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RETURN TO: Police Executive Research Forum 1120 Connecticut Ave. Suite 930, NW Washington, DC 20036	FORM CJ-52 2002 CENSUS OF LAW ENFORCEMENT TRAINING ACADEMIES Law Enforcement Management and Administrative Statistics U.S. Department of Justice, Bureau of Justice Statistics
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INFORMATION SUPPLIED BY:

NAME [Grid of 25 empty boxes]

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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, hickmanm@ojp.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 possibly using only CAPITAL letters.
- Please complete the survey online at <http://survey.policeforum.org/bjsleta.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, 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 2002)

Section A

ACADEMY - GENERAL

1. Indicate which of the following best describes your training academy. Mark (■) only one response.

- | | |
|---|---|
| <input type="checkbox"/> State police 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"/> Technical school law enforcement academy | <input type="checkbox"/> Other (please specify): |

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

- | | |
|---|---|
| <input type="checkbox"/> Campus police officer | <input type="checkbox"/> Sheriff's deputy |
| <input type="checkbox"/> Corrections officer | <input type="checkbox"/> Local police officer (city/county) |
| <input type="checkbox"/> Emergency Medical Technician (EMT) | <input type="checkbox"/> State police/patrol |
| <input type="checkbox"/> Firefighter | <input type="checkbox"/> Private security officer |
| <input type="checkbox"/> Parole/Probation officer | <input type="checkbox"/> School resource officer |
| <input type="checkbox"/> Tribal officer | <input type="checkbox"/> Other (please specify): |

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

- Basic recruit training
- First-line or higher supervisor training
- In-service training (training of active duty, certified officers)
- Specialized training
- Field training program - recruits
- Field training instructors - FTO
- Training persons entering law enforcement who are not sponsored by a law enforcement agency
- Other (please specify):

4. Is your academy state- or POST¹-certified?

- Yes
- No

¹ POST stands for Police Officer Standards and Trainning.

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5. Is college credit awarded for basic training conducted by or through your academy?

- Yes
- No

6. Is college credit awarded for in-service training conducted by or through your academy?

- Yes
- No

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

- Yes
- No

Section B	ACADEMY PERSONNEL
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The questions in this section pertain to ALL academy personnel, including those providing basic, in-service, and specialized training.

8. 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:

	Full-time	Part-time
a. Civilians employed by, or assigned to, the academy	<input type="text"/>	<input type="text"/>
b. Sworn officers permanently employed by, or assigned to, the academy	<input type="text"/>	<input type="text"/>
c. On-duty sworn officers temporarily assigned to the academy	<input type="text"/>	<input type="text"/>
d. Contractors	<input type="text"/>	<input type="text"/>
e. Off-duty officers compensated to teach	<input type="text"/>	<input type="text"/>
f. Other: <input style="width: 300px; height: 20px;" type="text"/>	<input type="text"/>	<input type="text"/>
g. Total number of personnel serving as trainers or instructors (Sum of lines 'a' through 'f')	<input type="text"/>	<input type="text"/>

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

- State certification as trainer
- Academy certification as trainer
- Subject matter expert
- Other certification requirement:
- None of the above

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

- Yes
- No (Skip to Question 11)

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10a. If yes, what is the minimum required education level for all your full-time trainers or instructors? Mark (■) only one response.

High school/GED Four-year college degree

Two-year college degree Other education requirement:

11. 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.)

12. 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:

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

Yes

No (Skip to Section C, Question 14)

13a. How is the content of the refresher training for trainers or instructors developed? Mark (■) all that apply.

Job task analysis/needs analysis

State commission

Subject matter expert

Law enforcement advisory board

Other:

Section C

ACADEMY RESOURCES

14. From which of the following sources did your academy receive training funds or equipment in FY 2002? Mark (■) all that apply.

City/county funding

Financial donations from private vendors/corporations/universities

State funding

Equipment/facility donations from private vendors/corporations/universities

Federal funding

Police departments sponsoring recruits

Tuition

Surplus government equipment

Student fees (other than tuition) Other:

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15. Indicate whether your academy facility includes, or you have access to, each of the following for purposes of training. Mark (■) all that apply.

	Part of academy facility	Not part of academy facility, but have access to	Not part of academy facility, nor 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. Desktop computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Laptop computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Media lab/video production facility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Mobile data terminals/computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Vehicle operation range - please specify the number of vehicles:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>		<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>
	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>		<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>
k. Driving simulator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Dormitory/residential facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Subscription to a satellite down-link information service (e.g., LETN)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Indoor 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. Outdoor firearms range	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Firearms training simulators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Mock courtroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Scenario training facility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Internet/on-line classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Video conferencing classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Mail correspondence classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16a. What was your academy's total expenditure during FY 2002 for gross salaries and wages, including employer contributions to employee benefits?

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

16b. 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., 15.0%, 20.90%).

. % \$, → Please check here if this figure is an estimation:

17. What was your academy's total expenditure during FY 2002 for OTHER OPERATING EXPENDITURES (e.g., purchase of supplies, food, and contractual services, etc.) excluding equipment?

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

18. What was your academy's total expenditure during FY 2002 for EQUIPMENT (e.g., purchase of cars, radios, computers, etc., with a life expectancy of five years or more)?

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

Section D ACADEMY TRAINEES

19. What was the total number of basic recruit academy classes that began training during 2002?

20. What were the smallest and largest class sizes entering your basic recruit training program during 2002?

Smallest incoming recruit class size:

Largest incoming recruit class size:

21. How many law enforcement agencies, including your own agency (if applicable), had recruits trained by your academy during 2002?

,

22. Please provide the following information as it pertains to academy classes that completed training during 2002. Please indicate the total number of BASIC RECRUITS who started training, and the total number who completed training, by RACE and GENDER.

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: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/>
b. Black or African American, not of Hispanic origin	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/>
c. Hispanic or Latino	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/>
d. American Indian or Alaska Native	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/>
e. Asian	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/>
f. Native Hawaiian or Other Pacific Islander	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/>
g. Some other race	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/>
h. Total number of basic recruits who started/completed training (Sum of lines 'a' through 'g')	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/>

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23. Enter the total number of IN-SERVICE OFFICERS trained by your academy during 2002 (if the same officer was trained more than once, count this officer multiple times):

--	--	--	--	--

24. 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 25)

24a. What actions are taken in response to violations? Mark (■) all that apply.

Loss of leave privileges

Lowering of specific course grades

Motivational physical training

Negative impact on overall student evaluation

Requirement to perform "extra duty" tasks (e.g., writing assignments)

Termination/dismissal/expulsion

Other:

--

None of the above

No actions are taken in response to violations

Section E

CORE CURRICULUM

25. How many hours duration is your current basic recruit training program (excluding any formal field training program)?

--	--	--	--

hours

26. What is the total number of training hours in your basic recruit training program beyond any State requirement?

--	--	--	--

additional hours beyond State requirement (enter "0" if none)

27. 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 commission mandates

Legislative/regulatory mandate (excluding state commission mandates)

National experts in community/problem-oriented policing

Subject matter experts

Other:

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28. Please provide the approximate number of hours of instruction provided in each of the following areas 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 entitled "Estimated" next to that particular instruction topic.

	Number of hours of basic instruction required in this area (Write "0" if none)	Estimated
a. Basic first-aid/CPR	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
b. Basic foreign language (e.g., survival Spanish)	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
c. Computers/information systems	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
d. Community policing	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
e. Constitutional law	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
f. Criminal law	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
g. Cultural diversity	<input type="text"/> <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="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
i. Domestic violence	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
j. Emergency vehicle operations	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
k. Ethics and integrity	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
l. Firearms skills	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
m. Hate crimes/bias crimes	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
n. Health and fitness	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
o. Human relations	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
p. Investigations	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
q. Mediation skills/conflict management	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
r. Officer civil/criminal liability	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
s. Patrol procedures/techniques	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
t. Problem-solving (e.g., SARA ² , CAPRA ³)	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
u. Self-defense	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
v. Stress prevention/management	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
w. Use of non-lethal weapons	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>
x. Working with juveniles (juvenile law and procedures)	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="checkbox"/>

² SARA stands for Scanning, Analysis, Response, Assessment.

³ CAPRA stands for Clients, Acquiring and analyzing information, Partnerships, Response, Assessment.

29. Which of the following types of tests does your basic recruit training program include? 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
- POST/state-constructed knowledge tests number of tests required
- Physical fitness tests number of tests required
- State competency exams number of tests required
- Other: number of tests required

30. 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

Section F

SPECIAL TOPICS

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

31. Which of the following is true concerning instruction provided on developing partnerships with culturally diverse communities? Mark (■) all that apply.

- This topic is integrated throughout the basic curriculum
- This topic is taught as a distinct course as part of the basic curriculum
- This topic is offered as part of an in-service course
- No training on this topic is provided at this academy

32. Does your basic training program address "racially-biased policing" or "racial profiling"? Mark (■) all that apply.

- Yes, this issue is addressed during academic training
- Yes, this issue is addressed during practical skills training
- Yes, this issue is addressed during field training
- No, this issue is not addressed during basic training at this academy

33. Does your basic training program address "disengagement" techniques (i.e., how to tactfully disengage or withdraw from a stop or arrest)? Mark (■) all that apply.

- Yes, this issue is addressed during academic training
- Yes, this issue is addressed during practical skills training
- Yes, this issue is addressed during field training
- No, this issue is not addressed during basic training at this academy

34. Indicate whether your basic training program provides any formal instruction on how to identify and respond to misconduct committed by peer and/or superior officers. Mark (■) all that apply.

- Misconduct committed by peer officers
- Misconduct committed by superior officers
- None of the above

35. 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
- Intelligence analysis
- Inter-agency information sharing
- Overview of related technology/equipment
- Overview of relevant Federal, State and local agencies (e.g., FEMA, FBI)
- Post-incident stabilization of the community
- Response to weapons of mass destruction (nuclear, biological, chemical)
- Role of anti-terrorist task forces
- Understanding the nature of terrorism
- Other:
- None of the above

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

- Firearms
- Self-defense
- Arrest control tactics
- Verbal tactics
- Non-lethal weapons
- Threat assessment
- Force continuum
- Firearms training simulator
- Simunitions
- None of the above

37. For each of the following types of firearms, indicate whether your basic academy training includes that particular type of training and, if so, the minimum qualification score (in percentile).

	Is basic training conducted with this weapon type?	If yes, what is the minimum qualification score (in percentile)?
a. Revolver	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> %
b. Semi-automatic pistol	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> %
c. Shotgun	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> %
d. Rifle	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> %
e. Automatic weapons	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> %
f. Less than lethal firearms (e.g., bean bag gun, rubber bullets)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> %
g. Other: <input style="width: 300px;" type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input style="width: 20px;" type="text"/> <input style="width: 20px;" type="text"/> %

38. 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:
- Training with off-duty weapons None of the above
- Non-lethal live fire (e.g., simunitions)

39. Indicate which of the following defensive weapons instruction topics is/are included in your basic training for use in the field. Mark (■) all that apply.

- Baton Taser Stun gun
- Rubber bullets Slapjack Other:
- Flashlight Nun-chakus None of the above
- Chemical agents (e.g., pepper spray)

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 Full body restraints (e.g., "hog tying")
- Pressure-point control Ground fighting
- Neck restraints Other:
- Speed cuffing None of the above

41. Does your basic use of force training include the utilization of a mock Use of Force Review Board?

- Yes
- No

42. 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

43. Does your basic training program provide any formal instruction on potential civil and/or criminal liability for excessive use of force?

- Yes
- No

44. Since January 2000, has your academy made any of the following changes in the basic training curriculum related to community/problem-oriented policing training? Mark (■) all that apply.

- The number of hours devoted to community policing training was expanded
- More community policing courses were added to the basic curriculum
- A special community policing training block was developed
- Community policing philosophy/strategy was integrated into the entire training curriculum
- Other:
- None of the above (skip to Section G, Question 45)

44a. Were any of these changes required by a state or federal regulatory agency?

Yes

No

Section G

OTHER TRAINING ISSUES

45. Please indicate whether instruction is currently provided in each topic area for basic recruit, in-service, and supervisory trainees. If your academy does not currently provide in-service and/or supervisor training, leave those columns blank. Mark (■) all that apply.

	Basic recruit training		In-service training		Supervisor ⁴ training	
	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
a. History of community-oriented policing	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b. Identifying community problems	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
c. Prioritizing crime and disorder problems	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
d. Applying research methods to study crime and disorder	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
e. Using problem-solving models (e.g., SARA, CAPRA)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
f. Environmental causes of crime (e.g., CPTED ⁵ , "Broken Windows")	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
g. Organizing/mobilizing the community	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
h. Analyzing crime/calls for service data	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
i. Using crime mapping to analyze community problems	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
j. Creating problem-solving teams	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
k. Assessing the effectiveness of responses used in problem-solving	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No

46. Other than as a part of recruit training, does YOUR ACADEMY provide specialized training in any of the following topics? Mark (■) all that apply.

K-9

SWAT

Mounted (horse)

Field Training Officer

Bicycle patrol

HAZMAT

Motorcycle patrol

First response to terrorist incidents

Airport security

Weapons of mass destruction (nuclear, biological, chemical)

Court security

Other specialized training:

Marine operations

None of the above

Intelligence gathering related to terrorism No specialized training is offered

Intelligence analysis related to terrorism

⁴ Supervisor training includes all training provided to first line or higher supervisors.

⁵ CPTED stands for Crime Prevention Through Environmental Design.

47. Does your academy conduct field-training within the basic recruit program?

Yes

No (Skip to Question 48)

47a. How many hours in duration is the FIELD-TRAINING segment?

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 hours

47b. Is the field-training program mandatory for recruits to complete the academy?

Yes

No

47c. How are recruits evaluated during field-training? Mark (■) all that apply.

Narrative report

Oral evaluation/interview

Scales or checklists used to rate recruit performance

Other:

--

48. 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

49. Does your academy involve the community in any of the following ways? Mark (■) all that apply.

Instruction (use community members as trainers or speakers)

Curriculum development (seek community member input on training curriculum)

Oversight (include community members in oversight of training academy activities)

Sponsor citizen police academies

Recruit interaction in community locales

Citizen volunteers (including auxiliary officers)

Other:

--

None of the above

50. Indicate which of the following basic academy training methods are used by your trainers/instructors. Mark (■) all that apply.

- Recruits conduct community surveys as part of their training
- Recruits work with experienced community policing officers
- Recruits develop a community-based project and work on the project throughout training
- Recruits work on a problem within a community, conduct research, develop a solution, and present results
- Recruits participate in mock scenarios to learn about specific aspects of community policing
- Other:
- None of the above

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
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/bjsleta.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.