21	14	29

*Peace Officer Standards and Training.

**Lidar uses laser technology to calculate vehicular speed.

Appendix table 6. Special patrol operations training provided by state and local law enforcement training academies, by type of operating agency, 2006

Primary operating agency	Type of special patrol operation—					
	Bicycle patrol	Motorcycle patrol	Marine patrol	Mounted (horse)	All-terrain vehicle	Human transporter
All types	33%	23%	9%	8%	8%	2%
State POST*	36	28	4	8	8	0
State police	9	32	11	2	5	2
Sheriff's office	26	37	26	30	21	2
County police	63	37	11	0	16	0
Municipal police	59	39	10	15	11	6
College/university	18	9	5	3	3	1
Multi-agency	61	28	9	9	17	0
Other	21	29	21	0	0	7

*Peace Officer Standards and Training.

Appendix table 7. Special facilities security training provided by state and local law enforcement training academies, by type of operating agency, 2006

Primary operating agency	Type of special facility training		
	Airport security	Court security	Port security
All types	5%	16%	2%
State POST*	4	40	0
State police	7	7	2
Sheriff's office	11	44	0
County police	11	5	0
Municipal police	6	9	1
College/university	1	12	1
Multi-agency	9	31	2
Other	7	14	14

*Peace Officer Standards and Training.

Appendix table 8. Disciplinary actions that may be taken in response to violations of disciplinary code or code of conduct in state and local law enforcement academies, by type of operating agency, 2006

Primary operating agency	Type of disciplinary action							
	Dismissal/expulsion	Verbal reprimand	Counseling	Written reprimand	Motivational physical training	"Extra duty" tasks	Loss of leave privileges	Lowering of course grades
All types	97%	90%	88%	88%	60%	57%	16%	14%
State POST*	100	92	100	88	40	56	40	8
State police	100	95	98	95	84	84	64	9
Sheriff's office	98	91	88	88	70	58	12	5
County police	100	100	89	95	84	68	11	5
Municipal police	95	97	95	92	74	66	12	10
College/university	96	85	81	85	49	46	10	20
Multi-agency	96	81	91	85	57	72	13	9
Other	100	100	100	100	50	43	7	7

*Peace Officer Standards and Training.