



BUILDING BLOCKS OF TRUST:

A report on the state of police training
and recommendations for change

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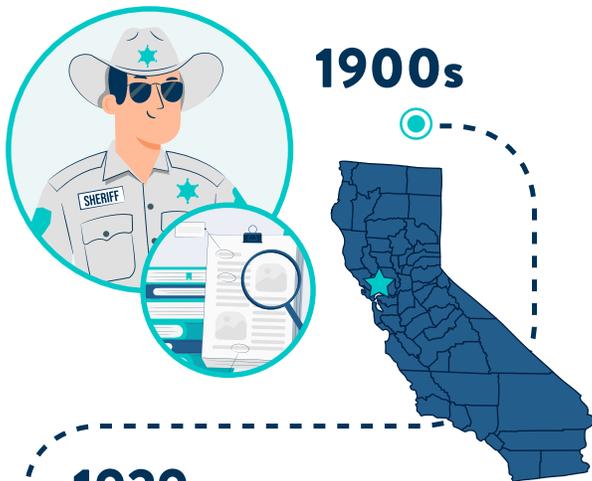
Section 01

HISTORY OF

Police Training



“THE FATHER OF MODERN POLICING”



1900s

Police Training Timeline

1900s: August Vollmer opened the country’s first police training school in Berkeley, California.¹ It included instruction on the law and evidence procedures, giving officers the skills necessary to solve crimes effectively. For his efforts to make police more professionalized, Vollmer is known as “the father of modern policing.”²



1929

1929: The National Commission on Law Observance and Enforcement, also known as the Wickersham Commission, is created by President Herbert Hoover to study the effectiveness of Prohibition enforcement. Among its findings, the commission recommended the standardization and professionalization of law enforcement training across the U.S.³ Its reports about police abuses and bribery served as a catalyst for police reform efforts in the 1930s.⁴

1935: In response to the Wickersham Commission, J. Edgar Hoover started the FBI Police Training School. The school provided courses on scientific aids in crime detection, report preparation, criminal investigation techniques, and administration. This school was the forerunner for the FBI National Academy, which currently provides professional courses of study for law enforcement managers.⁵



1935

¹ Olga Bykov, *Police Academy Training: An Evaluation of the Strengths and Weaknesses of Police Academies*, 2 Themis Research Journal of Justice Studies and Forensic Science 142 (May 2014).

² Julian Go, *The Imperial Origins of American Policing: Militarization and Imperial Feedback in the Early 20th Century*, 125 Am. J. Soc. 1193 1199-1206 (March 2020).

³ George Wickersham et al., *Police Conditions in the United States: A Report to the National Commission on Law Observance and Enforcement*, National Commission on Law Observance and Enforcement (June 26, 1931), <https://www.ojp.gov/pdffiles1/Digitization/44552NCJRS.pdf>.

⁴ James Calder, *Between Brain and State: Herbert C. Hoover, George W. Wickersham, and the Commission That Grounded Social Scientific Investigations of American Crime and Justice, 1929–1931 and Beyond*, 96 Marq. L. Rev. 1035 (2013).

⁵ FBI Training Academy, *National Academy*, Federal Bureau of Investigation, (n.d.), <https://www.fbi.gov/services/training-academy/national-academy>.

1959



1989



2001



2020



1959: The California legislature establishes the Commission on Peace Officer Standards and Training, the first of its kind in the country. It is soon followed by the formation of POSTs in other states that set minimum standards for law enforcement training.⁶

1989: The Supreme Court decides *Canton v. Harris*, a case concerning the liability of a municipality for providing inadequate training to police officers. The Court held that municipalities are liable when the failure to train amounts to “deliberate indifference” to the constitutional rights of people with whom the employees interact.⁷ This decision and the Court’s guidance on training led police departments to adopt stricter hiring and training policies in order to avoid liability.⁸

2001: The terrorist attacks on September 11, 2001, and the ensuing international conflicts changed the funding and focus of law enforcement. After 9/11, the U.S. government increased funding for law enforcement in order to prioritize counterterrorism and homeland security.⁹ Police departments became more militarized and increased “warrior-style” training, which focuses on use of force, weapons training, and combat readiness.¹⁰

2020: The death of George Floyd during an arrest by a police officer in Minneapolis, Minnesota, led to a public reappraisal of police’s use of force and officer’s racial biases.¹¹ Many departments have since reformed their training to include topics like de-escalation, peer intervention, and implicit bias.¹²

⁶ Commission on Peace Officer Standards and Training, *About POST*, State of California (2022), <https://post.ca.gov/About-Us>.

⁷ *City of Canton, Ohio v. Harris*, 489 U.S. 378 (1989).

⁸ Geoffrey Alpert, *Law Enforcement: City of Canton v. Harris and the Deliberate Indifference Standard*, 25 *Crim. L. Bull.* 466 (October 1989).

⁹ Jessica Katzenstein, *The Wars Are Here: How the United States’ Post-9/11 Wars Helped Militarize U.S. Police*, Brown University Watson Institute for International and Public Affairs (September 16, 2020), https://watson.brown.edu/costsofwar/files/cow/imce/papers/2020/Police%20Militarization_Costs%20of%20War_Sept%2016%202020.pdf.

¹⁰ Seth Stoughton, *Law Enforcement’s “Warrior” Problem*, 128 *Harv. L. Rev. F.* 225 (April 10, 2015).

¹¹ Ronald Tyler and Suzanne Luban, *Police Use of Force, Training, and a Way Forward after the Death of George Floyd*, Stanford Law School (June 4, 2020), <https://law.stanford.edu/2020/06/04/police-use-of-force-training-and-a-way-forward-after-the-death-of-george-floyd/>.

¹² Matt Vasilogambros, *Training Police to Step In and Prevent Another George Floyd*, The Pew Charitable Trusts (June 5, 2020), <https://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2020/06/05/training-police-to-step-in-and-prevent-another-george-floyd>; Tom Jackman and Dan Morse, *Police de-escalation training gaining renewed clout as law enforcement seeks to reduce killings*, Wash. Post, October 27, 2020, https://www.washingtonpost.com/local/deescalation-training-police/2020/10/27/3a345830-14a8-11eb-ad6f-36c93e6e94fb_story.html.

Section 02

Introduction



Introduction

Recent years have revealed a crisis in American policing. Police agencies at all levels are struggling to retain and recruit officers, while many on the force suffer from the ongoing mental and physical toll of their daily work. High-profile use-of-force incidents and killings of Black Americans by police have set a tragic exclamation point on growing distrust between communities of color and the police who have sworn to protect and serve them.¹³ Police officers have themselves become targets of violence, with deaths in the line of duty marking a 55% year-over-year increase in 2021 alone.¹⁴ On all sides, the impact is devastating. Work must be done to restore the relationship between police and the communities they serve. Policing policies and training must reflect the value of men, women, and children in the community as well as the professionals who protect them.

Every human being is created in God's image, with inherent dignity and value.¹⁵ For more than 45 years, Prison Fellowship® has worked to bring biblically based values and moral clarity in difficult places in and outside prisons. Nearly every person we serve begins their journey through the criminal justice system with a police encounter, and our ministry experience informs our perspective on the issue of policing. Through Prison Fellowship programming, including Warden Exchange® and Prison Fellowship Academy®, we have learned that treating people with dignity and providing opportunities for transformation have a constructive impact on prison culture and correctional officer well-being. Likewise, within the context of policing, access to community programming and supports can shape a positive community culture and contribute to officer satisfaction, health, and safety. This includes consideration of the training provided to police and how it reflects the values of our culture, the standards of the profession, and the dignity of officers and the public.

Effective, well-staffed, and accountable police forces are a critical component of community safety, and trust is important to their role. Where community members and police have mutual trust, crime prevention and response efforts are more likely to succeed. In fact, a recent study found that 86% of Christians, and 77% of U.S. adults believe the presence of police makes a community safer.¹⁶

Every day, officers support community safety by patrolling; interviewing witnesses; attending and securing community events; providing education on community safety; assisting neighborhood watch groups; conducting welfare checks; and responding to general inquiries, accidents, domestic disturbances, mental health crises, and crime. To complete these duties with safety, efficacy, and consideration to the dignity of all, police need specialized training in these areas.

This report surveys the standards, structure, substance, and challenges of police training in America. It concludes by offering general recommendations for legislatures to consider when designing meaningful reforms to police training.

Police training is not a one-size-fits-all proposition. Just as the size of police agencies varies, so do the needs and resources of communities. The training needed to be a state trooper will look slightly different than that of an officer in a small-town police department. Nonetheless, training across jurisdictions should be guided by common standards of trust and responsibility that affirm the dignity of police and residents alike.

¹³ Rich Morin, et al., *Behind the Badge: Police, Fatal Encounters, and Ensuing Protests*, Pew Research Center (2017), <https://www.pewresearch.org/social-trends/2017/01/11/po-lice-fatal-encounters-and-ensuing-protests/>; Christina Carrega & Sabina Ghebremedhin, *Timeline: Inside the Investigation of Breonna Taylor's Killing and the Aftermath*, ABC News (Nov. 2020), <https://abcnews.go.com/US/timeline-inside-investigation-breonna-taylors-killing-aftermath/story?id=71217247>; History.com Editors, *George Floyd is Killed by a Police Officer, Igniting Historic Protests*, A&E Television Networks (2021), <https://www.history.com/this-day-in-history/george-floyd-killed-by-police-officer>.

¹⁴ NLE, *2021 End of Year Preliminary Law Enforcement Officers Fatalities Report*, National Law Enforcement Memorial & Museum (2022), <https://nleomf.org/wp-content/uploads/2022/01/2021-EOY-Fatality-Report-Final-web.pdf>.

¹⁵ Genesis 1:27 (NIV).

¹⁶ Barna, *Policing, Sentencing, and Other Criminal Justice Issues*, Prison Fellowship (2021), <https://www.prisonfellowship.org/resources/justice-reform-resources>

86% of Christians

*believe the presence of police makes
a community safer.*



Section 03

THE STATE OF

Police Training Standards



The State of Police Training Standards

Requirements for Entering the Police Training Academy

There are multiple paths to entering a police training academy. Some recruits apply directly to police departments and get a job as an officer before entering training. Others apply directly to the academy and seek employment after graduating. Regardless of the track taken to the police academy, there are educational and physical requirements that recruits must satisfy before entrance.

Recruits must meet specific educational requirements. Several studies have found that higher levels of education decrease the number of disciplinary actions and complaints against an officer.¹⁷ However, only a minority of agencies require higher education before admittance to the training academy. In most jurisdictions, the minimum educational qualification to enter a police training academy is a high school diploma or an equivalent certificate. Some agencies accept military or prior police experience where educational requirements are lacking. For example, the Delaware Police Academy requires 60 semester credits, or 30 semester credits plus two years of active-duty military service, on top of a high school diploma or G.E.D.¹⁸ Similarly, the Illinois State Police require either an associate degree, 60-semester credits from an accredited college or university, or proof of active-duty military service.¹⁹ The one statewide exception is Minnesota, where the state board of Peace Officer Standards and Training (POST) requires a postsecondary degree and the completion of a Professional Peace Officer Education at one of 30 colleges and universities statewide.²⁰

In recent years, an increasing number of jurisdictions have set forth proposals for a postsecondary educational requirement, aiming to raise the professionalism of the workforce.²¹ However, such proposals have yet to gain national adoption due mainly to the lack of integration between curricula for degree programs and police training academies. In an era where police agencies are in dire need of officers in the field, any increase in educational requirements prior to entering the academy can further delay deployment of officers in the field.

¹⁷ Jason Rydberg & William Terrill, *The Effect of Higher Education on Police Behavior*, *Police Quarterly* (2010), https://www.academia.edu/2907549/The_Effect_of_Higher_Education_on_Police_Behavior.

¹⁸ Delaware State Police, *Qualifications*, Delaware State Government, <https://dsp.delaware.gov/recruiting-qualifications/>.

¹⁹ Illinois State Police Merit Board, *Cadet Applicant Process*, Illinois State Police (2022), <https://www.illinoistrooper.com/index.php/cadet-applicant-process>.

²⁰ Minnesota Board of Peace Officer Standards and Training, *Minnesota's Professional Peace Officer Education (PPOE)*, Minnesota Department of Public Safety, <https://dps.mn.gov/entity/post/becoming-a-peace-officer/Pages/minnesota-professional-peace-officer-education-program.aspx>.

²¹ Some studies have found that officers with high levels of education were less likely to be the subject of misconduct or use of force complaints. However, there is concern that educational requirements hamper efforts to diversify police departments and decrease the number of minority applicants. Rick Michelson, *Why Cops Should Pursue Higher Education*, *Lexipol* (2018), <https://www.police1.com/police-jobs-and-careers/articles/why-cops-should-pursue-higher-education-zF6yJRFkQM4y56yK/>; Carl Matthies, *Evidence-Based Approaches to Law Enforcement Recruitment & Hiring*, RAND (2011), https://www.rand.org/content/dam/rand/pubs/rgs_dissertations/2011/RAND_RGSD281.pdf.

In addition to educational requirements for entrance, most police agencies and academies require recruits to pass a written examination. Applicants to a police agency or training academy generally must score above a certain threshold to continue the application process. The standard exam is the National Police Officer Selection Test, the official test of 29 State Police Chief Associations and used in 2,500 agencies across the country.²² This test measures reading comprehension, arithmetic, grammar, and writing skills.²³ Some jurisdictions use examinations that test additional skills, such as critical reasoning and memory.²⁴ Further, some administer a civil service exam as part of the hiring process.²⁵ For example, in New York, the civil service exam includes subject matters crucial for police officers, such as language fluency, spatial orientation, and situational judgment. It is open to all qualified individuals who meet the job's minimum qualifications.²⁶

While educational requirements and examinations seek to ensure recruits meet specific cognitive standards, policing also requires physical capabilities. Virtually all agencies require recruits to undergo a medical examination by a licensed physician before entering a police training academy. Additionally, many agencies require physical ability tests. In at least 24 states, agencies use pushups, sit-ups, and a 1.5-mile run to test applicants' physical fitness.²⁷ Other required exercises include a 300-meter sprint, a vertical jump²⁸, and the completion of an obstacle course that mimics job-related activities.²⁹ For example, the obstacle course required in Massachusetts mimics the foot pursuit and takedown of a suspect.³⁰ All applicants must pass the state's threshold in each exercise to be considered physically ready for the tasks of a police officer.³¹

Time Spent in Training

Police training generally includes three segments: classroom training at the academy, in-field training after the academy, and continuing education throughout employment. In the absence of national standards for police training, the number of training hours required for police officers varies widely among states. Police training hours should be statutorily set to ensure that an entity outside of police weighs in on the hours needed. The required hours should allow for inclusion of evidence-based scenarios and concepts and testing to measure skill retention.

22 Standard & Associates, *The National Police Officer Selection Test (POST)*, Standard & Associates (2022), <https://www.stanard.com/public-safety/police-test/the-national-police-officer-selection-test/>; Mississippi Association of Chiefs of Police, *Police Testing*, Mississippi Association of Chiefs of Police, <https://mschiefs.org/police-testing/>.

23 New Hampshire Association of Chiefs of Police, *Statewide Testing Program*, New Hampshire Association of Chiefs of Police, <https://www.nhchiefsopolice.com/job-openings/pages/statewide-testing-program>.

24 Scottsdale Police Department, *Written Test Information for Police Officer Testing*, City of Scottsdale (2022), <https://www.scottsdaleaz.gov/police/join-scottsdale-pd/police-officer/written-test>.

25 New York Department of Civil Service, *Frequently Asked Questions: Police Officer Examination*, New York State (2020), https://www.cs.ny.gov/testing/test_guides/police_q.a.cfm.

26 New York State Department of Civil Service, *A Guide to the Written Test for the Entry-Level Law Enforcement Officer Series*, New York State (2021), https://www.cs.ny.gov/testing/test_guides/LawEnforcementOfficer_EntryLevel_TestGuide.pdf

27 Maine State Police, *Become a Trooper: Requirements*, Maine Department of Public Safety (2019), <https://www.maine.gov/dps/mspl/join/requirements>; West Virginia State Police, *The Academy* (2022), <https://www.wvsp.gov/academy/pages/default.aspx>.

28 Indiana Law Enforcement Academy, *Basic Training – Tier I*, Indiana State Government (2022), <https://www.in.gov/ilea/about-the-academy/basic-training-tier-i/>.

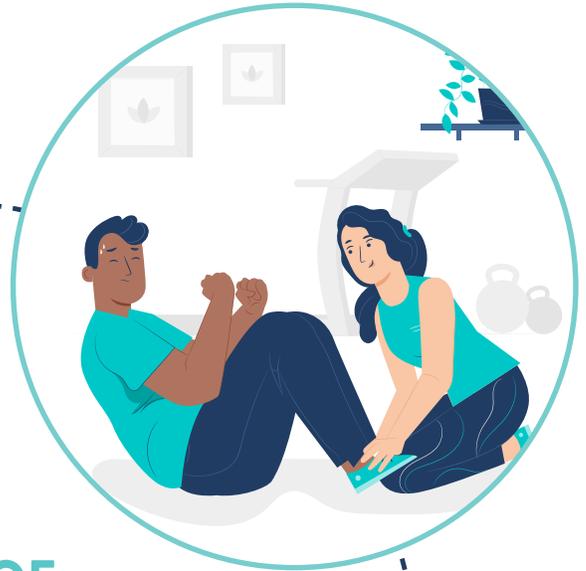
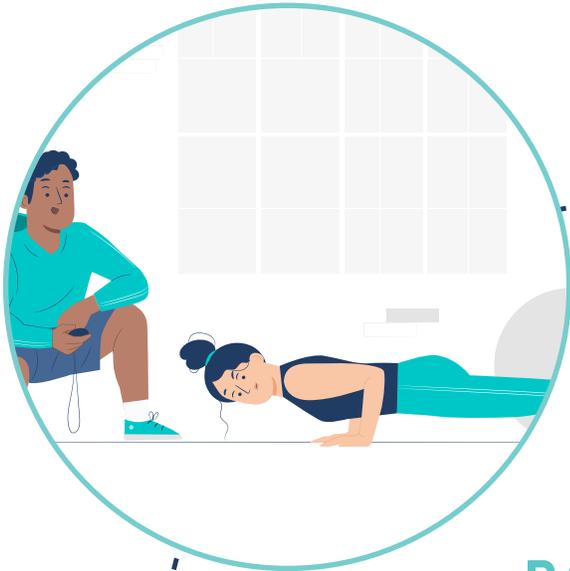
29 Oklahoma Council on Law Enforcement Education and Training, *Physical Test for Safe Participation*, Oklahoma State Government (2021), https://www.ok.gov/cleet/Peace_Officers/Physical_Test_for_Safe_Participation/index.html; Oregon Department of Public Safety Standards and Training, *Oregon Physical Abilities Test (ORPAT)*, Oregon Department of Public Safety, <https://www.oregon.gov/dpsst/CJ/Pages/ORPAT.aspx>.

30 Massachusetts Civil Service, *Schedule Physical Ability Test (PAT) for Fire and Police Departments*, Commonwealth of Massachusetts, <https://www.mass.gov/guides/schedule-physical-ability-test-pat-for-fire-and-police-departments>.

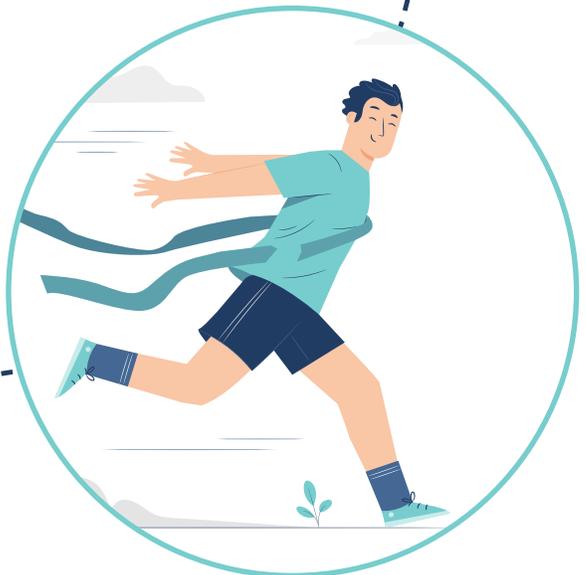
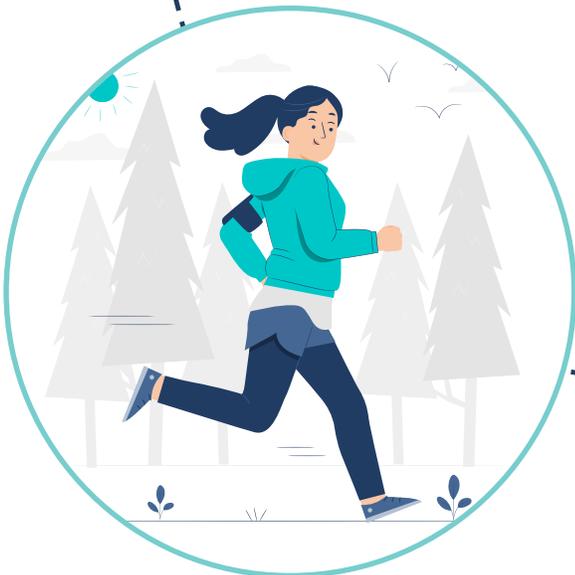
31 The thresholds vary from Push-ups: 16 (Utah) to 33 (Rhode Island and Maine); Sit-ups: 18 (Kentucky) to 40 (New York, Maine, and Rhode Island); 1.5-mile run: 11:17 (Texas) to 21:00 (Hawaii); 300-meter run: 56 seconds (Rhode Island) to 82.8 seconds (Hawaii)

Push-ups:
16 - 33

Sit-ups:
18 - 40



**RANGE OF
Physical Fitness
Thresholds**



1.5-mile Run:
11:17 - 21:00 mins

300-meter run:
56 - 82.8 seconds

Classroom Training Requirements

On average, police academies require 647 hours of classroom training.³² However, the amount of time can range from 400 hours in states like Louisiana, Montana, and Virginia, to over 1,000 hours in Connecticut and Minnesota.³³ Agencies on the higher end of this range still fall significantly below the comparative training requirements for many other professions. For example, although police receive more training than firefighters or emergency medical technicians (EMTs),³⁴ the average amount of training required for cosmetologists and barbers is higher than the average required training for police in virtually every state.³⁵ The average amount of training for a cosmetology license is 1,580 hours, and a barber's license requires 1,333 hours.³⁶

States also have different ways of setting the required number of hours for in-class training. Nineteen states statutorily mandate the minimum number of training hours, while in other states standards boards determine the quantity. Typically, these statewide policies set the floor for the minimum number of training hours each police training academy or agency must meet.³⁷ However, individual agencies frequently exceed this minimum standard; officers complete approximately 800 hours of training on average, even though the number of hours required by the state is much lower. Hawaii is the only state that has yet to adopt statewide standards for police training hours.³⁸ The state created a Law Enforcement Standards Board in 2018 to set standards, but funding issues have delayed those efforts as of the publication of this report.³⁹



The number of hours required for police basic training ranges from 400 hours to 1,000 hours, with an average of 647 required hours.

³² See Appendix B.

³³ Training Reform, *State Law Enforcement Training Requirements*, Institute for Criminal Justice Training Reform (2021), <https://www.trainingreform.org/state-police-training-requirements>.

³⁴ Rachel Engel, *How to Join a Fire Academy*, Lexipol (2020), <https://www.firerescue1.com/fire-products/online-training/articles/how-to-join-a-fire-academy-yTvaVBlhv4AnLx7X/>.

³⁵ See Appendix B; IJ, *Cosmetologist*, Institute for Justice (2022), <https://ij.org/report/license-to-work-2/tw-occupation-profiles/tw2-cosmetologist/>; IJ, *Barber*, Institute for Justice (2022), <https://ij.org/report/license-to-work-2/tw-occupation-profiles/tw2-barber/>.

³⁶ *Id.* (Connecticut is the only state where police training exceeds barber training hours.)

³⁷ Tatiana Follett, et al., *Law Enforcement Certification & Discipline*, National Conference of State Legislatures (2020), <https://www.ncsl.org/research/labor-and-employment/policing-oversight-and-new-legislation.aspx>.

³⁸ Blaze Lovell, *Hawaii May Not Set Minimum Qualifications for Police Until 2024*, Honolulu Civil Beat, October 26, 2021, <https://www.civilbeat.org/2021/10/hawaii-may-not-set-minimum-qualifications-for-police-until-2024>.

³⁹ *Id.*

Field Training Requirements

Field training gives police officers the opportunity to put their classroom instruction into practice while under the supervision of an experienced officer. The accompanying officer typically has at least three years of experience and must complete specialized training to lead field training. Supervisory training ranges from 16 hours of training in Kansas to two weeks of training in Colorado. This additional step in police training can be vital to police officer development and integration into the community. States such as California, Connecticut, Idaho, Maryland, Vermont, and Virginia require certain hours spent in-field training. In California and Connecticut, the POST-approved field training includes 400 hours of on-the-job training under the supervision of a Field Training Officer (FTO). Throughout the course, trainees are given consistent evaluations and gradually learn to carry out patrol activities independently.⁴⁰ The areas of study include the use of force, investigations, and legal issues.⁴¹ Other states mandating field training require fewer hours spent in this capacity; for example, Idaho requires only 40 hours of field training after completing the police academy.⁴² Further, some local agencies require field training in the absence of a state mandate. For example, Portland police officers must complete an 18-month field training and evaluation program after being sworn in, despite Oregon not imposing a state-wide requirement for field training.⁴³

In jurisdictions that do not require field training, officers shoulder the full responsibility of applying their instruction to their duties upon finishing the academy. Some researchers argue that field training should be required within the police training academy.⁴⁴ Upon completing each topic in the classroom, officers should participate in field training focused on that specific topic to ingrain the concepts on a practical level.⁴⁵ Adopting this approach can help ensure that recruits retain knowledge through practice and reinforcement of their classroom work.

Continuing education, or in-service training, keeps police officers up to date with new laws, technological improvements, and revisions in agency procedures. As with many other professions, officers must complete this type of training throughout their careers to renew certificates and account for changes in practice over time. Most states require approximately 21 hours of continuing education each year for police officers.⁴⁶ Five states require 40 hours of continuing education per year.⁴⁷ Continuing education generally focuses on firearm requalification and occasionally includes updates to legal regulations, use-of-force rules, and new training skills.⁴⁸ More states should create statutory guidance dictating the number of hours spent in continuing education and consistently analyze whether the topics covered are reflecting current best practices.

40 Peace Officer Training Resources, *Field Training Program*, California Commission on Peace Officer Training and Standards (2022), <https://post.ca.gov/field-training-program>.

41 Connecticut Police Officer Standards and Training Council, *Summary of Curriculum*, Connecticut State Government (August 8, 2020), https://portal.ct.gov/-/media/POST/BASIC_TRAINING/Basic-Training-Curriculum-Outline.pdf; <https://portal.ct.gov/POST/BasicTraining-Division/Basic-Training-Division>.

42 Idaho Peace Officer Standards and Training Council, *Rules of the Idaho Peace Officer Standards and Training Council*, Idaho State Police (2021), <https://adminrules.idaho.gov/rules/current/11/111101.pdf>; Md. Admin. Code § 12.04.01.17 (2017). 6 Va. Admin. Code § 20-20-21 (2019).

43 Portland Police Bureau, *Initial Officer Training*, City of Portland, Oregon, <https://www.portlandoregon.gov/police/article/503212>.

44 Michael McCampbell, *Field Training for Police Officers: The State of the Art*, U.S. Department of Justice (1987), <https://www.ojp.gov/pdffiles1/nij/105574.pdf>.

45 Peggy Schaefer, *IADLEST Podcast on Training- Transcript*, International Association of Directors of Law Enforcement Standards & Training (Feb. 2022), <https://www.iadlest.org/training/training-standards-for-le>.

46 Training Reform, *State Law Enforcement Training Requirements*, Institute for Criminal Justice Training Reform (2021), <https://www.trainingreform.org/state-police-training-requirements>.

47 Kan. Stat. Ann. § 86-74-5607a (2021); Kentucky Department of Criminal Justice Training, *Training: In-Service*, Commonwealth of Kentucky (2022), <https://www.docjt.ky.gov/in-service>; Tenn. Comp. R. & Regs. § 1110-04-.01 (2021); Utah Code § 53 6-202 (2021); 6 Va. Admin. Code § 20-30-30 (2016).

48 Louisiana Police Officer Standards and Training Council, *POST In-Service Training Requirements*, Louisiana Commission on Law Enforcement and Administration of Criminal Justice (2021), <http://lcle.la.gov/programs/postinservice.asp>; Massachusetts Municipal Police Training Committee, *Training Year 2021-2022 Mandatory In-service*, Executive Office of Public Safety and Security (2021), <https://www.mass.gov/info-details/training-year-2021-2022-mandatory-in-service>; Missouri Peace Officer Standards and Training, *Continuing Law Enforcement Education Requirements*, Missouri Department of Public Safety (2021), <https://dps.mo.gov/dir/programs/post/edrequirements.php>.

Section 04

STRUCTURE OF

Police Training



Structure of Police Training

Variations in Agency Focus

The nation's 680 police training academies have varying operators, instructor requirements, and instructional practices. Further, differences in academy structure can exist between states and even within states. Some states only have one police training academy for all officers, whether they serve at the city, county, or state level.⁴⁹ However, most states have multiple academies that serve different agencies throughout the state. In those instances, the location of the academy that a recruit will attend is based either on region or department. In some states, all county-level agencies may attend one academy, while recruits for the state police department attend another. In other states, all recruits that will serve a certain region may attend a police training academy regardless of agency level. Regardless of location, all police training academies have statewide standards, like the standards for training hours and content to be covered.⁵⁰ Individual academies, particularly those that are agency-level focused, can and often do exceed that statewide content mandate.

Variations in Academy Operators, Instructors, and Methods

Police training academies across the nation also differ as to who operates the program. As of 2018, two-thirds of all police training academies were operated by police agencies, while one-third were operated by colleges, universities, or trade schools.⁵¹ These trends hold true across regional lines.⁵² For example, nearly 90% of police recruits in the northeastern U.S. attend police-operated academies. However, some regions have more significant variance; for example, there is an even split between the police-operated versus academia-operated training academies across the Midwest. There is a lack of scholarly research regarding the outcomes of training academies operated by law enforcement agencies versus educational institutions. More data collection and analysis is needed to inform the structure of future police training academies.

That research should extend to evaluating the impact of instructional methods also. While the operator of an academy influences the overall police training academy experience, individual instructors significantly impact a recruit's learning and development. Most police training academies require experience in policing rather than a specific educational background for their instructors. As a result, many full-time training academy instructors are sworn police officers that are either permanently or temporarily assigned to duty as an instructor.⁵³ Nearly half of all part-time instructors are off-duty sworn officers compensated for their time spent instructing.⁵⁴ Unsurprisingly, the police training academies operated by colleges and universities are more likely to require instructors to have a college degree.⁵⁵

⁴⁹ See Appendix B

⁵⁰ Community Relations Services, *Policing 101*, U.S. Department of Justice, <https://www.justice.gov/file/1376626/download#:~:text=1%20These%20departments%20are%20subject,departments%20in%20the%20United%20States>.

⁵¹ Emily Buehler, *State & Local Law Enforcement Training Academies*, 2018, Bureau of Justice Statistics (July 2021), <https://bjs.ojp.gov/sites/g/files/xyckuh236/files/media/document/slleta18st.pdf>.

⁵² *Id.*

⁵³ *Id.*

⁵⁴ *Id.*

⁵⁵ *Id.*

While there are many benefits in teaching from practical experience, practical experience alone is insufficient to ensure quality instruction. The position of training officer should be held in high esteem and reserved for those with a record of integrity and effectiveness. One factor that helps to guarantee quality instruction is subject matter expertise. Despite the large percentage of “practice-based” instructors, 70% of all police training academies require an instructor to be a subject matter expert.⁵⁶ Further, standardized curricula can help to improve the quality of education, yet instructors create their own content in many cases, and only a few states require an instructor to produce a scripted lesson plan.⁵⁷ As a result, topics may be taught in an incomplete, slanted, or piecemeal manner rather than fostering a cohesive understanding of policing.⁵⁸



⁵⁶ *Id.*

⁵⁷ Schaefer, *supra* note 33.

⁵⁸ *Id.*

Section 05

SUBSTANCE OF

Police Training



Substance of Police Training

General Training Topics

Just as the amount of time spent training police officers may vary, there are also differences across jurisdictions regarding the subject matter taught in police training academies. Some advocates have suggested that the length of the academy is not what needs to change, but rather the information covered.⁵⁹ However, greater coverage of necessary topics requires increased hours at police training academies. This is particularly true considering not only the number of topics but the depth of knowledge that is required to properly execute on them. For the purposes of information retention, it is unreasonable to think the same quality of training can be conveyed in a 400-hour training academy as there is in an academy that requires over 1,000 hours.

While the specific courses vary among academies, curricula generally comprise one of four basic categories: operations, self-improvement, legal education, and defensive tactics.⁶⁰ Typically, the subject matter is taught in a classroom or field setting.⁶¹

Police operations courses cover the basics of policing, such as report writing, patrol procedures, investigations, evidence processing, and the use of the patrol vehicle.⁶² Operations coursework typically comprises over 250 hours, with each specific course averaging 24 hours.⁶³ The content of the courses within this topic is broader than those within the other three categories.

Meanwhile, the time spent in self-improvement training is nearly half of that spent learning operations. Self-improvement training covers communication, professionalism, ethics, and officer well-being. For years, most of such courses were dedicated solely to officers' physical health and fitness.⁶⁴ In a departure from this historical trend, officers' stress levels and mental health have gained greater focus in self-improvement courses in recent years. Today, nearly 90% of police training academies include stress prevention as part of police training.⁶⁵ This comes as a result of high police turnover, as well as elevated rates of post-traumatic stress disorder, suicide, alcoholism, and depression in police officers compared to the general public.⁶⁶ Even so, only nine hours of training are devoted to stress prevention training on average, and scholarly research indicates that more time is necessary to see a positive impact.⁶⁷

⁵⁹ Annemarie Millar, et al., *Police Officers Do Not Need More Training; But Different Training*, *Journal of Family Violence* (Sept 2021), <https://link.springer.com/content/pdf/10.1007/s10896-021-00325-x.pdf>; John Sloan & Eugene Paoline, "They Need More Training!" *A National Level Analysis of Police Academy Basic Training Priorities*, *SAGE Journals* (2021), <https://journals.sagepub.com/doi/abs/10.1177/1098611211013311>.

⁶⁰ Task Force on Policing, *Effectiveness of Police Training*, *CCJ* (March 2021), https://assets.foleon.com/eu-west-2/uploads-7e3kk3/41697/effectiveness_of_police_training_f83a079a3503.pdf.

⁶¹ Buehler, *supra* note 39.

⁶² *Id.*

⁶³ *Id.*

⁶⁴ *Id.*; Task Force, *supra* note 48; Daniel Blumberg, et al., *New Directions in Police Academy Training: A Call to Action*, *Int. J Environ Res Public Health* (2019), www.ncbi.nlm.nih.gov/pmc/articles/PMC6950698/.

⁶⁵ *Id.*

⁶⁶ Shabeer Syed, et al., *Global Prevalence & Risk Factors for Mental Health Problems in Police Personnel: A Systematic Review & Meta-Analysis*, *BMJ Journals* (2020), <https://oem.bmj.com/content/77/11/737>; Miriam Heyman, et al., *Ruderman White Paper on Mental Health & Suicide of First Responders*, Ruderman Family Foundation (2018), https://rudermanfoundation.org/white_papers/police-officers-and-firefighters-are-more-likely-to-die-by-suicide-than-in-line-of-duty/; Brian Chopko, et al., *Trauma-Related Sleep Problems and Associated Health Outcomes in Police Officers: A Path Analysis*, *SAGE Journals* (2018), <https://journals.sagepub.com/doi/abs/10.1177/0886260518767912>; James Ballenger, *Patterns & Predictors of Alcohol Use in Male & Female Urban Police Officers*, *American Journal on Addictions* (Nov. 2010), <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1521-0391.2010.00092.x>.

⁶⁷ *Id.* (In one study, officers reported improvements in stress levels, mental health, and sleep after participating in an 8-week mindfulness intervention training.)

OPERATIONS

DEFENSIVE TACTICS

01

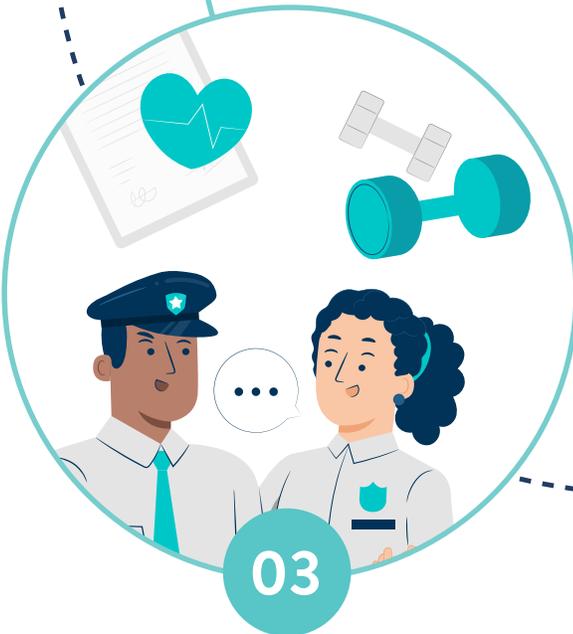


02



Main Basic Training Categories

03



04



SELF-IMPROVEMENT

LEGAL

Legal education is part of the curriculum in 99% of police training academies. This training focuses on criminal, constitutional, juvenile justice, and traffic law.⁶⁸ However, on average basic training academies only spend 88 hours on legal education, just over 10% of the average length of basic training.⁶⁹ Many criminal justice reform advocates and police officers alike say this area merits more attention during training. Communities rely on police to protect and uphold the law, including their individual rights, and some researchers believe officers should receive more education on the topic.⁷⁰ When a court of law must evaluate an officer's questionable conduct, the court compares his or her conduct to what a reasonably well-trained officers would do in a similar situation. Expanding police officers' legal training would arguably elevate the accountability standard to which courts hold officers.

In contrast, defensive tactics courses receive criticism for having too much time devoted to them. Defensive tactics courses generally cover firearm skills and conflict management. While officers must know how to operate their weapons, many argue that training on conflict management is equally essential for ensuring officer safety.⁷¹ Despite this, firearm skills are the subject area with the highest number of training hours, nearly double most other topics.⁷² The United States spends more time on weapons training for police officers than any other country.⁷³ Meanwhile, the number of police officers equipped in conflict management is fewer than those trained in firearms. Every police training academy offers firearms skills, but only two-thirds offer training on community-oriented policing, which includes mediation, conflict management, or problem solving.⁷⁴ The police academies that do offer that training only spend an average of 13 hours on these topics.⁷⁵

68 Buehler, *supra* note 39.

69 *Id.*

70 Blumberg, *supra* note 52.

71 *Id.*: David Gutierrez, *Why Police Training Must be Reformed*, Harvard Kennedy School (2016), <https://iop.harvard.edu/get-involved/harvard-political-review/why-police-training-must-be-reformed>.

72 Task Force, *supra* note 48; Buehler, *supra* note 39.

73 *Id.* (It is important to note that some countries do not provide firearms for police officers, or have specialized teams that carry firearms, and have stringent restrictions on citizen firearm ownership, whereas one study on American policing found that 87% of incidents involving firearm use by a police officer was the result of an immediate threat posed to the officer.)

74 Buehler, *supra* note 39.

75 *Id.*

Training on Community-Oriented Topics

In recent years, researchers have called for the inclusion and expansion of specific additional topics within the academy, such as crisis intervention, de-escalation, cultural diversity, and domestic violence. These new topics in community-oriented policing teach similar competencies, such as active listening and establishing trust and respect. Still, each one has its pitfalls. For example, although crisis intervention training usually includes de-escalation techniques, they are not synonymous. Crisis intervention training is more specific to individual interactions, while de-escalation training teaches more general techniques.⁷⁶ Crisis intervention training shows officers how to interact with people with mental, physical, or behavioral disabilities, those experiencing economic crises, or those struggling with substance abuse disorders.⁷⁷ De-escalation training educates police officers on the use of nonviolent strategies and techniques to decrease the intensity of a situation, improve communication, and increase voluntary compliance.⁷⁸ Both equip officers with avenues to establish trust and achieve safety through communication skills.

Domestic violence and cultural diversity training also focus on communication skills and provide tools for officers to establish trust in sensitive situations. Neither of these topics are new to police training, but both require continued adaptation based on resources and dynamics. Domestic violence training focuses on the safety of a domestic violence victim as well as any children in the home. The training equips officers with resources needed by victims including counseling, shelter, and legal advice.⁷⁹

Cultural diversity training has been increasingly incorporated into police training since the 1960s. The importance of this training has gained national attention in recent years as the disparate rates of traffic stops and arrests among Black Americans have gained recognition.⁸⁰ The training aims to heighten cultural awareness and sensitivities and expose where implicit biases exist.⁸¹ Although training in this area may contribute significantly to community trust, crime prevention, and crime response, the effectiveness of particular trainings on identifying and managing biases is still being studied. While some police training academies have added a subset of community-oriented policing topics to their curriculum, few have incorporated all topics due to lack of budget and time. And while training in these additional topics has shown promising initial results, such as increased diversion from jails to mental health facilities, further research is needed regarding the impact on rates of arrest, use-of-force incidents, and officer and civilian casualties among Black Americans and other communities of color.⁸²

⁷⁶ CIT Inc., *De-Escalation Course & Guide*, Crisis Intervention Team Inc., <http://www.gocit.org/deescalation-crisis-intervention-training.html>.

⁷⁷ *Id.*

⁷⁸ *Id.*

⁷⁹ Chelsea Rider, *Domestic Violence Training Courses*, National Sheriffs' Association (2022), <https://www.sheriffs.org/programs/domestic-violence-crime-victim-services/training>.

⁸⁰ Stephen Hennessy, et al., *Cultural Awareness & Communication Training: What Works & What Doesn't*, Office of Justice Programs (2001), <https://www.ojp.gov/ncjrs/virtual-library/abstracts/cultural-awareness-and-communication-training-what-works-and-what-doesnt#:~:text=Cultural%20diversity%20training%20for%20law,in%20cultural%20awareness%20and%20communication>.

⁸¹ *Id.*

⁸² Michael Rogers, *Effectiveness of Police Crisis Intervention Training Programs*, *Journal of American Academy of Psychiatry and the Law* (Sept. 2019), <http://jaapl.org/content/early/2019/09/24/JAAPL.003863-19>.

Section 06

Conclusion



Conclusion

Prison Fellowship approaches every criminal justice issue informed by knowledge and experience gained from over 45 years of work inside prisons. We have seen firsthand the positive impact of treating people with dignity and cultivating safety through investment in transformational leadership training and community engagement. Given the centrality of police to a community's wellbeing, the standards governing police conduct and training should reflect and affirm the dignity of all community members. Proper training should encompass cognitive skills, relationship management, negotiations, and operational and tactical maneuvers. Robust training expands and strengthens police officers' toolkits for preventing and solving crime. By setting and meeting high standards of training, police can foster a sense of mutual trust and responsibility for the people they are called to protect and serve. This goal cannot be achieved without more prevalent access to data on policing that can be analyzed to help determine best practices.

Some states have made significant progress toward a more transparent, accountable, and effective plan for police training. For example, Connecticut's training reflects many of these attributes, requiring one of the highest number of hours for training and by making the academy curriculum outline and misconduct reports publicly available. However, the hours are set by the standards board rather than statute. On the other hand, Virginia's training hours for the academy, in-field, and continued education are statutorily set but fall on the lower end of required training academy hours. Momentum around police training practices has grown substantially in recent years. Since 2020, 39 states and the District of Columbia have enacted 90 bills regarding police training.⁸³ In 2021 alone, 11 governors addressed police training in their state of the state addresses, calling for more resources devoted to officers' training.⁸⁴

Training that is simply academic or technical, however, will not build meaningful trust. Community members ought to be given practical channels for feedback and collaboration. This feedback should be responsibly gathered and diligently analyzed to identify agency-wide or individual patterns that can be used to identify training and accountability measures. The Commonwealth of Virginia recently implemented a program that allows for collection of feedback from those who interact with police.⁸⁵ After an interaction with a police officer, the community member is given a card with a QR code to complete an anonymous survey regarding their encounter with the officer.⁸⁶ The survey asks for information about the type of encounter and the officer's behavior.⁸⁷ Data is then reported back to agencies to provide insight on how the community views officers.⁸⁸ This is an excellent first step in collecting community feedback. However, data collected in this way may reflect outlier opinions more than typical encounters with police.

Prison Fellowship is currently developing an assessment in partnership with the North Dakota Department of Corrections and Rehabilitation that will help corrections leaders identify strengths and growth opportunities for prison culture. The assessment will use data collected from both corrections staff and prison residents. It will ask about negative indicators of prison culture, such as violent incidents, as well as positive indicators like affirming communication between staff and residents. Similarly, more systematic data collection from community members about their perceptions of law enforcement performance and trust levels could clarify needs and offer growth opportunities for policing agencies.

⁸³ NCSL, *Legislative Responses for Policing- State Bill Tracking Database*, National Conference of State Legislatures (April 2022), <https://www.ncsl.org/research/civil-and-criminal-justice/legislative-responses-for-policing.aspx>.

⁸⁴ Leslie Griffin & Jamal Nelson, *Criminal Justice Guide to 2022 State of the State Speeches*, The Council of State Governments Justice Center (Feb. 2022), https://csgjusticecenter.org/2022/02/23/criminal-justice-guide-to-2022-state-of-the-state-speeches/?mc_cid=c579ecf5a6&mc_eid=c74d13e5f7.

⁸⁵ Joel Shults, *Does Your Department Rate 5 Stars?*, Lexipol; (May 2022), <https://www.police1.com/public-perception/articles/does-your-department-rate-5-stars-xGzGZ-TQbI53KZDvVI>.

⁸⁶ Guardian Score, *Real-Time Analytics on Department, Teams, & Officers*, Guardian Score (2022), <https://guardianscores.com/features>.

⁸⁷ *Id.*

⁸⁸ *Id.*

Section 07

Recommendations



Recommendations

Policing is predominantly a state and local function to promote safe communities. It is natural that jurisdictions will offer different approaches to policing specific to the crime challenges facing their community, the staff and resources available, and other local dynamics. However, states and localities must adopt proven crime-reduction practices as determined by consistent evaluation, reporting, and assessment.

Police agencies and academies of every size and locality should regularly and publicly report thorough data to state lawmakers and make their reports available to the public. The information collected should include but not be limited to: the demographics of police recruits that entered and graduated from the training academy, including educational background; the number of hours each academy within the state spent training officers; the credentials of the instructors; and the breakdown of topics covered during those hours. States should then analyze this data in light of calls for response, complaints, and disciplinary action. This analysis will allow states to identify agency-wide or particular issues and ensure that training meets the needs of the community. This analysis should also inform best practices for the standards, structure, and substance of police training, including in the following areas:

- **Aligning Hours and Topics to Best Practices:** Police training requirements should include basic, in-field, and continuing education. The number of hours required in each training segment should align with a common standard based on best practices for effective officer training. Best practices include:
 01. **Hours Proportional to the Importance of the Police's Role**
 - Time standards at all levels of training should reflect the weight of responsibility officers bear in serving the community.
 02. **Topics**
 - Training should be based on evidence and the experience of subject matter experts. Topics should be expanded to impart a thorough understanding of mental health, domestic violence, cultural bias, and other topics critical to community well-being.
 - Training on de-escalation should be expanded in every academy to equip officers with tactics and techniques to decrease reliance on force.
- **A Focus on Multi-Disciplinary Collaboration:** Recruits should spend some of their training hours developing collaboration and referral processes with community health boards, substance abuse treatment organizations, dispatchers, and other stakeholders.
- **A Community Focus:** Police training should emphasize a commitment to building healthy relationships with community leaders and houses of worship. Effective officers need cultural competency with people of different races and backgrounds. Subject matter experts should assess this competency regularly by collecting data analyzing the perceptions of community stakeholders.
- **An Emphasis on Officer Well-being:** Police training should acknowledge the impact of day-to-day duties on officers' well-being and provide research-based tools and resources tailored to their mental and physical health needs.

Section 08

Appendices



Appendix A

Glossary of Terms

POLICE AGENCY: A government agency responsible for the enforcement of laws. Typically, police agencies fall into one of three jurisdictional levels: state, county, and city/town.

POLICE UNIONS: Similar to other labor unions, police unions formed after the Boston Police Riot in 1919 and serve to protect the rights of police officers. They are known to carry heavy political clout and influence.

QUALIFIED IMMUNITY: The immunity of civil liability for a public official who is performing a discretionary function, as long as the conduct does not violate clearly established constitutional or statutory rights.

RECRUIT: A non-sworn employee of a police department undergoing training to become a police officer.

STANDARDS BOARD: A state agency designed to mandate the ethical and moral standards, as well as training requirements that police officers must meet.

SUBJECT MATTER EXPERT: A term of art meaning “person with direct knowledge of what is done in the job; what knowledge, skills, abilities and other characteristics (KSAOs) are required; and the general background of persons who are able to do the job successfully.”

Appendix B

Police Training Hours by State

State	One State-Run Academy or Various Academies?	Basic Training Hours Required	Statutory Mandate for Basic Training Hours	Topics Covered in Basic Training	In-field Training Hours Required	Continued Education/ In-Service Training Hours Required (per year)	In-Service Training Topics
Alabama	Various academies	<u>560</u>		General topics; legal issues; communication & conflict resolution skills; investigations, intelligence, and information gathering; skills and tactics		12	
Alaska	One academy	<u>650</u>	Alaska Admin Code 13 AAC 85.050	Control tactics; cultural diversity; emotional survival, police stress, and trauma; firearms; use of force			
Arizona	Various academies	<u>585</u>	Arizona Administrative Code R13-4-110	Introduction to law enforcement; law and legal matters; patrol procedures; traffic control; crime scene management; community and police relations; records and reports; police proficiency skills		8	
Arkansas	Various academies	<u>520</u>	132-00-19 Ark. Code R. § 1 (1005-f)	Criminal investigation, accident investigation, firearms, defensive tactics, officer safety techniques, traffic law, criminal law, civil liability and other legal aspects of law enforcement, crime prevention, crisis intervention, and cultural diversity		24	
California	Various academies	<u>664</u>	11 CCR § 1005	Use of force/de-escalation; arrest and control; people with disabilities; cultural diversity/discrimination	400	12	
Colorado	Various academies	<u>556</u>		Academic, arrest control, driving, firearms		24	

Connecticut	Various academies	<u>1,345</u>		Police and the law; practical police skills; human relations; social justice seminar; criminal investigation; patrol procedures	400	20	
Delaware	Various academies	<u>584</u>	Delaware Administrative Code Title 1-800.801.15.0	Accident investigation, criminal investigation, Delaware criminal code, firearms, information systems, and patrol procedures/officer survival		16	
Florida	Various academies	<u>770</u>		DUI traffic stops, vehicle operations, first aid, firearms, and defensive tactics		10	
Georgia	Various academies	<u>408</u>				20	
Hawaii	One academy	<u>0</u>		Laws, policies and procedures; control and arrest tactics; firearms; emergency vehicle operation; physical fitness			
Idaho	Various academies	<u>600</u>	Idaho Administrative Code IDAPA 11.11.01	Communications, defensive tactics/use of force, driver training, legal issues, officer safety, officer wellness, physical fitness, professionalism, weapons use	40	20	
Illinois	Various academies	<u>560</u>		Scenario-based role-playing; de-escalation techniques; stops, searches, and use the force; officer safety; and high-risk traffic stops		10	
Indiana	Various academies	<u>600</u>		Criminal and traffic law; firearms; emergency vehicle operations; physical tactics; EMS awareness and human behavior		24	2 hours in firearms, 2 hours in physical tactics/use of force, and 2 hours in police vehicle operation

Iowa	Various academies	620	Iowa Administrative Code 501-3.3(80B)	55 hours on patrol procedures; 188 hours on tactical skills (including firearms); 123 hours on life skills (including mental health emergencies); 112 hours on investigation; 67 hours on legal topics; 15 hours on Foundations of American policing (including community relations, cultural competency, and unbiased policing)		12	
Kansas	Various academies	560		8 hours on de-escalation; 45+ hours on firearms		40	
Kentucky	Various academies	800	KAR Title 503, Chapter 001, Regulation 110	Legal subjects; physical training; defensive tactics; patrol; vehicle operations; firearms; criminal investigation; D.U.I./ field sobriety testing; breath testing; or practical evaluation/testing		40	
Louisiana	Various academies	496	RS 40:2404.2			20	8 hours of firearms, 4 hours of officer survival training, 2 hours of legal updates and instruction, and 6 hours of electives
Maine	One academy	720		35 hours on professional development; 93 hours on law and legal issues; 23 hours on communications; 106 hours on traffic; 57 hours on investigation; 72 hours on patrol; 241 hours on law enforcement skills (including 47 hours on firearms, 58 hours on arrest, restraint, and control, and 57 hours on lifetime fitness)		20	Firearms; new law updates; investigation of electronic evidence; implicit bias; and de-escalation

Maryland	Various academies	<u>750</u>	Md. Code Regs. 12.04.01.09	Organizational principles and law; patrol; traffic; criminal investigation; emergency medical care, which shall also provide training in lifesaving techniques, including cardiopulmonary resuscitation (CPR); communications; report writing and composition; crime prevention; crisis intervention; protective strategies and tactics, including training in the proper level and use of force; emergency vehicle operations; prisoner processing and security; courtroom preparation and testimony; health and wellness; terrorism and weapons of mass destruction; sensitivity to cultural and gender diversity; and individuals with physical, intellectual, developmental, and psychiatric disabilities	240	18	Firearms re-qualification
Massachusetts	Various academies	<u>800</u>		Policing in Massachusetts; investigations; and patrol procedures		30	3 hours on de-escalation; 3 hours on responding to emergencies involving the mentally ill; and six hours on officer wellness
Michigan	Various academies	<u>594</u>		Firearms; subject control; emergency vehicle operations; physical fitness/health and wellness; first aid			
Minnesota	Various academies	<u>1,050</u>		Core competencies; foundational knowledge; performance of peace officer duties and tasks; tools, techniques, and tactics		16	Use of force; crisis intervention and mental illness crises; conflict management and mediation; community diversity and implicit bias.
Mississippi	Various academies	<u>480</u>		52 hours of firearm training		24	

Missouri	Various academies	<u>600</u>	Mo. Rev. Stat. § 590.040			24	2 hours of firearms, 1 hour of racial profiling training, 1 hour of implicit bias training, and 1 hour of de-escalation training
Montana	One academy	<u>480</u>		Law and criminal procedure; human behavior & social interaction; patrol operations; traffic enforcement; investigations; survival skills; health and wellness		10	
Nebraska	Various academies	<u>626</u>				28	Two hours of anti-bias and implicit bias training; also includes refresher courses on de-escalation, mental health, and substance abuse issues.
Nevada	Various academies	<u>680</u>		83.5 hours for law and legal procedures; 165 hours for patrol operations and investigations; 291 hours for performance skills; 67 hours for functions of a peace officer; 72.5 hours for administration and examinations		12	Racial profiling, mental health, officer well-being, implicit bias recognition, de-escalation, human trafficking, and firearms
New Hampshire	One academy	<u>640</u>		Criminal code and constitutional law; human relations; defensive tactics; emergency driving; and firearms		8	Recommended to take a two hour course on de-escalation, ethics, and implicit bias to count towards 8 hours of continuing education; required to take 4 hours on the use of force
New Jersey	Various academies	<u>880</u>		60 hours of firearm instruction; 20 hours of active counter measures; 32 hours of defensive tactics; 21 hours of driving instruction		12	8 hours of firearms and 4 hours on domestic violence.

New Mexico	Various academies	<u>672</u>	N.M. Code R. § 10.29.9.8	26 hours on law enforcement in New Mexico; 64 hours on physical and emotional readiness; 50 hours on law and procedures; 70 hours on patrol procedures and operations; 46 hours on principles of criminal investigation; 40 hours on motor vehicle law enforcement; 24 hours on motor vehicle collision investigation and related issues; 40 hours on crisis intervention and management; 16 hours on note taking and report writing; 54 hours on operation of a patrol vehicle; 77 hours on firearms		20	2 hours on interaction with persons with mental impairments
New York	Various academies	<u>700</u>		Ethics and professionalism, cultural diversity, bias-related incidents, professional communication, persons with disabilities, crisis intervention, use of physical force and deadly force, active shooter response and decision making			
North Carolina	Various academies	<u>640</u>		48 hours on firearms; 54 hours on physical fitness; 40 hours on subject control arrest techniques; 24 hours on individuals with mental illness and developmental disabilities		24	4 hours of firearms; 12 hours of required topics; 8 hours of topics of choice
North Dakota	Various academies	<u>440</u>				20	
Ohio	Various academies	<u>737</u>				24	4 hours on diversity equity and inclusion. Other topic options include 4 hours on each of: responding to mental health; use of force; legal updates; officer personal wellness; responding to sexual assaults; domestic violence

Oklahoma	Various academies	600	70 OK Stat § 70-3311	Criminal and traffic law; firearms; emergency vehicle operations; defensive tactics; first aid; human relations; and ethics; mandatory 4 hours of training on mental health issues and 6 hours on evidence-based sexual assault and sexual violence training		25	Continuing training includes a mandatory 2 hours on mental health issues
Oregon	One academy	640	OAR 259-008-0085	18 hours on behavioral health (including 4 hours on de-escalation and 8 hours on behavioral health awareness); 58 hours on community relations; 51 hours on investigations; 79 hours on legal subjects; 41.5 hours on officer wellness; 55 hours on patrol procedures; 207 hours on skills (includes 60 hours on firearms and 52 hours on defensive tactics); 84 hours on scenarios; 46.5 hours on administration		28	8 hours of force or firearms training, 1 hour of ethics training, 1 hour of mental health/crisis intervention training
Pennsylvania	Various academies	919		119 hours on laws and criminal procedures; 22 hours on responding to special needs; 105 hours on patrol procedures and operations; 124 hours on firearms; 84 hours on physical and emotional readiness		12	Legal Update; Use of Force; Control Tactics; Understanding Bias

Rhode Island	Various academies	<u>892</u>		24 hours on orientation; 52 hours on criminal law; 46 hours on drill and ceremony; 48 hours on emergency services; 106 hours on firearms; 156 hours on highway safety; 28 hours on homeland security; 51 hours on investigations; 87 hours on patrol operations; 60 hours on physical fitness and wellness; 24 hours on police-community interaction; 38 hours on report writing; 78 hours on role playing; 28 hours on special populations (including 8 hours on mental health first aid); 86 hours on use of force/ police combatives			
South Carolina	One academy	<u>480</u>				13.3	At least one domestic violence course and one legal update course each year; one mental illness awareness class every three years
South Dakota	One academy	<u>520</u>	SD Admin Rules 2:01:06:05	Police administration; police practices and procedures; legal aspects; human behavior; domestic abuse		20	At least 2 hours of continuing education in crisis intervention or mental illness training and 2 hours in response-to-resistance training

Tennessee	Various academies	<u>488</u>	Rules and Regulations of Tennessee Ch. 1110-07	48 hours for firearms; 10 hours for emergency medical training; 120 hours for patrol procedures; 25 hours for interpersonal communications; 3 hours for professional and ethical conduct; 48 hours for physical defense tactics; 50 hours for criminal and constitutional law and procedures; 10 hours for written communication; 30 hours for human relations; 11 hours for criminal justice system; 9 hours for law enforcement stress; 6 hours for administration; 48 hours for emergency vehicle operations; 16 hours for community policing (includes de-escalation technique training)		40	Child sexual abuse, emergency vehicle operation training, and mental health training
Texas	Various academies	<u>656</u>				20	Human Trafficking; Canine Encounters; Interacting with Deaf and Hard of Hearing Drivers; Civilian Interaction Training Program
Utah	Various academies	<u>600</u>		Basic training; firearms training; emergency vehicle operations; canine training; defensive tactics; physical fitness; curriculum development		40	Minimum of 16 hours on de-escalation, arrest control, and crisis intervention/mental health; completion of autism training
Vermont	One academy	<u>800</u>		50 hours for communication; 149 hours for law; 146 hours for investigative procedures; 34 hours for professional demeanor; 114 hours for nutrition, fitness, and injury prevention; 276 hours for police patrol techniques (including dealing with people with mental illness or physical disabilities); 31 hours for other administrative activities	146	30	Firearms re-qualification, use of force training, first aid training, and domestic violence training

Virginia	Various academies	480	6 VAC20-20-21	Professionalism; legal; communication; patrol; investigations; defensive tactics and use of force; weapons; and driver training.	100	40	2 hours of cultural diversity training and 4 hours of legal training
Washington	One academy	720		41 hours on administrative and TAC time; 13 hours on blue courage (heartset, skills, and mindset of police officers); 5 hours on certifications; 55 hours on criminal investigations; 57 hours on criminal law; 47 hours on criminal procedures; 32 hours on crisis (includes de-escalation); 20 hours on cognitive command; 40 hours on defensive and control tactics; 88 hours on firearms; 60 hours on mock scenes/applied skills practical; 7 hours for outside instructors (AMBER Alerts, bombs, gangs, counter-terrorism); 86 hours on patrol tactics; 105 hours on traffic		24	2-hour crisis intervention training
West Virginia	One academy	850	W. Va. Code R. § 149-2-7			16	
Wisconsin	Various academies	720	Wis. Stat. Ann. § 165.85	200 hours on introduction and non-emergency response (includes 16 hours on firearms and 6 hours on use of force); 280 hours on emergency response (includes 52 hours on firearms); 200 hours on investigations; 40 hours on scenario evaluation		24	Handgun qualification and vehicle pursuit
Wyoming	One academy	605	WY Stat § 7-20-105	63 hours on criminal law; 24.5 hours on interpersonal interactions (including training on interactions with the mentally ill); 77.5 hours on professional skills; 329 hours on enforcement skills; 85.5 hours on investigative skills; 25.5 hours for administrative hours		10	

Appendix C

Police Qualifications

State	Education Requirements	Additional Notes	Written Exam Requirements	Physical Test Requirements
Alabama	<u>High school diploma or G.E.D. certificate</u>	Applicants to the training academy with only a high school diploma or G.E.D. must also pass the Basic Ability Test for Law Enforcement Officers.	<u>Basic Ability Test: reading comprehension, graphic literacy, and applied math</u>	<u>Obstacle course, push-ups, sit-ups, 1.5 mile run</u>
Alaska	<u>High school diploma, G.E.D. certificate, or a diploma from a state-certified home school program</u>	Minimum age: 21 years old	<u>Law Enforcement Officer Selection Tool: deductive reasoning, inductive reasoning, pattern recognition, information ordering, spatial orientation, and written comprehension</u>	<u>Push-ups, sit-ups, 1.5 mile run</u>
Arizona	<u>High school diploma, G.E.D. certificate, homeschool diploma, or degree from higher education institution</u>	Minimum age: 21 years old	<u>Accuracy of observation, short-term memory, written communication, and reading comprehension</u>	<u>Push-ups, sit-ups, 300 meter run, and 1.5 mile run</u>
Arkansas	<u>High school graduate, G.E.D. certificate, Commission-approved home school diploma, or 12 hours of "C" level coursework from an accredited higher education institution</u>	Minimum age: 21 years old	Unclear	Unclear
California	<u>High school graduate, G.E.D. certificate or other high school equivalency test approved by CDE, or a two-year, four-year, or advanced degree from an accredited institution</u>	Minimum age: 21 years old	<u>Reading and Writing Ability Assessment</u>	<u>P.O.S.T. does not require it prior to hire, but localities can. There is a physical test at the end of the academy.</u>
Colorado	<u>A high school diploma, G.E.D. certificate, or an equivalency certificate</u>	Minimum age: 21 years old	<u>Must pass a P.O.S.T. Certification exam after finishing the Academy</u>	<u>Physical Agility Test. CO Springs: vertical jump, bench press, agility run, sit-ups, 300 meter run, push-ups, beep test</u>
Connecticut	<u>High school diploma or G.E.D. certificate</u>	Minimum age: 21 years old	<u>Written entry test</u>	<u>Push-ups, sit-ups, 300 meter run, and 1.5 mile run</u>

Delaware	<u>High school diploma or equivalency diploma</u>	Delaware Police Academy requires 60 semester credits from an accredited or recognized college or university OR 30 college credits along with two years of active military service.	<u>Law Enforcement Aptitude Battery: memorization, visualization, reasoning, spatial orientation, written expression, written comprehension, problem sensitivity, and information ordering</u>	<u>Push-ups, sit ups, 1.5 mile run (can also include vertical jump and 300 meter run)</u>
Florida	<u>High school diploma or equivalency diploma</u>	Minimum age: 19 years old	<u>Basic Ability Test: Written Comprehension, Written Expression, Memorization, Deductive Reasoning, Inductive Reasoning, Personal Characteristics/Behavioral Attributes</u>	Unclear
Georgia	<u>High school diploma, G.E.D. certificate, or an equivalency certificate</u>	Minimum age: 18 years old	<u>Accuplacer, Asset, or Compass Test</u>	<u>Must complete Physical Agility Test Course</u>
Hawaii	<u>High school diploma, G.E.D. certificate, or an equivalency certificate</u>	Minimum age: 21 years old	<u>Entry Level Police Examination</u>	<u>Physical Readiness Assessment: sit-ups, push-ups, agility run, 300 meter run, 1.5 mile run</u>
Idaho	<u>High school diploma, G.E.D. certificate, IBM Assessment tests in subject areas required by POST, or 15 credits from an accredited institution</u>	Minimum age: 21 years old	Unclear	<u>Physical Fitness Test: vertical jump, sit-ups, push-ups, 300 meter run, 1.5 mile run</u>
Illinois	<u>Associate's degree OR 60 credit hours from an accredited college or university OR one of four levels of military duty</u>	Chicago police require: 1) 60 credit hours from an accredited college or university OR 2) 30 credit hours and one year of continuous active duty in the U.S. Armed Forces OR 3) 3 years continuous service in the U.S. Armed Forces. There are no statutory or POST requirements on the Chicago police's website.	Unclear	<u>Sit and reach, sit-ups, bench press, 1.5 mile run</u>
Indiana	<u>High school diploma or G.E.D. certificate</u>	Must be at least 21 and less than 40 years old when appointed as a police employee	<u>Written examination includes vocabulary, language skills, spatial relationships, math reasoning, and study guide</u>	<u>Vertical jump, push-ups, sit-ups, 300 meter run, and 1.5 mile run</u>
Iowa	<u>High school diploma or G.E.D. certificate</u>	Minimum age: 18 years old	<u>National Police Officer Selection Test: Arithmetic, Reading Comprehension, Grammar, and Incident Report Writing</u>	None

Kansas	<u>High school diploma or equivalency diploma</u>		Unclear	Unclear
Kentucky	<u>High school diploma or G.E.D. certificate</u>	State police must have 1) 54 hours of college credits OR 2) two years as commercial vehicle inspector OR 3) two years as Law Enforcement Officer OR two years of military duty.	<u>Law Enforcement Services, Inc. (LESI) Suitability Screener Test</u>	<u>Bench press, push-ups, sit-ups, 300 meter run, and 1.5 mile run</u>
Louisiana	<u>60 semester hours from an accredited college or university OR three years continuous active military service OR two years of law enforcement experience</u>	Reflects qualifications for Louisiana State Police. There are no qualifications on the Louisiana P.O.S.T. website. City police departments generally require high school diploma or GED certificate.	Unclear	Unclear
Maine	<u>High school diploma or G.E.D. certificate</u>	An applicant must be 21 years of age or older to qualify for a position as a law enforcement officer unless the applicant has an associate's degree or 60 credit hours of postsecondary education, in which case the applicant must be at least 20 years of age.	<u>ALERT Test</u>	<u>Push-ups, sit-ups, and 1.5 mile run</u>
Maryland	<u>High school diploma or G.E.D. certificate</u>	.	<u>National Police Officer Selection Test: Arithmetic, Reading Comprehension, Grammar, and Incident Report Writing</u>	<u>Functional Fitness Assessment Test: push-ups, sit-ups, sit and reach, and 1.5 mile run</u>
Massachusetts	<u>High school diploma OR G.E.D. certificate OR three years of military service and an honorable discharge</u>	Minimum age: 21 years old. There is no stated educational requirement for the Massachusetts police academy.	<u>Civil Service Exam</u>	<u>Physical Ability Test: obstacle course, separation/control event, dummy drag</u>
Michigan	<u>High school diploma or GED certificate is the minimum for an employed recruit. Pre-service recruits must have a minimum of an associate's degree upon completion of the basic training academy.</u>	High school diploma or GED certificate is the minimum for an employed recruit. Pre-service recruits must have a minimum of an associate's degree upon completion of the basic training academy.	<u>MCOLES Reading and Writing Test</u>	<u>Pre-enrollment Physical Fitness Test: vertical jump, sit-ups, push-ups, and 0.5 mile shuttle run</u>
Minnesota	<u>Must complete the program of Professional Peace Officer Education (PPOE) before being licensed as a peace officer.</u>	.	Unclear	<u>Physical Fitness Test. Includes the option for a 2000 meter row.</u>

Mississippi	<u>High school diploma or G.E.D. certificate</u>		<u>National Police Officer Selection Test: Arithmetic, Reading Comprehension, Grammar, and Incident Report Writing</u>	<u>Push-ups, 1.5 mile run, and agility run.</u>
Missouri	<u>High school diploma or G.E.D. certificate</u>		<u>National Criminal Justice Officer Selection Inventory</u>	<u>Trigger pull, push-ups, sit-ups, 300 meter run, and 1.5 mile run</u>
Montana	<u>High school diploma or G.E.D. certificate</u>	Minimum age: 18 years old	<u>National Police Officer Selection Test, a reading skills test, and a writing skills test</u>	<u>Physical Fitness Assessment: mobility run, push/pull machine, dummy drag</u>
Nebraska	<u>High school diploma or equivalency diploma</u>	Minimum age: 21 years old	Unclear	<u>Physical Readiness Entrance Test: vertical jump, push-ups, sit-ups, 300 meter run, and 1.5 mile run</u>
Nevada	<u>High school diploma or equivalency diploma</u>	Minimum age: 21 years old	Unclear	<u>Vertical jump, push-ups, sit-ups, agility run, 300 meter run, 1.5 mile run</u>
New Hampshire	<u>High school diploma, G.E.D. certificate, or an equivalency certificate</u>	Reflects town police department qualifications. There is no education requirement listed on the New Hampshire Academy website.	<u>National Police Officer Selection Test: Arithmetic, Reading Comprehension, Grammar, and Incident Report Writing</u>	<u>Push-ups, sit-ups, and 1.5 mile run</u>
New Jersey	<u>New Jersey statutes require police officers to be able to read, write, and speak the English language well and intelligently but does not have an educational requirement.</u>	State police academy requires: 1) a bachelor's degree OR 2) an associate degree or 60 college credits plus 24 months of employment or military experience OR 30 college credits plus 24 months of active military service. Several other localities require a high school diploma or equivalency diploma.	<u>Various tests, including the New Jersey Civil Service Police Exam</u>	<u>Physical Qualification Test: push-ups, sit-ups, and 1.5 mile run</u>
New Mexico	<u>High school diploma or equivalency diploma</u>		<u>National Police Officer Selection Test: Arithmetic, Reading Comprehension, Grammar, and Incident Report Writing</u>	<u>New Mexico State Police - Push-ups, sit-ups, 300 meter run, and 1.5 mile run</u>

New York	<u>High school diploma or equivalency diploma</u>	NY State Police and NYPD require a high school degree or equivalent AND 60 college credit hours at an accredited college or university. Thirty college credits may be waived if the candidate has two years of active military service and an honorable discharge OR has successfully completed a Certified Police Officer Training Course	<u>New York Civil Service Exam, New York Police Department written examination, New York State Trooper written examination</u>	Unclear
North Carolina	<u>High school diploma or G.E.D. certificate</u>	Minimum age: 20 years old	<u>Score at 10th grade level on a standardized reading comprehension test</u>	Unclear
North Dakota	<u>High school diploma or G.E.D. certificate</u>	.	<u>Written examination with firearms qualification.</u>	Unclear
Ohio	<u>High school diploma or G.E.D. certificate</u>		Unclear	<u>Push-ups, sit-ups, and 1.5 mile run</u>
Oklahoma	<u>High school diploma or G.E.D. certificate</u>	.	<u>Reading and writing comprehension examination</u>	<u>Physical Fitness Test: obstacle course</u>
Oregon	<u>High school diploma or equivalent</u>	Minimum age: 21 years old	<u>OSP - NTN Frontline National Law Enforcement Entrance Exam</u>	<u>Physical Abilities Test: obstacle course, push/pull, dummy drag</u>
Pennsylvania	<u>High school diploma or G.E.D. certificate</u>	For State Police, an Associate degree or 60 semester credit hours in an accredited institution of higher education. However, 60 semester credit hours are waived for applicants with four years of law enforcement experience or for applicants with four years of active military duty with an honorable discharge. 30 semester credit hours are waived for applicants with two years of law enforcement experience or active military duty.	Unclear	<u>Vertical jump, bench press, push-ups, agility run, 300 meter run, and 1.5 mile run</u>
Rhode Island	<u>High school degree or G.E.D.</u>	Minimum age: 18 years old	<u>Interpersonal skills and cognitive reasoning</u>	<u>Push-ups, 300 meter run, 1.5 mile run</u>
South Carolina	<u>High school diploma or equivalency diploma</u>	.	<u>Reading comprehension exam</u>	<u>Obstacle course</u>

South Dakota	<u>High school diploma or G.E.D. certificate</u>	.	<u>South Dakota Highway Patrol Troopers: written examination</u>	<u>South Dakota Highway Patrol Troopers: vertical jump, push-ups, sit-ups, and 1.5 mile run</u>
Tennessee	<u>High school diploma or G.E.D. certificate</u>	Minimum age: 18 years old	Unclear	Unclear
Texas	<u>High school diploma, G.E.D. certificate, or 24 months of active military duty with an honorable discharge</u>	If the applicant is under 21, they must have an associate's degree or 60 semester hours of credit from an accredited college or university	Unclear	Unclear
Utah	<u>High school diploma or equivalency diploma</u>	.	Unclear	<u>Vertical jump, push-ups, isometric plank, and 1.5 mile run</u>
Vermont	<u>High school diploma or G.E.D. certificate</u>	Minimum age: 18 years old	Unclear	<u>2000 meter row</u>
Virginia	<u>High school education or have passed a high school equivalency examination approved by the Board of Education</u>	.	Unclear	Unclear
Washington	<u>High school diploma or equivalency diploma</u>	.	<u>Written examination includes reasoning, writing, reading comprehension, and spatial orientation</u>	<u>Push-ups, sit-ups, and squat thrusters</u>
West Virginia	<u>High school diploma or G.E.D. certificate</u>	Between 21 and 39 years of age	<u>Written examination</u>	<u>Push-ups, sit-ups, and 1.5 mile run</u>
Wisconsin	<u>High school diploma or equivalency diploma</u>	Minimum age: 18 years old	Unclear	Unclear
Wyoming	<u>High school diploma, G.E.D. certificate, or an equivalency certificate</u>	.	<u>National Police Officer Selection Test</u>	<u>WLEA Physical Fitness Assessment: push-ups, sit-ups, and 1.5 mile run</u>

