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State and Local Law Enforcement Training Academies, 2013

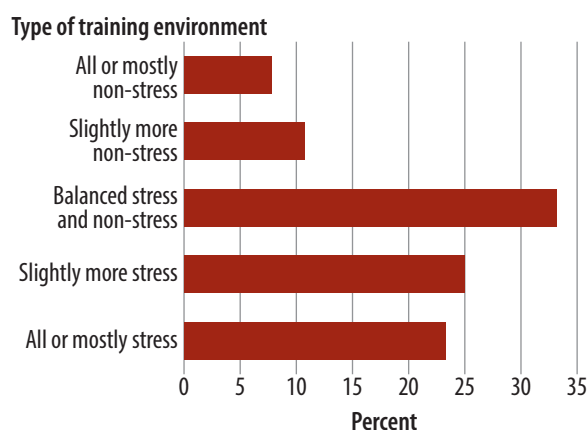
Bulletin

The Bureau of Justice Statistics is reissuing this report using a different weighting methodology for the data collected in the 2013 Census of Law Enforcement Training Academies. The original report weighted unit nonresponse based on the number of recruits in each type of academy, which required imputing values for the number of recruits for both item and unit nonresponse. These imputed values could not be replicated using the archived datafile. The methodology used in this revised report weights respondents by academy type (e.g., State POST or local police department; see table 17) and applies that weight to all values provided by responding agencies. This resulted in different estimates from those previously released. For example, the overall estimates of recruits changed from 44,891 to 45,149. Similarly, there were small changes in tables and text throughout the revised report.

From 2011 to 2013, a total of 664 state and local law enforcement academies provided basic training to entry-level officer recruits in the United States. During this period, more than 135,000 recruits (45,000 per year) entered a basic training program, and 86% completed the program successfully. This completion rate was the same as was observed for the 57,000 recruits who entered training programs in 2005.

FIGURE 1

Distribution of recruits in basic training programs in state and local law enforcement training academies, by type of training environment, 2011–2013



Note: See appendix table 16 for estimates and standard errors.
Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

About half (48%) of recruits were trained by academies using a training model that was more stress than non-stress oriented in its approach (figure 1). Stress-based training is based on the military model and typically involves intensive physical demands and psychological pressure.

HIGHLIGHTS

- On average, 45,000 recruits entered basic law enforcement training programs each year from 2011 to 2013.
- From 2011 to 2013, an estimated 86% of the recruits who started a basic training program completed it successfully.
- About 1 in 7 recruits entering basic training programs were female.
- Nearly 1 in 3 recruits were members of a racial or ethnic minority.
- From 2011 to 2013, academies at 2-year colleges graduated the most recruits (10,000 per year), followed by municipal police (6,200) academies.
- Excluding field training, basic training programs lasted an average of about 840 hours, or 21 weeks.
- Major training areas included operations (an average of 225 hours per recruit); firearms, self-defense, and use of force (165 hours); self-improvement (88 hours); and legal education (83 hours).
- Nearly all academies required basic training on community policing, with an average of more than 40 hours of instruction per recruit.
- Nearly all basic training programs addressed social issues such as domestic violence (an average of 14 hours per recruit) and mental illness (10 hours).



About a fifth (18%) of recruits were trained by academies that maintained more of a non-stress environment. The non-stress model emphasizes academic achievement, physical training, and a more relaxed and supportive instructor-trainee relationship. A third (33%) of recruits were trained in academies that balanced the two approaches.

This report uses data from the 2013 Census of Law Enforcement Training Academies (CLETA), administered by the Bureau of Justice Statistics (BJS), to describe basic training programs for new recruits based on their content, instructors, and teaching methods. It also describes recruits' demographics, completion rates, and reasons for failure. Data describing recruits cover those entering basic training programs from 2011 to 2013. Data describing academies are based on 2013, the latest year referenced in the survey.

Like prior BJS studies conducted in 2002 and 2006, the 2013 CLETA collected data from all state and local academies that provided basic law enforcement training. Academies that provided only in-service, corrections and detention, or other specialized training were excluded. Any on-the-job training received by recruits subsequent to their academy training is not covered. (See *Methodology* for additional details.)

Educational institutions operated nearly half of law enforcement training academies

From 2011 to 2013, nearly half (46%) of the academies that provided basic training for new recruits were based at an educational institution such as a 2-year college (33%), 4-year college or university (6%), or technical school (6%) (**table 1**). Municipal police departments

operated 20% of academies, sheriffs' offices operated 10%, and state police or highway patrol agencies operated 6%. State Peace Officer Standards and Training (POST) agencies, which typically certify peace officers, operated 5% of academies.

State POST and college/university academies were the least likely to use a stress-oriented training model

Nearly 1 in 4 academies (23%) reported their training environment was all or mostly stress oriented (**table 2**). State police or highway patrol academies (61%) were the most likely to use this type of training model. For all other types of academies, no more than 33% used a predominately stress-oriented training model.

TABLE 1
Number of state and local law enforcement training academies providing basic training, by type of academy, 2013

Type of academy	Number	Percent
All types	664	100%
State Peace Officer Standards and Training	30	4.5
State police/highway patrol	41	6.2
Sheriff's office	66	9.9
County police	22	3.3
Municipal police	132	19.9
4-year college/university	43	6.5
2-year college	221	33.3
Technical school	43	6.5
Special jurisdiction	17	2.6
Multi-agency/regional	49	7.4

Note: Details may not sum to totals due to rounding.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

TABLE 2
Training environment of state and local law enforcement training academies, by type of academy, 2013

Type of academy	All or mostly stress	Slightly more stress than non-stress	Balanced stress and non-stress	Slightly more non-stress than stress	All or mostly non-stress
All types	23%	26%	32%	12%	8%
State Peace Officer Standards and Training	18	21	32	14	14
State police/highway patrol	61	15	15	3	6
Sheriff's office	21	37	32	2	9
County police	29	19	43	10	0
Municipal police	24	26	34	10	6
4-year college/university	15	21	32	15	18
2-year college	16	27	31	19	8
Technical school	16	25	34	13	13
Special jurisdiction	21	14	43	21	0
Multi-agency/regional	33	28	30	3	8

Note: Details may not sum to totals due to rounding.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

Twenty-six percent of academies reported a slightly more stress than non-stress training environment. Overall, a majority of state police or highway patrol (76%), multi-agency or regional (61%), and sheriff’s office (58%) academies used training models that were more stress than non-stress oriented to at least some degree.

More than a quarter of the academies operated by 4-year colleges and universities (33%), state POST agencies (28%), and 2-year colleges (27%) used a training model that was more non-stress than stress oriented. About 1 in 10 state police or highway patrol (9%), multi-agency or regional (11%), county police (10%), and sheriff’s office (11%) academies were more non-stress than stress oriented in their approach.

More than 2 in 5 recruits were trained at academies operated by educational institutions

Nearly all (95%) state and local law enforcement training academies used a class structure for basic training (groups of recruits being trained at the same time) (not shown). From 2011 to 2013, academies held a median of six training classes, or two classes per year (table 3). The

TABLE 3
Median number of basic training classes and average class size, by type of academy, 2011–2013

Type of academy	Median number of classes	Median class size	
		Smallest	Largest
All types	6	14	28
State Peace Officer Standards and Training	10	24	47
State police/highway patrol	5	26	46
Sheriff’s office	5	13	26
County police	6	15	34
Municipal police	3	16	30
4-year college/university	6	15	25
2-year college	6	12	25
Technical school	6	11	23
Special jurisdiction	2	18	26
Multi-agency/regional	6	13	33

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

median smallest class size was 14 recruits and the median largest class size was 28 recruits. Overall, there was a large range of class sizes. Some academies had classes with one graduate and others had classes with more than 1,000 graduates (not shown).

From 2011 to 2013, an average of 45,149 recruits entered basic training programs each year (table 4). More than two-fifths of the recruits were trained at academies primarily operated by educational institutions, including 2-year colleges (29%), 4-year colleges and universities (7%), and technical schools (7%). About half (54%) of these academies offered an academic degree track (not shown).

About 17% of recruits entered training programs at municipal police academies. State POST agencies, which operated 5% of all academies, trained 14% of all recruits. Academies operated by sheriffs’ offices trained 8% of all recruits, and those operated by state police or highway patrol academies trained 6%. County police (3%) and special jurisdiction (1%) academies trained the smallest numbers of recruits.

TABLE 4
Average number of recruits starting basic training programs annually in state and local law enforcement training academies, by type of academy, 2011–2013

Type of academy	Number	Percent
All types	45,149	100%
State Peace Officer Standards and Training	6,144	13.6
State police/highway patrol	2,895	6.4
Sheriff’s office	3,654	8.1
County police	1,255	2.8
Municipal police	7,880	17.5
4-year college/university	3,001	6.6
2-year college	12,847	28.5
Technical school	3,327	7.4
Special jurisdiction	381	0.8
Multi-agency/regional	3,765	8.3

Note: Details may not sum to totals due to rounding. See appendix table 11 for standard errors.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

Nearly 1 in 3 recruits entering basic training programs were members of a racial or ethnic minority

Fifteen percent of recruits were female, down slightly from the estimated 17% in 2005 (figure 2). During the same period, 71% of these recruits were white, and 29% were members of a racial or ethnic minority. Blacks and Hispanics each accounted for 13% of recruits, and 4% were members of other races.

Excluding field training, basic law enforcement training programs lasted an average of about 21 weeks

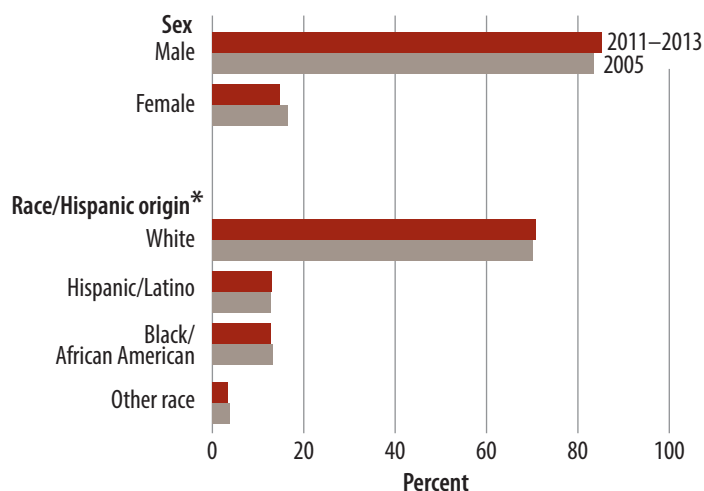
Excluding field training, the average length of a basic law enforcement training program in a training academy was about 841 hours, or 21 weeks (table 5). This was about 2 weeks longer than was observed in the 2006 CLETA. Academies operated by agencies with special jurisdictions (such as natural resources, parks, or transportation systems) had the longest training programs (an average of 1,075 hours), followed by county police academies (1,029 hours). Academies operated by state POST agencies (650 hours), technical schools (703 hours), and sheriffs' offices (706 hours) had the shortest training programs on average.

More than a third of academies included a mandatory field training component in their basic program

Overall, 36% of academies (which trained 31% of all recruits, not shown) required recruits to complete a mandatory field segment after graduating from the

basic academy training program. Field training provides recruits with the opportunity to work with a field training officer in order to learn the practical aspects of law enforcement and community service, and to assimilate into the professional culture of a particular agency. More than two-thirds of state police or highway patrol (76%), county police (76%), municipal police (71%), and special jurisdiction (69%) academies had a field training requirement.

FIGURE 2
Recruits entering basic training programs in state and local law enforcement training academies, by sex and race/Hispanic origin, 2005 and 2011–2013



Note: See appendix table 17 for estimates and standard errors.

*Excludes persons of Hispanic/Latino origin, unless specified.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2006 and 2013.

TABLE 5
Duration of basic training programs in state and local law enforcement training academies, by type of academy, 2013

Type of academy	Average length in classroom	Mandatory field training component			Average length*
		Total	For all recruits	Agency specific	
All types	841 hrs.	81%	36%	45%	517 hrs.
State Peace Officer Standards and Training	650	38	14	24	250
State police/highway patrol	878	94	76	18	455
Sheriff's office	706	90	37	53	506
County police	1,029	100	76	24	479
Municipal police	936	97	71	26	630
4-year college/university	903	68	15	53	321
2-year college	822	71	14	57	332
Technical school	703	65	0	65	~
Special jurisdiction	1,075	100	69	31	493
Multi-agency/regional	827	95	36	60	185

Note: Details may not sum to totals due to rounding.

~Not applicable.

*Excludes field training segments that were not overseen by academies.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

An additional 45% of academies (which trained 46% of all recruits, not shown) reported that there was a field training requirement, but the hiring agency oversaw it. When agency-specific requirements were included, there was a field training requirement for recruits at all county police and special jurisdiction academies and at nearly all municipal police (97%), multi-agency or regional (95%), state police or highway patrol (94%), and sheriff's office (90%) academies.

Among academies that oversaw a mandatory field training component, the average program was about 500 hours. Municipal police academies (630 hours) had the longest field training programs on average.

Academies required an average of 165 hours of basic training per recruit on weapons, defensive tactics, and the use of force

Among the major topical training areas in the CLETA survey instrument, the most required training hours were in the area of operations (more than 225 hours per recruit). Major topics covered in operations training included patrol procedures (58 hours), investigations (47), emergency vehicle operations (38), and report writing (24) (table 6).

An average of 165 hours per recruit were required for training on weapons, defensive tactics, and the use of force. Recruits spent most of this time on firearms (67 hours) and self-defense (61) training. Recruits also spent an average of 21 hours on the use of force, which may have included training on agency policies, de-escalation tactics, and crisis intervention strategies.

Recruits were typically also required to take training classes in self-improvement (88 hours per recruit) and legal education (83). On average, more than half of self-improvement training hours were related to health and fitness (49 hours). A majority of the legal training focused on criminal and constitutional law (49 hours) and traffic law (24). Nearly a third (29%) of academies required basic foreign language training with an average of 5 hours per recruit (not shown).

TABLE 6
Major subject areas included in basic training programs in state and local law enforcement training academies, 2013

Training area	Percent of academies with training	Average number of hours of instruction required per recruit*
Operations		
Report writing	99%	24 hrs.
Patrol	98	58
Investigations	98	47
Traffic accident investigations	98	26
Emergency vehicle operations	97	38
Basic first aid/CPR	97	25
Computers/information systems	60	7
Weapons/defensive tactics/use of force		
Defensive tactics	99%	61 hrs.
Firearms skills	98	67
Use of force	97	21
Non-lethal weapons	88	16
Self-improvement		
Ethics/integrity	98%	9 hrs.
Health/fitness	96	49
Communications	91	14
Professionalism	85	10
Stress prevention/management	81	6
Legal education		
Criminal/constitutional law	99%	49 hrs.
Traffic law	97	24
Juvenile justice law/procedures	97	10

*Excludes academies that did not provide this type of instruction.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

More than half of recruits received some computerized firearms training

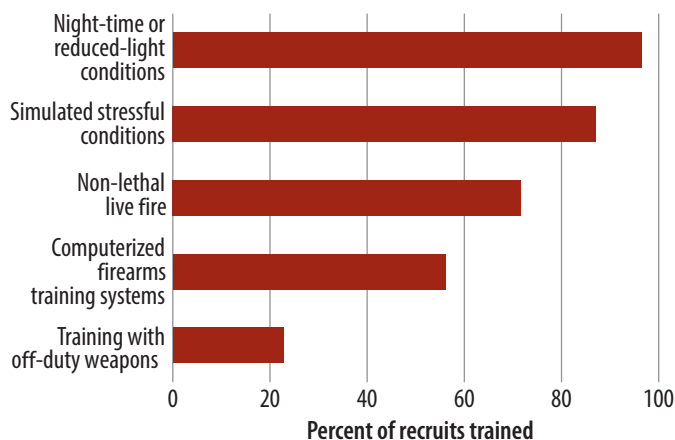
About 9 in 10 recruits received training on the use of firearms under night-time or reduced-light conditions (97%) or simulated stressful conditions (87%) (figure 3). Most recruits also received firearms training under non-lethal live fire (72%) and in computerized firearms training systems (56%).

Nearly all recruits received training on weapon retention (99%), verbal command presence (99%), and ground fighting (94%) (figure 4). Most of recruits were also trained on pressure-point control (85%) and speed cuffing (77%).

About 8 in 10 recruits received reality-based scenario training on the use of firearms

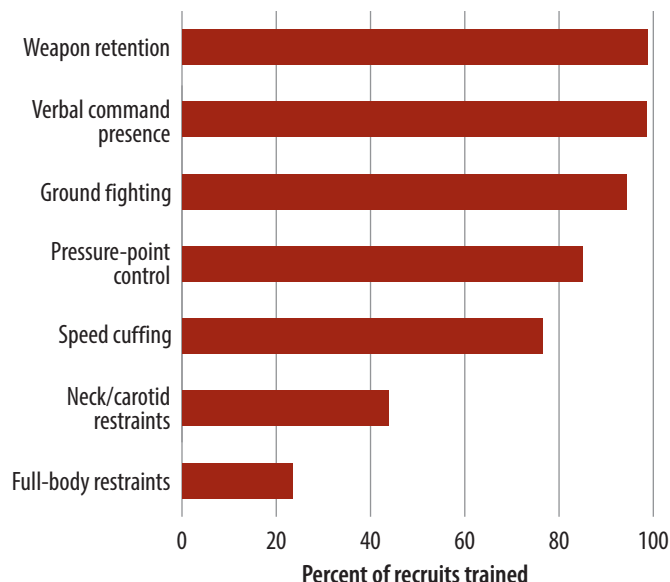
Nearly all recruits (99%) were trained at academies that incorporated reality-based (mock) scenarios into their use-of-force training (figure 5). Such training allows recruits to practice critical decision making, execute standard operating procedures, and employ potentially life-preserving tactics under the duress of realistic conditions. About 9 in 10 recruits received reality-based training on arrest control tactics (91%), verbal tactics (88%), and self-defense (88%), and about 8 in 10 received this type of training on the use of firearms (80%) and the use-of-force continuum (77%). More than 7 in 10 recruits (75%) received reality-based training on the use of non-lethal weapons.

FIGURE 3
Special types of firearms training provided in state and local law enforcement training academies, 2013



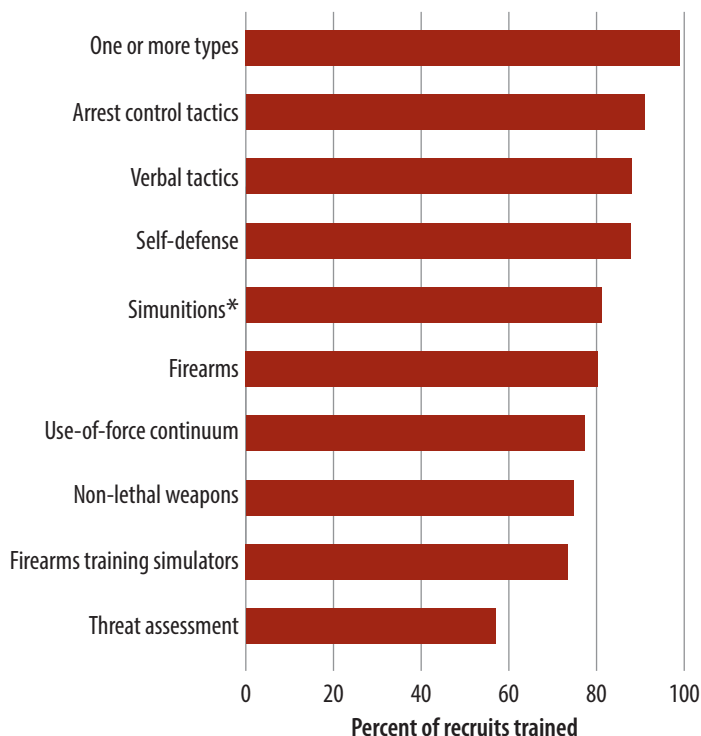
Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

FIGURE 4
Techniques included in basic control/defensive tactics instruction in state and local law enforcement training academies, 2013



Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

FIGURE 5
Types of reality-based (mock) scenarios used for basic use-of-force instruction in state and local law enforcement training academies, 2013



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

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

Stress-oriented academies used more types of reality-based training than non-stress academies

All high-stress (defined as all or mostly stress) academies and nearly all low-stress (defined as all or mostly non-stress) academies (93%) used one or more types of reality-based scenario training. On average, high-stress academies used this type of training for eight of the nine training areas identified in the 2013 CLETA survey instrument, compared to an average of six areas for the low-stress academies (not shown). A higher percentage of high-stress than low-stress academies used each type of reality-based training. The difference was greatest for threat assessment (65% compared to 41%), non-lethal weapons (85% compared to 63%), and firearms training simulators (71% compared to 50%) (figure 6).

About 4 in 5 recruits received training on how to identify the excessive use of force by other officers

In 2013, an estimated 81% of academies (which trained 81% of all recruits, not shown) provided basic training on how to identify and respond to excessive force used by other officers (table 7). This was similar to the findings in 2006. About 9 in 10 academies operated by county police departments (90%), sheriffs' offices (89%), and municipal police departments (86%) provided this type of training.

FIGURE 6
Types of reality-based (mock) scenarios used for basic use-of-force instruction in state and local law enforcement training academies, by stress level of training environment, 2013



*Non-lethal ammunition, such as capsules filled with paint.
Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

Academies required an average of more than 40 hours of community policing training

Community policing continued to be an important component of basic law enforcement training in 2013. Nearly all (97%) of academies (which trained 98% of recruits, not shown) provided training in this area, up from the 92% observed in 2006 (table 8). In 2013, recruits were required to complete an average of more than 40 hours of training in community

TABLE 7
Instruction on how to identify and respond to excessive force used by other officers included in basic training programs in state and local law enforcement training academies, by type of academy, 2013

Type of academy	Percent of academies
All types	81%
State Peace Officer Standards and Training	75
State police/highway patrol	82
Sheriff's office	89
County police	90
Municipal police	86
4-year college/university	76
2-year college	78
Technical school	84
Special jurisdiction	67
Multi-agency/regional	79

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

TABLE 8
Community policing topics in basic training programs in state and local law enforcement training academies, 2013

Topic	Percent of academies with training	Average number of hours required per recruit*
Total	97%	41 hrs.
Cultural diversity/human relations	95	12
Mediation/conflict management	81	9
Community partnership building/collaboration	82	8
Problem-solving approaches	80	12

*Excludes academies that did not provide this type of instruction.
Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

policing. A majority received training on how to identify community problems (77%), the history of community-oriented policing (75%), interacting with youth (62%), using problem-solving models (61%), environmental causes of crime (57%), and prioritizing crime and disorder problems (51%) (figure 7).

Nearly all basic training programs addressed social issues such as domestic violence and mental illness

More than 90% of academies included training on domestic violence (an average of 14 hours per recruit), mental illness (10), and sexual assault (5). More than 80% provided training on domestic preparedness and terrorism (8), crimes against children (6), victim response (5), and gangs (4) (table 9).

Nearly all recruits received terrorism-related training

In 2013, about 93% of recruits (in 89% of academies, not shown) had basic training on terrorism-related topics. A majority of recruits received training on the National Incident Management System/Incident Command System (78%); understanding the nature of terrorism (68%); response to weapons of mass destruction (67%); relevant federal, state, and local agencies (60%); disaster response and recovery (56%); and intelligence gathering (52%) (figure 8).

FIGURE 7
Community policing topics covered in basic training programs in state and local law enforcement training academies, 2013



Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

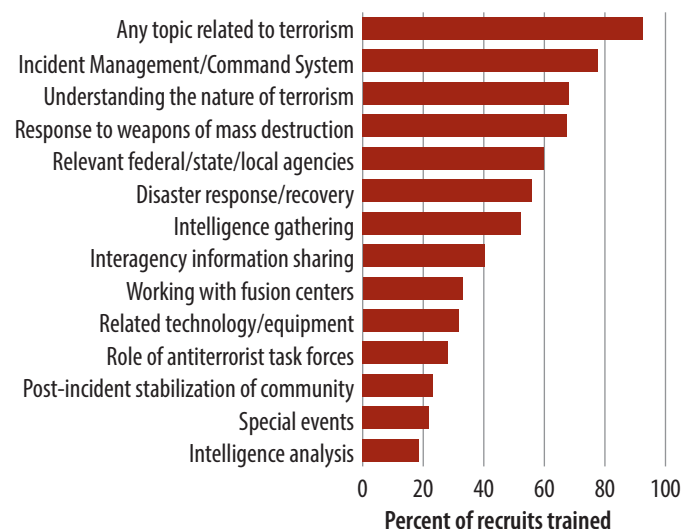
TABLE 9
Special topics included in basic training programs in state and local law enforcement training academies, 2013

Subject area	Percent of academies with training	Average number of hours of instruction per recruit*
Domestic violence	98%	14 hrs.
Mental illness	95	10
Sexual assault	92	5
Crimes against children	90	6
Domestic preparedness/terrorism	85	8
Gangs	82	4
Victim response	80	5
Hate/bias crimes	78	3
Sexual harassment	75	2
Elder abuse	72	3
Clandestine drug labs	67	3
Human trafficking	64	2
Cyber/internet crimes	57	2

*Excludes academies that did not provide this type of instruction.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

FIGURE 8
Terrorism-related topics covered in basic training programs in state and local law enforcement training academies, 2013



Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

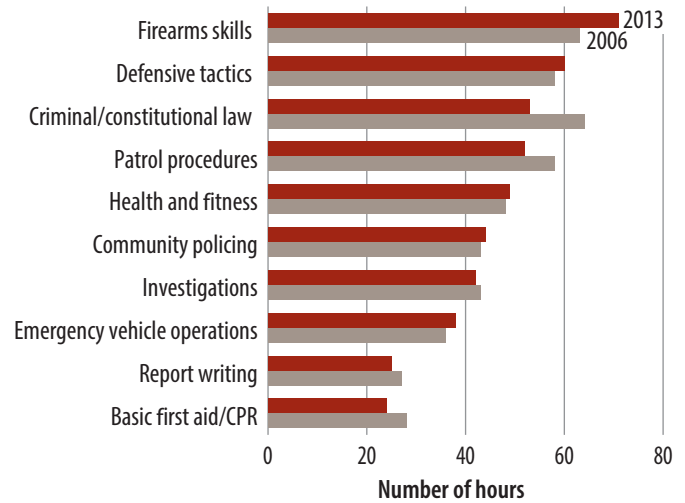
From 2006 to 2013, the number of training hours required for firearm skills increased

From 2006 to 2013, the average amount of instruction required per recruit increased the most for firearms skills, from 63 hours in 2006 to 67 hours in 2013 (figure 9). Decreases were observed for criminal and constitutional law (from 64 to 49), report writing (from 27 to 24), basic first aid/CPR (from 28 to 25), and community policing (from 43 to 41).

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

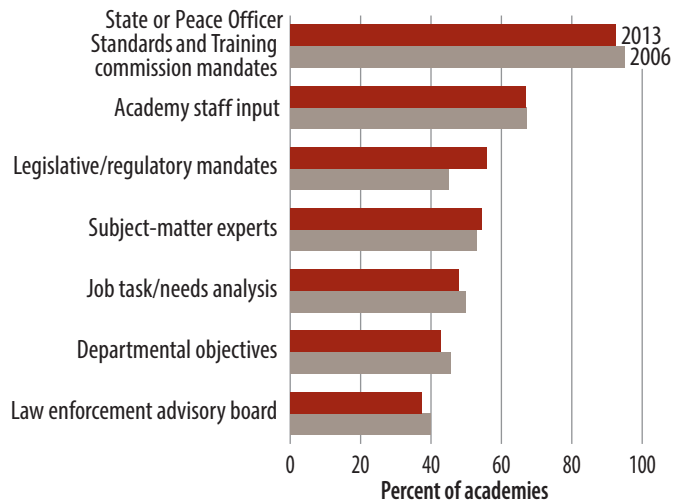
In 2013, nearly all academies reported they had developed content for their basic training program in response to mandates from a state POST or other state-level agency or commission (93%) (figure 10). A majority of academies also developed content in response to legislative or regulatory mandates (56%). About two-thirds (67%) of academies used input from staff members, and about half (54%) used subject-matter experts. For the seven development methods identified in the 2013 CLETA, responses to legislative or regulatory mandates showed the largest increase compared to 2006 (from 45% in 2006 to 56% in 2013).

FIGURE 9
Average number of hours of basic training instruction required per recruit in state and local law enforcement training academies, 2006 and 2013



Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2006 and 2013.

FIGURE 10
Curriculum development methods used by state and local law enforcement training academies, 2006 and 2013



Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2006 and 2013.

Academies employed more than 4,500 sworn personnel as full-time instructors

In 2013, academies employed more than 13,000 full-time instructors and 21,000 part-time instructors. A third (33%) of the full-time instructors were sworn officers permanently employed by or permanently assigned to the academy (**table 10**). Another third of full-time instructors were on-duty sworn officers temporarily assigned to the academy (18%) or off-duty sworn officers compensated to teach (16%).

About 2 in 5 (43%) part-time training academy instructors were off-duty sworn officers compensated to teach, and about 1 in 5 (22%) were adjunct faculty. On-duty sworn officers temporarily assigned to the academy accounted for 9% of part-time instructors.

Academies employed an average of 21 full-time and 32 part-time instructors

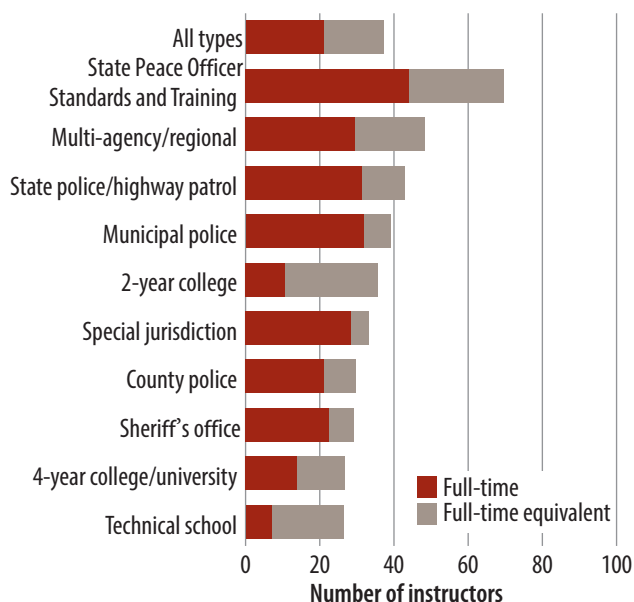
On average, academies employed 37 full-time-equivalent instructors, including 21 full-time and 32 part-time personnel (**figure 11**). Academies operated by state Peace Officer Standards and Training (POST)

agencies were the largest, employing an average of 70 full-time-equivalent instructors, with 44 full-time instructors and 51 part-time instructors. On average, academies operated by technical schools (26) and 4-year colleges and universities (27) had the lowest number of full-time-equivalent instructors.

Approximately 140 academies employed 50 or more full-time-equivalent instructors (22%), including 36 academies with 100 or more (6%) (**table 11**).

A majority (55%) of all academies employed at least 25 full-time-equivalent instructors.

FIGURE 11
Average number of full-time-equivalent instructors in state and local law enforcement training academies, by type of academy, 2013



Note: Calculated by weighting the number of part-time instructors by 0.5 and adding it to the number of full-time instructors.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

TABLE 10
Types of instructors employed by state and local law enforcement training academies, 2013

Type of instructor	Full-time		Part-time	
	Number	Percent	Number	Percent
Total	13,651	100%	21,043	100%
Permanent sworn	4,548	33	1,537	7
On-duty sworn	2,503	18	1,894	9
Off-duty sworn	2,204	16	8,966	43
Civilian	1,631	12	675	3
Adjunct faculty	1,352	10	4,539	22
Volunteer	714	5	1,470	7
Contractor	178	1	500	2
Other	522	4	1,461	7

Note: Details may not sum to totals due to rounding. See appendix table 12 for standard errors.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

TABLE 11
State and local law enforcement training academies and instructors, by size of academy, 2013

Number of full-time-equivalent instructors	Academies		Full-time instructors		Part-time instructors	
	Number	Percent	Number	Percent	Number	Percent
All sizes	649	100%	13,651	100%	21,043	100%
100 or more	36	6	3,912	29	2,802	13
50–99	103	16	4,345	32	5,180	25
25–49	217	33	3,730	27	8,069	38
10–24	230	35	1,437	11	4,748	23
9 or fewer	63	10	228	2	245	1

Note: Details may not sum to totals due to rounding. See appendix table 13 for standard errors.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

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Academies employed more than 4,500 sworn personnel as full-time instructors (continued)

About 3 in 4 academies required full-time instructors to have law enforcement experience

Three-quarters (73%) of academies required full-time instructors to have a minimum number of years of law enforcement experience prior to employment (table 12). The average requirement was about 4 years.

About a third of academies required full-time instructors to have a 4-year (15%), 2-year (10%), or graduate (8%) degree (table 13). A majority of the academies operated by 2-year colleges (58%), technical schools (51%), and 4-year colleges and universities (51%) had a degree requirement for instructors.

About 9 in 10 academies required both full-time and part-time instructors to be certified

About 9 in 10 academies required full-time (91%) and part-time (89%) instructors to be certified by a state POST

commission or other state-level agency (appendix table 7). Full-time instructors in 79% of academies and part-time instructors in 73% of academies were required to have state-level certification. About 60% of academies required full- and part-time instructors to be certified as subject-matter experts. Seventy-four percent of academies provided ongoing or refresher training for their instructors (appendix table 8).

More than 9 in 10 academies used student input when evaluating the performance of instructors

Ninety-one percent of training academies used student feedback when evaluating the performance of academy instructors (appendix table 9). Supervisory evaluations (75%) were also widely used. Fewer than half of academies used ratings by other trainers (45%) or state certifications (41%) when evaluating instructors.

TABLE 12
Minimum years of law enforcement experience required for full-time instructors in state and local law enforcement training academies, by type of academy, 2013

Type of academy	Percent of academies with minimum requirement	Average number of years required
All types	73%	4.1 yrs.
State Peace Officer Standards and Training	62	4.3
State police/highway patrol	71	3.1
Sheriff's office	74	3.4
County police	80	3.4
Municipal police	65	3.7
4-year college/university	77	5.2
2-year college	77	4.7
Technical school	97	5.1
Special jurisdiction	69	3.1
Multi-agency/regional	69	3.4

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

TABLE 13
College degree requirements for full-time instructors in state and local law enforcement training academies, by type of academy, 2013

Type of academy	Total	Type of degree		
		Graduate	4-year	2-year
All types	33%	8%	15%	10%
State Peace Officer Standards and Training	28	0	28	0
State police/highway patrol	15	0	3	12
Sheriff's office	5	0	2	3
County police	14	0	5	10
Municipal police	10	1	4	6
4-year college/university	51	29	17	6
2-year college	58	15	25	17
Technical school	51	20	26	6
Special jurisdiction	31	0	25	6
Multi-agency/regional	18	0	7	11

Note: Details may not sum to totals due to rounding.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

Academies used a variety of tests to evaluate recruits

Nearly all academies evaluated recruits with written tests (95%) and skills proficiency tests (93%), and they administered a median of 17 written tests and five skills proficiency tests to each recruit (table 14). Eighty-eight percent of academies used physical fitness tests with a median of three tests, and 75% used scenario-based tests with a median of seven tests. Competency exams constructed by a state POST commission or other state-level agency were used by 71% of academies.

About 6 in 7 recruits who started a basic training program completed it successfully

From 2011 to 2013, an estimated 86% of all recruits who started a basic law enforcement training program completed it successfully and graduated from the academy (table 15). Academies based at technical schools (92%) had the highest overall completion rate. The completion rates at academies operated by county police departments (83%), 2-year colleges (82%), and state police or highway patrol agencies (81%) were slightly lower than the overall average. By size of academy, completion rates ranged from 84% for those with fewer than 25 instructors to 90% for those with 100 or more full-time instructors (not shown).

The average completion rate per academy was highest among those operated by state POST agencies (92%) and sheriffs' offices (90%). The lowest averages were observed in academies operated by state police or highway patrol agencies (81%) and 2-year colleges (81%).

From 2011 to 2013, an average of 35,299 recruits completed basic law enforcement training at state and local academies each year. Academies at 2-year colleges graduated the most recruits during this period, an average of about 10,000 per year, followed by municipal police academies (more than 6,000 per year) and state POST academies (nearly 5,000 per year).

TABLE 14
Types of tests used to evaluate basic recruits in state and local law enforcement training academies, 2011–2013

Testing method	Percent of academies	Median number of tests required
Written tests	95%	17
Skills/proficiency tests	93	5
Physical fitness tests	88	3
Scenario-based tests	75	7
State competency exams	71	1
Oral tests	25	2

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

Academies with an all or mostly non-stress training environment had the highest completion rates

About 88% of males and 81% of females completed the training (figure 12). Eighty-seven percent each of whites, Hispanics, and recruits of other races completed the training, compared to 79% of blacks. In academies that

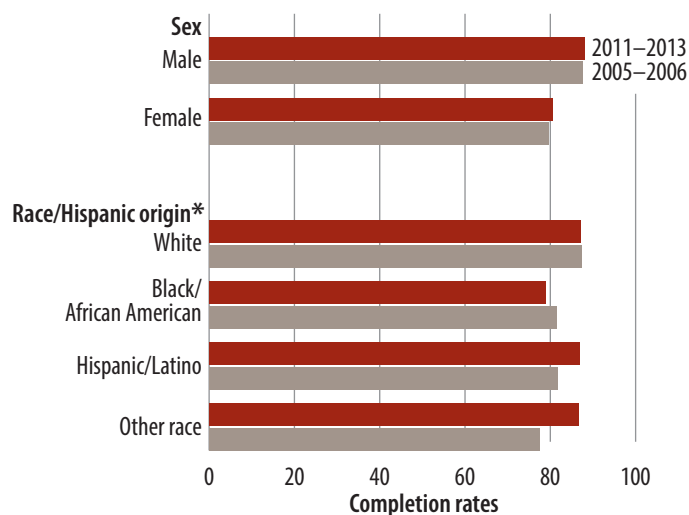
TABLE 15
Completion rates for recruits who started basic training programs in state and local law enforcement training academies, by type of academy, 2011–2013

Type of academy	Average number per year	As a percent of those who started training	
		Overall	Average per academy
All types	35,299	86%	85%
State Peace Officer Standards and Training	4,924	89	92
State police/highway patrol	2,126	81	81
Sheriff's office	2,603	88	90
County police	1,039	83	83
Municipal police	6,234	87	87
4-year college/university	2,270	87	87
2-year college	9,943	82	81
Technical school	2,924	92	86
Special jurisdiction	244	87	88
Multi-agency/regional	2,990	90	89

Note: See appendix table 14 for standard errors.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

FIGURE 12
Completion rates for recruits in basic training programs in state and local law enforcement training academies, by sex and race/Hispanic origin, 2005–2006 and 2011–2013



Note: See appendix table 18 for estimates and standard errors.

*Excludes persons of Hispanic/Latino origin, unless specified.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2006 and 2013.

used an all or mostly non-stress training environment, 90% of recruits who started a basic training program completed it, compared to 85% in other academies (not shown).

About a third of male (30%) and a quarter of female (26%) recruits who failed to complete their basic training did so because they voluntarily withdrew from the program (table 16). Excluding these voluntary withdrawals (for which no further information is available), the most common reasons that male recruits did not complete training were poor academic performance (38%), failure to meet physical standards (19%), injury or illness (15%), and disciplinary problems (9%) (figure 13). The most common reasons that female recruits did not complete training were poor academic performance (25%), failure to meet physical standards (24%), poor firearms performance (17%), and injury or illness (14%).

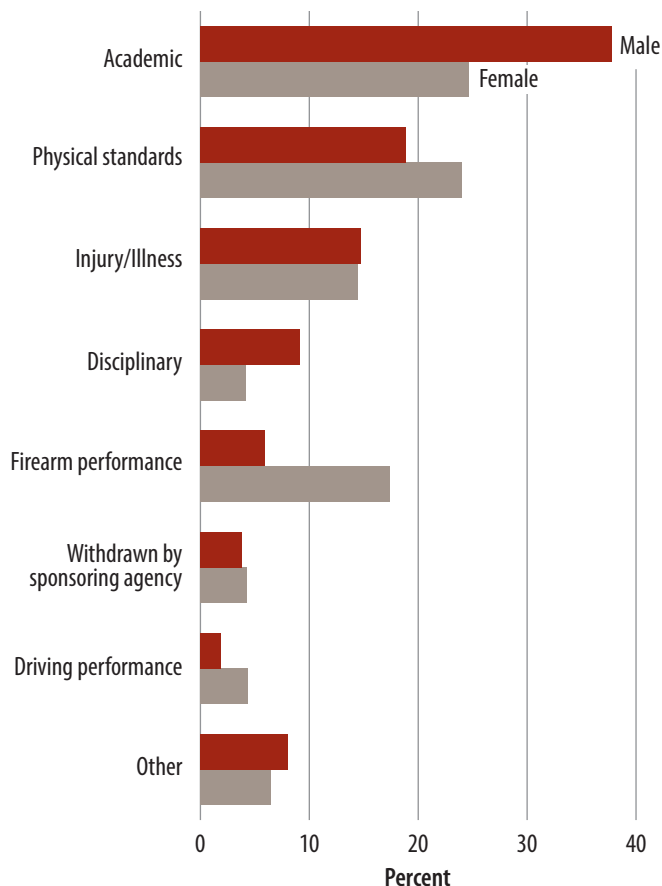
TABLE 16
Primary reason for failure of recruits to complete basic training programs in state and local law enforcement training academies, by sex, 2011–2013

Primary reason for failure	Total	Male	Female
Voluntary withdrawal	28.6%	29.5%	25.6%
Academic	18.5	19.7	14.5
Physical standards	10.9	10.1	14.0
Injury/illness	7.8	7.7	8.4
Firearms performance	4.6	3.1	10.1
Disciplinary	4.2	4.7	2.4
Withdrawn by sponsoring agency	2.0	1.9	2.5
Driving performance	1.4	1.0	2.6
Other	4.1	4.2	3.9
No information	17.7	18.1	16.1

Note: See appendix table 15 for standard errors.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

FIGURE 13
Primary reason for involuntary failures of recruits to complete basic training programs in state and local law enforcement training academies, by sex, 2011–2013



Note: See appendix table 19 for estimates and standard errors.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

Methodology

Academy response rate

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

From 2011 to 2013, a total of 664 academies nationwide provided basic law enforcement training and were eligible to be included in the survey. An estimated 591, or 89%, of all eligible academies responded to the 2013 Census of Law Enforcement Training Academies (CLETA), administered by the Bureau of Justice Statistics. When classified by type of operating agency, the response rate was higher than 80% for all 10 types of academies (**table 17**). A unit non-response adjustment was calculated for each type of academy. These unit non-response weights for each academy type are included in table 17.

TABLE 17

Response rates for the 2013 Census of Law Enforcement Training Academies, by type of academy

Type of academy	Number of academies surveyed	Academies that responded		Non-response adjustment
		Number	Percent	
All types	664	591	89.0%	~
State Peace Officer Standards and Training	30	29	96.7	1.034
State police/highway patrol	41	34	82.9	1.206
Sheriff's office	66	59	89.4	1.119
County police	22	21	95.5	1.048
Municipal police	132	127	96.2	1.039
4-year college/university	43	35	81.4	1.229
2-year college	221	191	86.4	1.157
Technical school	43	35	81.4	1.229
Special jurisdiction	17	16	94.1	1.063
Multi-agency/regional	49	44	89.8	1.114

~Not applicable.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

Item response rate and imputation

Item response rates were higher than 90% for nearly all of the items included in the 2013 CLETA, excluding items related to the demographics of recruits and budget. Eighty-one percent of academies reported the sex of recruits who started, and 82% reported the sex of recruits who completed the academy. Fifty-seven percent of academies reported the race and Hispanic origin of recruits who completed. Seventy-nine percent of academies reported the reasons that recruits failed by the sex of recruits (table 18).

To adjust for the effect of item non-response, the total number of recruits who started each year from 2011 to 2013 had to be estimated for non-responding academies. Of the 591 academies that responded to the survey, 55 agencies did not provide data on the total number of recruits who started training for classes ending in 2011, 2012 and 2013 (question 25). The number of recruits who started were available from the 2006 CLETA for most of these academies (n=47). A general adjustment was made to the 2006 recruit counts to account for the overall lower number of recruits in 2013 compared to 2006. These adjusted 2006 CLETA recruit counts were used as imputed values for the 2013 CLETA. Some non-responding academies were new to the CLETA data collection in 2013. Therefore, no data were available for 2006 (n=8). For these academies, the median number of recruits for the corresponding type of academy in 2013 was used as an imputed value.

Accuracy of the estimates

The accuracy of the estimates of recruits and instructors presented in this report are subject to measurement error: measurement error can be attributed to many sources such as the inability to obtain information about all cases in the sample, inability to obtain complete and correct information from the administrative records, and processing errors. In any survey, the full extent of the measurement error is never known.

Because the estimates for recruits and instructors were weighted to account for non-response, variance and standard error estimates for these values were generated using the SPSS Complex Samples package. The Complex Samples package uses the Taylor series linearization method for direct variance estimation.

These standard error estimates may be used to construct confidence intervals around recruit-based and instructor-based numbers and percentages in this report. For example, the 95%-confidence interval around the average number of recruits who started basic training

TABLE 18

Item response rates for the 2013 Census of Law Enforcement Training Academies

Survey item	Response rate
Type of operating agency	100%
Types of training provided	100
Types of positions trained for	100
Types of agencies served	96
State certification	99
Commission on Accreditation for Law Enforcement Agencies, Inc., certification	98
College credit awarded	99
Types of degrees awarded	95
Length of basic training program	99
Field training requirements	99
Number and type of instructors	98
Education requirement for full-time (FT) instructors	96
Law enforcement requirement for FT instructors	93
Certification requirements for FT instructors	99
Sharing of FT instructors with other academies	94
Instructor performance evaluation	99
Refresher training for instructors	99
Funding sources	99
Satellite locations	99
Types of facilities	97
Operating budget	79
Equipment budget	77
Class structure	100
Number of recruit classes	97
Number of recruits started	100
Number of recruits completed	91
Size range of recruit classes	94
Number of recycled recruits	92
Number of recruits started, by sex	81
Number of recruits completed, by sex	82
Number of recruits started, by race/Hispanic origin	56
Number of recruits completed, by race/Hispanic origin	57
Reasons for recruit failures, by sex	79
Formal rules of behavior	97
Content development methods	97
Stress level of training environment	97
Hours of instruction by subject	94
Training delivery methods	93
Types of tests	100
Number of tests	97
Terrorism-related topics covered	96
Types of reality-based training	96
Types of weapons training	96
Special conditions used for firearms training	96
Types of control/defensive tactics training	96
Training on use of force by other officers	95
Community policing topics covered	96
Training or orientation for families	96
Types of patrol training	96
Types of specialized training	96

Note: Item response rates are based on the 591 academies that responded to the survey.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

annually in state and local law enforcement training academies is $45,149 \pm 1,446$ (738×1.96) (or 43,703 to 46,595). The 95% confidence interval around the percentage of recruits who completed their training program would be $86\% \pm 0.61\%$ (0.31×1.96) (or approximately 85% to 87%).

The standard errors may also be used to test the significance of the difference between two statistics by

pooling the standard errors of the two estimates. For example, the standard error of the difference between male and female recruits who successfully completed training would be 0.64% (or the square root of the sum of the squared standard errors for each group). The 95%-confidence interval around the difference would be $1.96 \times 0.64\%$ (or 1.25%). Because the observed difference of 7.4% (88.0% - 80.6%) is greater than 1.25%, the difference would be considered statistically significant.

APPENDIX TABLE 1**Types of personnel trained by state and local law enforcement training academies, 2011–2013**

Type of personnel	Percent of academies
Local police officer	89%
Sheriff's deputy*	73
Campus police officer	59
Jail officer	34
Corrections officer	28
Park ranger/officer	27
School resource officer	26
State police/highway patrol officer	24
Auxiliary officer	23
Pre-service/self-sponsored	20
Natural resources (fish/game) officer	19
Arson investigator	18
Constable	16
Parole/probation officer	16
Transportation police officer	14
Fire marshal	13
Tribal police officer	12
Emergency medical technician	11
Firefighter	11
Private security officer	10
Commercial motor vehicle safety enforcement	8
Animal control officer	8
Public housing officer	5

*Law enforcement.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

APPENDIX TABLE 2**Facilities and resources of state and local law enforcement training academies, 2013**

Type of facility/resource	Total with access	Part of academy	Not part of academy
Educational			
Computer lab	88%	57%	31%
Resource center/library	82	43	38
Internet/online classes	70	41	29
Media lab/video production facility	52	20	32
Subscription to a down-link information service	52	20	32
Mobile data terminals	48	25	23
Video conferencing classes	34	5	29
Electronic tablet/iPad	28	12	16
Weapons/self-defense			
Defensive tactics room	98%	89%	9%
Outdoor firearms range	95	68	26
Scenario training facility	85	65	20
Firearms training simulators	81	66	15
Indoor firearms range	39	25	14
Physical fitness/agility			
Fitness facilities	96%	80%	16%
Obstacle course	72	52	20
Swimming pool	39	9	30
Driving-related			
Vehicle operation range	95%	60%	35%
Driving simulator	39	22	17
Other			
Dormitory/residential facilities	28%	17%	11%

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

APPENDIX TABLE 3**Special types of firearms training used in state and local law enforcement training academies, by type of academy, 2013**

Type of academy	Night-time or reduced light conditions	Simulated stressful conditions	Non-lethal live fire	Computerized firearms training systems	Training with off-duty weapons
All types	97%	87%	72%	56%	23%
State Peace Officer Standards and Training	100	86	86	82	11
State police/highway patrol	97	97	85	61	36
Sheriff's office	98	88	75	46	30
County police	100	100	90	57	43
Municipal police	98	95	88	56	40
4-year college/university	88	79	74	59	18
2-year college	95	82	53	51	11
Technical school	97	72	81	69	6
Special jurisdiction	100	100	85	31	54
Multi-agency/regional	100	88	64	69	14

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

APPENDIX TABLE 4**Types of control and defensive tactics instruction in basic training programs in state and local law enforcement training academies, by type of academy, 2013**

Type of academy	Weapon retention	Verbal command presence	Ground fighting	Pressure-point control	Speed cuffing	Neck/carotid restraints	Full-body restraints
All types	98%	98%	93%	89%	75%	45%	24%
State Peace Officer Standards and Training	100	100	89	79	71	39	14
State police/highway patrol	100	100	100	85	73	55	33
Sheriff's office	100	98	96	95	77	54	25
County police	100	100	95	86	81	52	29
Municipal police	99	99	96	93	79	46	28
4-year college/university	97	97	94	79	74	50	18
2-year college	96	96	90	89	75	41	22
Technical school	100	100	88	94	81	41	31
Special jurisdiction	92	100	92	77	62	23	8
Multi-agency/regional	98	98	98	90	69	43	17

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

APPENDIX TABLE 5**Use of reality-based (mock) scenarios in state and local law enforcement training academies, by type of academy, 2013**

Type of academy	Arrest control tactics	Self-defense	Verbal tactics	Firearms	Use-of-force continuum	Non-lethal weapons	Simunitions*	Firearms training simulator	Threat assessment
All types	94%	93%	86%	84%	83%	80%	76%	64%	59%
State Peace Officer Standards and Training	93	86	93	89	71	68	96	79	64
State police/highway patrol	100	100	94	94	97	94	100	79	61
Sheriff's office	89	96	79	86	75	84	79	53	58
County police	95	100	90	95	86	86	95	81	67
Municipal police	95	95	87	89	92	87	90	70	69
4-year college/university	94	94	94	79	74	71	65	68	47
2-year college	92	86	80	73	79	72	57	55	51
Technical school	100	100	91	97	84	88	81	69	59
Special jurisdiction	100	100	100	100	100	100	77	38	77
Multi-agency/regional	95	93	90	88	83	79	83	81	67

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

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

APPENDIX TABLE 6

Instructors in state and local law enforcement training academies, by type of academy, 2013

Type of academy	Full-time-equivalent instructors*		Full-time instructors		Part-time instructors	
	Number	Percent	Number	Percent	Number	Percent
All types	24,173	100%	13,651	100%	21,043	100%
State Peace Officer Standards and Training	2,092	9	1,320	10	1,543	7
State police/highway patrol	1,753	7	1,287	9	933	4
Sheriff's office	1,931	8	1,477	11	909	4
County police	655	3	467	3	376	2
Municipal police	5,060	21	4,094	30	1,931	9
4-year college/university	1,080	4	561	4	1,037	5
2-year college	7,734	32	2,322	17	10,823	51
Technical school	1,100	5	291	2	1,618	8
Special jurisdiction	562	2	485	4	155	1
Multi-agency/regional	2,206	9	1,348	10	1,716	8

Note: Details may not sum to totals due to rounding.

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

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

APPENDIX TABLE 7

Certification requirements for instructors in state and local law enforcement training academies, by type of academy, 2013

Type of academy	Percent of academies requiring certification for—							
	Full-time instructors				Part-time instructors			
	Any type*	State or POST certification	Qualified subject-matter expert	Academy certification	Any type*	State or POST certification	Qualified subject-matter expert	Academy certification
All types	91%	79%	59%	32%	89%	73%	60%	26%
State Peace Officer Standards and Training	93	76	76	48	83	52	76	45
State police/highway patrol	100	79	62	26	76	62	44	9
Sheriff's office	90	76	68	41	85	64	59	25
County police	95	86	38	19	71	67	24	10
Municipal police	98	89	53	28	78	62	49	18
4-year college/university	91	74	71	24	91	76	68	21
2-year college	85	74	60	32	97	83	72	32
Technical school	82	76	50	38	100	88	62	41
Special jurisdiction	100	88	56	38	75	56	56	31
Multi-agency/regional	98	86	53	33	95	81	53	30

*Includes other certifications.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

APPENDIX TABLE 8

Methods used to develop refresher training for instructors in state and local law enforcement training academies, by type of academy, 2013

Type of academy	One or more types	Academy staff input	Subject-matter experts	State or POST commission mandates	Job task/needs analysis	Law enforcement advisory board
All types	74%	74%	60%	59%	43%	31%
State Peace Officer Standards and Training	90	92	81	50	35	23
State police/highway patrol	76	88	58	50	65	19
Sheriff's office	88	71	62	62	52	21
County police	86	94	56	44	44	11
Municipal police	79	83	62	51	45	11
4-year college/university	62	62	76	76	48	29
2-year college	65	62	56	65	37	50
Technical school	71	54	46	83	29	67
Special jurisdiction	63	90	70	50	60	30
Multi-agency/regional	79	82	56	53	38	26

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

APPENDIX TABLE 9

Methods used to evaluate instructors in state and local law enforcement training academies, by type of academy, 2013

Type of academy	Student feedback	Supervisory evaluations	Peer evaluations	State-level certifications
All types	91%	75%	45%	41%
State Peace Officer Standards and Training	93	83	34	45
State police/highway patrol	94	74	35	26
Sheriff's office	93	68	54	42
County police	100	81	57	57
Municipal police	87	76	44	39
4-year college/university	91	65	38	59
2-year college	91	79	45	39
Technical school	94	65	26	47
Special jurisdiction	81	81	63	56
Multi-agency/regional	91	70	51	30

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

APPENDIX TABLE 10

Disciplinary actions that may be taken in response to violations of conduct rules in state and local law enforcement training academies, by type of academy, 2013

Type of academy	Dismissal/expulsion	Verbal reprimand	Counseling	Written reprimand	Motivational physical training	Extra-duty tasks	Probation/suspension	Loss of privileges	Demerits	Lowering of course grades
All types	92%	88%	86%	83%	63%	53%	46%	38%	21%	11%
State Peace Officer Standards and Training	100	79	93	86	43	46	50	68	32	0
State police/highway patrol	91	85	88	79	85	70	21	76	21	3
Sheriff's office	91	89	81	81	77	58	42	37	21	5
County police	86	95	100	90	81	62	24	43	24	10
Municipal police	92	90	91	84	79	56	27	39	14	6
4-year college/university	97	85	79	73	48	48	64	33	24	21
2-year college	91	87	83	83	54	51	54	29	22	18
Technical school	97	97	81	94	41	31	69	25	13	19
Special jurisdiction	93	93	86	100	64	57	36	50	14	0
Multi-agency/regional	88	88	88	81	64	55	67	31	29	7

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

APPENDIX TABLE 11

Standard errors for table 4: Average number of recruits starting basic training programs annually in state and local law enforcement training academies, by type of academy, 2011–2013

Type of academy	Standard error	
	Number	Percent
All types	738	~
State Peace Officer Standards and Training	241	0.53%
State police/highway patrol	128	0.28
Sheriff's office	193	0.43
County police	37	0.08
Municipal police	402	0.89
4-year college/university	241	0.53
2-year college	262	0.58
Technical school	341	0.76
Special jurisdiction	15	0.03
Multi-agency/regional	159	0.35

~Not applicable.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

APPENDIX TABLE 12

Standard errors for table 10: Types of instructors employed by state and local law enforcement training academies, 2013

Type of instructor	Standard error	
	Full time	Part time
Total	308	396
Permanent sworn	174	107
On-duty sworn	123	135
Off-duty sworn	114	278
Civilian	84	37
Adjunct faculty	92	209
Volunteer	71	93
Contractor	21	33
Other	44	105

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

APPENDIX TABLE 13

Standard errors for table 11: State and local law enforcement training academies and instructors, by size of academy, 2013

Number of full-time-equivalent instructors	Standard error	
	Full-time instructors	Part-time instructors
All sizes	325	434
100 or more	300	317
50–99	182	322
25–49	116	272
10–24	45	136
9 or fewer	12	23

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

APPENDIX TABLE 14

Standard errors for table 15: Completion rates for recruits who started basic training programs in state and local law enforcement training academies, by type of academy, 2011–2013

Primary operating agency	Standard error	
	Average number per year	As a percent of those who started training
All types	2,947	0.31%
State Peace Officer Standards and Training	1,265	1.20
State police/highway patrol	368	0.93
Sheriff's office	426	0.72
County police	131	0.69
Municipal police	1,936	0.72
4-year college/university	790	1.59
2-year college	830	0.53
Technical school	1,123	0.96
Special jurisdiction	45	1.45
Multi-agency/regional	650	0.76

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

APPENDIX TABLE 15

Standard errors for table 16: Primary reason for failure of recruits to complete basic training programs in state and local law enforcement training academies, by sex, 2011–2013

Primary reason for failure	Standard error		
	Total	Male	Female
Voluntary withdrawal	1.15%	1.25%	1.18%
Academic	1.84	1.98	1.76
Physical standards	0.69	0.73	1.11
Injury/illness	0.57	0.58	0.77
Firearms performance	0.32	0.25	0.88
Disciplinary	0.20	0.22	0.21
Withdrawn by sponsoring agency	0.20	0.20	0.30
Driving performance	0.12	0.12	0.23
Other	0.34	0.37	0.35
No information	1.56	1.72	1.71

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

APPENDIX TABLE 16

Estimates and standard errors for figure 1: Distribution of recruits in basic training programs in state and local law enforcement training academies, by type of training environment, 2011–2013

Type of training environment	Estimate	Standard error
All or mostly non-stress	7.8%	0.93%
Slightly more non-stress	10.7	0.54
Balanced stress and non-stress	33.2	1.56
Slightly more stress	25.0	0.97
All or mostly stress	23.3	1.02

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.

APPENDIX TABLE 17

Estimates and standard errors for figure 2: Recruits entering basic training programs in state and local law enforcement training academies, by sex and race/Hispanic origin, 2005 and 2011–2013

Sex and race/Hispanic origin	2005 estimate	2011–2013	
		Estimate	Standard error
Sex			
Male	83.5%	85.2%	2.80%
Female	16.5	14.8	0.58
Race/Hispanic origin^a			
White	70.1%	70.8%	4.05%
Hispanic/Latino	13.3	12.7	1.17
Black/African American	12.7	13.0	1.63
Other ^b	3.9	3.5	0.51

Note: Standard errors were not calculated for 2005 because it was a complete enumeration.

^aExcludes persons of Hispanic/Latino origin, unless specified.

^bIncludes Asians, Native Hawaiians, and Other Pacific Islanders; American Indians and Alaska Natives; and persons of two or more races.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2006 and 2013.

APPENDIX TABLE 18

Estimates and standard errors for figure 12: Completion rates for recruits in basic training programs in state and local law enforcement training academies, by sex and race/Hispanic origin, 2005–2006 and 2011–2013

Sex and race/Hispanic origin	2005–2006 estimate	2011–2013	
		Estimate	Standard error
Sex			
Male	87.5%	88.0%	0.37%
Female	79.6	80.6	0.52
Race/Hispanic origin^a			
White	87.4%	87.0%	0.75%
Black/African American	81.5	78.8	1.31
Hispanic/Latino	81.7	86.9	1.26
Other ^b	77.5	86.7	1.82

Note: Standard errors were not calculated for 2005 because it was a complete enumeration.

^aExcludes persons of Hispanic/Latino origin, unless specified.

^bIncludes Asians, Native Hawaiians, and Other Pacific Islanders; American Indians and Alaska Natives; and persons of two or more races.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2006 and 2013.

APPENDIX TABLE 19

Estimates and standard errors for figure 13: Primary reason for involuntary failures of recruits to complete basic training programs in state and local law enforcement training academies, by sex, 2011–2013

Primary reason for failure	Estimate		Standard error	
	Male	Female	Male	Female
Academic	37.6%	24.9%	3.79%	3.02%
Physical standards	19.2	24.0	1.40	1.90
Injury/illness	14.7	14.4	1.11	1.32
Disciplinary	9.0	4.2	0.42	0.36
Firearms performance	5.8	17.2	0.47	1.51
Withdrawn by sponsoring agency	3.7	4.2	0.38	0.51
Driving performance	1.9	4.4	0.23	0.40
Other reasons	8.1	6.6	0.71	0.60

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013.



The Bureau of Justice Statistics of the U.S. Department of Justice is the principal federal agency responsible for measuring crime, criminal victimization, criminal offenders, victims of crime, correlates of crime, and the operation of criminal and civil justice systems at the federal, state, tribal, and local levels. BJS collects, analyzes, and disseminates reliable statistics on crime and justice systems in the United States, supports improvements to state and local criminal justice information systems, and participates with national and international organizations to develop and recommend national standards for justice statistics. Doris J. James is the acting director.

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