

OMB No. 1121-0255: Approval Expires 03/31/2009

RETURN TO: Police Executive Research Forum 1120 Connecticut Ave. Suite 930, NW Washington, DC 20036	FORM CJ-52 2006 CENSUS OF STATE AND LOCAL LAW ENFORCEMENT TRAINING ACADEMIES Law Enforcement Management and Administrative Statistics U.S. Department of Justice, Bureau of Justice Statistics
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SURVEY COMPLETED BY:

NAME	
TITLE	
INSTITUTION	
E-MAIL ADDRESS	
TELEPHONE	() - EXT.
FAX NUMBER	() -

INSTRUCTIONS:

- If you have any questions regarding the survey, please call or e-mail **Bruce Kubu** of PERF at (202) 454-8308, bkubu@policeforum.org. If you have general project-related questions, please call or email **Matt Hickman** of BJS at (202) 353-1631, matthew.hickman@usdoj.gov.
- **Do not leave any items blank.**
 - If the answer to a question is not available or is unknown, write "DK" (don't know) in the space provided.
 - If the answer to a question is not applicable, write "NA" in the space provided.
 - 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.
- Please use either blue or black ink and print as neatly as possible using only CAPITAL letters.
- Please complete the survey online at <http://survey.policeforum.org/BJS2006CSLLETA.pdf>, or mail your completed questionnaire to the PERF address noted above, or fax to (202) 466-7826.
 - If completing the survey online, please make sure to enter your ID NUMBER into the field, which is located at the top right of this page. Without the ID NUMBER, you will not be able to complete the survey online.
- Please retain a copy of the completed survey for your records as project staff may call to clarify responses.

DEFINITIONS:

- **Basic training** - Training that is provided to recruits
- **In-service training** - Training provided to active-duty, certified officers
- **Class** - Unless otherwise noted, this term is used to identify a group of recruits that began receiving training at the same time (e.g., the recruit class of Winter 2005)

Section A

ACADEMY - GENERAL

1. Was your BASIC training academy in existence as of January 2003?

- Yes
 No

2. Indicate which of the following BEST describes your BASIC training academy. Mark (■) only one response.

- | | |
|--|---|
| <input type="checkbox"/> The state POST ¹ academy | <input type="checkbox"/> Technical school law enforcement academy |
| <input type="checkbox"/> Statewide academy | <input type="checkbox"/> City/municipal law enforcement academy |
| <input type="checkbox"/> Regional law enforcement academy | <input type="checkbox"/> 2-year college/community college law enforcement academy |
| <input type="checkbox"/> County law enforcement academy | <input type="checkbox"/> 4-year college/university law enforcement academy |
| <input type="checkbox"/> State Police academy | <input type="checkbox"/> Other (e.g., Natural Resources, etc.) <input type="text"/> |
- (please specify):

3. For which of the following positions does your academy provide BASIC training and/or certification? Mark (■) all that apply.

- | | | |
|--|---|--|
| <input type="checkbox"/> Campus police officer | <input type="checkbox"/> Tribal police officer | <input type="checkbox"/> Natural resources officer |
| <input type="checkbox"/> Corrections officer | <input type="checkbox"/> Sheriff's deputy (law enforcement) | <input type="checkbox"/> Animal control officer |
| <input type="checkbox"/> Jail Officer | <input type="checkbox"/> Local police officer (city/county) | <input type="checkbox"/> Constables |
| <input type="checkbox"/> Firefighter | <input type="checkbox"/> State police/highway patrol | <input type="checkbox"/> Transportation police officer |
| <input type="checkbox"/> Fire marshal/arson investigator | <input type="checkbox"/> Private security officer | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Parole/probation officer | <input type="checkbox"/> Emergency Medical Technician (EMT) | <input type="text"/> |

4. Indicate which of the following types of training your academy provides. Mark (■) all that apply.

- Basic law enforcement training
- First-line or higher supervisor training
- In-service training (training of active duty, certified officers)
- Specialized training (e.g., SWAT, K-9, bicycle patrol, boat operations, etc.)
- Field training instructors - FTO/PTO
- Pre-service training (training persons entering law enforcement who are not employed or sponsored by a law enforcement agency)
- Other (please specify):

5. Does your academy provide BASIC law enforcement training for candidates from multiple agencies?

- Yes
 No

¹ POST stands for Police Officer Standards and Training or equivalent state authority.

6. Enter the length of your current BASIC recruit training program (excluding any formal field training program) and mark the appropriate time increment for the program.

→ Please indicate the time increment for your BASIC recruit training program:

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

7. Is field-training mandatory for recruits to complete the BASIC academy?

- Yes
 No (Skip to Question 8)

- 7a. If YES, enter the length of your current FIELD-TRAINING segment and mark the appropriate time increment for the segment.

→ Please indicate the time increment for your FIELD-TRAINING segment:

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

8. Is your academy state- or POST-approved?

- Yes
 No

9. Is college credit awarded for BASIC training conducted by or through your academy?

- Yes
 No

10. Is college credit awarded for IN-SERVICE training conducted by or through your academy?

- Yes
 No

11. Is an academic degree (e.g., Associate's Degree or Bachelor's Degree) offered by or through your academy?

- Yes
 No

Section B

TRAINING PERSONNEL

The questions in this section pertain to ALL personnel providing BASIC, IN-SERVICE, and SPECIALIZED training.

12. Of the total number of personnel currently serving as TRAINERS or INSTRUCTORS (or serving as trainers or instructors during the most recent class), how many are:

- a. Civilians employed by, or assigned to, the academy
- b. Sworn officers permanently employed by, or assigned to, the academy
- c. On-duty sworn officers temporarily assigned to the academy
- d. Contractors
- e. Off-duty officers compensated to teach
- f. Other (e.g, volunteer, etc.) (please specify):
- g. Sum of lines 'a' through 'f'

Full-time	Part-time
<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"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

13. Which of the following certifications are required for your full-time trainers or instructors? Mark (■) all that apply.

- State- or POST- certification as trainer
- Academy certification as trainer
- Subject matter expert
- Other certification requirement (please specify):
- No certifications are required

14. Is there a minimum educational requirement that applies to all your full-time trainers or instructors?

- Yes
- No (Skip to Question 15)

14a. If YES, what is the minimum required education level for all your full-time trainers or instructors? Mark (■) only one response.

- High school/GED
- Two-year college degree
- Four-year college degree
- Other education requirement (please specify):

15. How many years of law enforcement experience are required for all your full-time trainers or instructors? If you do not require a minimum number of years of experience, enter 0.

<input type="text"/>	<input type="text"/>	Years
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16. How are your trainers or instructors evaluated on their performance? Mark (■) all that apply.

- Student evaluations
- Peer evaluations (i.e., evaluated by other instructors)
- Supervisory evaluations
- Other (please specify):

17. Does your academy provide ongoing and/or refresher training for trainers or instructors?

- Yes
- No (Skip to Section C, Question 18)

17a. If YES, how is the content of the refresher training for trainers or instructors developed? Mark (■) all that apply.

- Job task analysis/needs analysis
- State- or POST- commission
- Subject matter expert
- Law enforcement advisory board
- Academy staff input

Other (please specify):

Section C**ACADEMY RESOURCES**

18. From which of the following sources did your academy receive training funds or equipment in FY 2005? Mark (■) all that apply.

- City/county funding
- State funding, excluding grants
- State grants
- Federal funding, excluding grants
- Federal grants
- Surplus government equipment
- Tuition
- Student fees (other than tuition)
- Financial donations from private vendors/corporations/universities
- Equipment/facility donations from private vendors/corporations/universities
- Police departments sponsoring recruits

Other (please specify):

19. Indicate whether your academy facility includes, or you have access to, each of the following for purposes of training. Mark (■) only one response for each item.

	Part of academy facility	Not part of academy facility, but have access to	Not part of academy facility, nor have access to
a. Gymnasium	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Weight room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Obstacle course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Swimming pool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Media lab/video production facility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Mobile data terminals/computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Vehicle operation range	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Driving simulator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Dormitory/residential facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Subscription to a satellite down-link information service (e.g., LETN)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Indoor firearms range	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Outdoor firearms range	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Defensive tactics room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Firearms training simulators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Scenario training facility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Internet/on-line classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Video conferencing classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 20a. What was your academy's total operating budget during FY 2005 for gross salaries and wages, including employer contributions to employee benefits (excluding recruit salaries)? If your academy does NOT have its own operating budget, please estimate the total operating budget for FY 2005.

\$, , ▶ Please mark here if this figure is an estimation:

- 20b. If employer contributions to employee benefits are NOT included in the amount listed, estimate the percentage of gross salaries necessary to account for these costs (e.g., 15%, 20%).

%

21. What was your academy's total budget during FY 2005 for OTHER OPERATING COSTS (e.g., purchase of supplies, food, and contractual services, etc.) excluding equipment?

\$, , → Please mark here if this figure is an estimation:

22. What was your academy's total budget during FY 2005 for EQUIPMENT (e.g., purchase of cars, radios, computers, etc., with a life expectancy of five years or more)?

\$, ,

→ Please mark here if this figure is an estimation:

Section D ACADEMY TRAINEES

23. Does your academy use a "class" structure (a group of recruits who go through training at the same time)?

- Yes
- No (Skip to Question 26)

24. What was the total number of BASIC recruit academy classes that... (If none, enter 0.)

- a. ...started training in 2004 AND completed training in 2005?...
- b. ...started training AND completed training in 2005?.....
- c. ...started training in 2005 AND completed training in 2006?...

→ If your academy had no classes in 2005, skip to question 26.

25. Of the classes identified in Question 24, what were the smallest and largest class sizes?

Smallest class size: Largest class size:

26. For the BASIC recruit academy classes that started in 2005 (Q24b and c), please indicate the total number of BASIC recruits who started training, and the total number who completed training, by RACE and GENDER.

If your academy does NOT use a "class" structure (see Question 23), only fill out the right two columns pertaining to the "Total number of recruits who COMPLETED training" during 2005.

Note: If you do not have the separate race breakdowns for categories 'e' (Asian) and 'f' (Native Hawaiian or Other Pacific Islander), provide information for the combined groups under 'e' and mark 'f' with "NA."

	Total number of recruits who STARTED training				Total number of recruits who COMPLETED training				
	Male		Female		Male		Female		
a. White, not of Hispanic origin.....	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>
b. Black or African American, not of Hispanic origin.....	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>
c. Hispanic or Latino.....	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>
d. American Indian or Alaska Native...	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>
e. Asian.....	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>
f. Native Hawaiian or Other Pacific Islander.....	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>
g. Some other race.....	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>
h. Sum of lines 'a' through 'g'.....	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>	<input style="width: 20px; height: 20px;" type="text"/>

27. Does your academy have a set of formal rules concerning recruit behavior (e.g., disciplinary code, code of conduct)?

- Yes
- No (Skip to Section E, Question 28)

27a. If YES, what actions are taken in response to violations? Mark (■) all that apply.

- Loss of leave privileges
- Lowering of specific course grades
- Motivational physical training
- Requirement to perform "extra duty" tasks (e.g., writing assignments)
- Termination/dismissal/expulsion
- Counseling
- Verbal reprimand
- Written reprimand
- Other (please specify):
- No actions are taken in response to violations

Section E**CORE CURRICULUM**

28. In which of the following ways is the content of the BASIC recruit training curriculum developed? Mark (■) all that apply.

- Departmental objectives
- Job task analysis/needs analysis
- Law enforcement advisory board
- State- or POST- commission mandates
- Legislative/regulatory mandate (excluding state commission mandates)
- Subject matter experts
- Academy staff input
- Other (please specify):

29. Please indicate whether your academy provides the following types of training and the approximate number of hours of instruction required as part of your current BASIC recruit 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 is integrated throughout the curriculum. If estimating the number of hours required on a given topic, please mark (■) the box in the column labeled "Estimated" next to that particular instruction topic.

	Does your academy provide this type of training?		Number of hours of basic instruction required in this area (Write "0" if none)	Estimated
a. Basic first-aid/CPR	<input type="checkbox"/> No	<input type="checkbox"/> Yes	If YES... <input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
b. Basic foreign language (e.g., survival Spanish)	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
c. Computers/information systems	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
d. Community policing	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
e. Constitutional law	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
f. Criminal law	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
g. Cultural diversity/human relations	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
h. Domestic preparedness training (i.e., response to terrorist incidents and threats)	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
i. Domestic violence	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
j. Emergency vehicle operations	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
k. Ethics and integrity	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
l. Firearms skills	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
m. Hate crimes/bias crimes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
n. Health and fitness	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
o. History and tradition of law enforcement	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
p. Investigations	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
q. Mediation skills/conflict management	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
r. Patrol procedures/techniques	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
s. Report writing	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
t. Self-defense	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
u. Stress prevention/management	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
v. Use of non-lethal weapons	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
w. Working with juveniles (juvenile law and procedures)	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>

30. Which of the following types of tests does your BASIC recruit training program require? Mark (■) all that apply, and indicate the number of tests required within each category that are used as part of the formal evaluation of the recruit.

- Scenario-based tests → number of tests required
- Written tests → number of tests required
- Oral tests → number of tests required
- Skills/proficiency tests (e.g., driving, firearms, self-defense) → number of tests required
- State- or POST-constructed knowledge tests → number of tests required
- Physical fitness tests → number of tests required
- State competency exams → number of tests required
- Other (please specify): → number of tests required

31. The training environment of some academies can be described as a stress model (i.e., military style), while others are described as a non-stress model (i.e., academic). Using the scale below, indicate the level of stress/non-stress present in the training environment in your BASIC training program. Mark (■) only one response.

- | | | | |
|-------------------------------|--------------------------------|--------------------------------|-----------------------------------|
| Predominantly
stress model | More stress
than non-stress | More non-stress
than stress | Predominantly
non-stress model |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Section F

SPECIAL TOPICS

In this section, we ask about some specific topic areas, such as gangs, terrorism, and use of force.

32a. Please indicate whether your academy provided BASIC and/or IN-SERVICE training during 2005 in any of the following areas related to gangs. If your academy did NOT cover a given topic in either BASIC or IN-SERVICE training, please mark the column entitled N/A for that particular topic. Mark (■) all that apply for each item.

	BASIC recruit training	IN-SERVICE training	N/A
a. History of gangs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Nature and scope of gangs (e.g., types, numbers, strength)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Operations of nationally known gangs (e.g., MS-13, Crips, Bloods, Gangster Disciples)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Operations of local or "homegrown" gangs unique to jurisdiction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Gang member initiation methods (e.g., jump-in, beat-in, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Tattoo recognition (for possible gang affiliation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Graffiti recognition (e.g., gang recognition, territory, nicknames, messages, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Hand signs, walks, and other gang-related gestures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32b. Please indicate whether your academy provided BASIC and/or IN-SERVICE training during 2005 in any of the following areas related to the police response to gangs. If your academy did NOT cover a given topic in either BASIC or IN-SERVICE training, please mark the column entitled N/A for that particular topic. Mark (■) all that apply for each item.

	BASIC recruit training	IN-SERVICE training	N/A
a. Assessment of local gang problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Community risk factors of gang activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Risk factors for individual participation in gangs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Collection of gang-related intelligence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Sharing of gang-related intelligence with other criminal justice agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Recording and/or documenting crimes as "gang-related"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Role of law enforcement "gang units"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Role of multi-agency anti-gang task forces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Relevant agencies (e.g., family/juvenile services, school system, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Role of community policing in the police response to gangs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Laws and ordinances related to gangs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If your academy DOES NOT provide any of the types of training listed in Questions 32a or 32b, please SKIP to Question 34.

33a. Enter the overall length of training your academy provides on gangs and the police response to gangs and indicate the appropriate time increment.

BASIC training related to gangs



Please indicate the time increment for the BASIC training related to gangs:

Hours

Weeks

IN-SERVICE training related to gangs



Please indicate the time increment for the IN-SERVICE training related to gangs:

Hours

Weeks

33b. Does your academy's training on gangs and the police response to gangs include participation by any of the following? Mark (■) all that apply.

Members of the community

Active duty law enforcement personnel specializing in gangs

Former/current gang members

Prosecutor's office

Academic researchers specializing in gangs

Victims of gang violence

Nationally renowned speakers on gangs

None of the above

33c. Does your academy's training on gangs and the police response to gangs use any of the following instructional methods? Mark (■) all that apply.

Recruits participate in mock scenarios to learn about interacting with gangs/gang members

Recruits have field experiences working with officers specializing in gangs

Recruits view video training modules on gangs

Recruits receive classroom training/lecture/presentation

None of the above

34. Please indicate whether your academy provided BASIC and/or IN-SERVICE training during 2005 in any of the following areas related to the trafficking of humans for commercial sex and/or illegal labor. If your academy did NOT cover a given topic in either BASIC or IN-SERVICE training, please mark the column entitled N/A for that particular topic. Mark (■) all that apply for each item.

	BASIC recruit training	IN-SERVICE training	N/A
a. Overview of relevant immigration and labor laws	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Identifying victims of human trafficking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Understanding the mindset of trafficking victims	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Communicating with trafficking victims	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Signs of human trafficking (e.g., physical abuse, workplace conditons, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Services for trafficking victims (e.g., medical and mental health services, housing assistance, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Relationship with other Federal, State and local agencies and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If your academy DOES NOT provide any of the types of training listed in Question 34, please SKIP to Question 36.

35. Enter the overall length of training your academy provides on human trafficking.

BASIC training related to human trafficking



Please indicate the time increment for the BASIC training related to human trafficking:

Hours Weeks

IN-SERVICE training related to human trafficking



Please indicate the time increment for the IN-SERVICE training related to human trafficking:

Hours Weeks

36. Does your BASIC training program include instruction in any of the following areas related to terrorism and responding to terrorist incidents? Mark (■) all that apply.

Intelligence gathering

Response to weapons of mass destruction (nuclear, biological, chemical)

Intelligence analysis

Role of anti-terrorist task forces

Inter-agency information sharing

Understanding the nature of terrorism

Overview of related technology/equipment

Post-incident stabilization of the community

Overview of relevant Federal, State and local agencies (e.g., FEMA, FBI, DHS)

Other (please specify):

National Incident Management System (NIMS)/Incident Command System (ICS)

None of the above

37. Indicate for which of the following your academy uses reality-based (mock) scenarios for BASIC training. Mark (■) all that apply.

Firearms

Self-defense

Non-lethal weapons

Threat assessment

Simunitions

Verbal tactics

Arrest control tactics

Firearms training simulator

Use of force continuum

None of the above

38. Did your academy provide BASIC and/or IN-SERVICE training during 2005 on any of the following types of weapons? If your academy did NOT cover a given topic in either BASIC or IN-SERVICE training, please mark the column entitled N/A for that particular topic. Mark (■) all that apply for each item.

	BASIC recruit training	IN-SERVICE training	N/A
a. Revolver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Semi-automatic pistol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Shotgun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Rifle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Conducted Energy Device (CED) (e.g., Taser, Stinger, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Other less-lethal firearms (e.g., bean bag gun, rubber bullets, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Baton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Chemical agents (e.g., pepper spray)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Flashlight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Extended range impact weapons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

39. Indicate which of the following is/are included in your BASIC firearms or related training. Mark (■) all that apply.

- Night-time or reduced light conditions Computerized firearms training systems (e.g., FATS)
 Simulated stressful conditions Other (please specify):
 Training with off-duty weapons None of the above
 Non-lethal live fire (e.g., simunitions)

40. Indicate which of the following techniques is/are included in your BASIC control/defensive tactics instruction for use in the field. Mark (■) all that apply.

- Weapon retention Ground fighting
 Pressure-point control Verbal command presence (e.g., Verbal Judo, etc.)
 Neck restraints None of the above
 Speed cuffing Other (please specify):
 Full body restraints (e.g., "hog tying")

41. Does your BASIC training program provide any instruction on how to identify and respond to excessive force used by:

- Peer officers Yes No
Superior officers Yes No

44. Does your academy provide any training or orientation for the families of recruits (e.g., preparing family members for changes in lifestyle they may encounter when the recruit begins work as a law enforcement officer)?

Yes

No

Please provide any additional comments in the space below:

Thank you for participating in the survey!

Please return the survey by mail, fax, or via the Internet:

(1) Mail

**Bruce Kubu - 2006 CSLEETA
Police Executive Research Forum
1120 Connecticut Avenue, Suite 930, NW
Washington, DC 20036**

(2) Fax

FAX (202) 466-7826

(3) Internet

<http://survey.policeforum.org/BJ2006CSLEETA.pdf>

Burden Statement

Public Reporting burden for this collection of information is estimated to average one and one-half 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 (42 USC 3732), authorizes this information collection. Although this survey is voluntary, we urgently need and appreciate your cooperation to make the results comprehensive, accurate, and timely.