



**COPS**  
Community Oriented Policing Services

21st Century Policing in Post and Academy Training

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# Forum Proceedings

**March 21, 2016, Washington Plaza Hotel**

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## Overview

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The Office of Community Oriented Policing Services (COPS Office) and the International Association of Directors for Law Enforcement Standards and Training (IADLEST) convened a meeting of Police Officer Standards and Training (POST) directors in Washington, DC, on March 21, 2016, facilitated by Strategic Applications International (SAI). Participants discussed the development of national training goals that support implementation of the recommendations of the President's Task Force on 21st Century Policing.

The discussions explored the role of training in changing the culture of policing.

In attendance at the roundtable were 35 state directors of POST agencies around the country, IADLEST officers and staff, and U.S. Department of Justice (DOJ) and White House staff. White House Counsel Neil Eggleston provided the keynote speech, noting that "The state POSTs are in a unique position to play the part of change agents by taking the Task Force's action items and incorporating them as fundamental components of basic recruit and in-service officer training."

At the forum, state POST directors shared the following suggestions for how to best implement the training recommendations made by the President's Task Force on 21st Century Policing:

- We should recognize that our work is about the 'co-production of public safety'; it takes citizens, local officials, and the broader community, as well as law enforcement, to 'police in a democratic society.'
- The Task Force report serves as a useful assessment tool to review current training curricula for basic and in-service training.
- Professionalizing police training is a national issue that should be led by law enforcement associations and standards mechanisms.
- IADLEST can function as an effective platform to provide a clearinghouse of best practices and to set national minimum training standards.
- It is important to revisit training for Field Training Officers (FTO) and supervisors to ensure the same standards for training at the local agency level.
- Citizen engagement in POST advisory boards and as curriculum writers and instructors can improve the quality of police-community relations.

POST directors also suggested the following ways the federal government can help develop and implement new training methods:

- Provide leadership and support for research on what works in training.
- Facilitate the development of databases that inform policing practices.
- Convene key conversations to encourage voluntary state and local efforts to improve policing and police community relationships.
- Continue the Bullet Proof Vest Program, with consideration to using POST Academies as a way to distribute vests to officers going to small agencies.

## Participating States

Alabama	Michigan	South Dakota
Alaska	Minnesota	Tennessee
Arkansas	Missouri	Texas
California	Nebraska	Vermont
Colorado	Nevada	Virginia
Connecticut	New York	Washington
Florida	North Carolina	West Virginia
Idaho	Ohio	Wisconsin
Kansas	Oklahoma	Wyoming
Maine	Oregon	
Massachusetts	South Carolina	

## Summary of the Forum Process

The forum consisted of a plenary group and small group discussions on a range of topics related to the training recommendations contained in the Final Report of the President's Task Force on 21st Century Policing. The following summary captures ideas shared throughout the facilitated discussion. Sessions are identified as plenary discussions or provide a summary of input in the small group discussions. Specific details were gathered from each of the states related to the Task Force training recommendations that inform the work of the field, POSTs, states, and the federal government to improve the infrastructure and capacity to deliver high quality training.

## Plenary Discussion

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### What is the culture of policing?

There is no single culture of policing; there may be similarities, but culture is local or specific to each law enforcement organization. What is common is that local law enforcement agencies are fiercely independent—even states get pushback when trying to set standards or any level of control. Federal control is more strongly resisted. However, there is a role for national leadership through professional bodies, which can establish industry standards and stimulate voluntary adoption of improvement or quality assurance efforts.

Key Quotes:

- Police culture was hijacked during the ‘War on Drugs’. Hollywood doesn’t help.
- Police like the notion of being warriors.
- Police militarization has escalated over the last decade since 9/11 and the focus on homeland security.

### *What needs to be fixed?*

The group’s answers focused on use of force. Policing organizations are being challenged to prepare for tomorrow and to adapt to a changing world and a changing workforce. This generation of recruits wants to know why, to understand the rationale and justification behind orders, rules, and policies. There is less attachment to the agency an officer begins with and more mobility between agencies, in part because of lower pay levels and benefit packages. Smaller agencies are limited in their workforce pool and have difficulty retaining officers.

Key Quotes:

- We must recognize the population we serve (the community) and be responsive.
- The community is looking for guardians, not an armed occupation.
- Police officers want respect but have to earn it.
- We need to set our own professional standards; we need to lead if we don’t want to be led.

### *How has it affected training, what are you doing differently in training?*

The challenges facing policing are bigger than the profession: they are societal and need to be understood and addressed in a broader context as well as within the policing profession. Their impact on training has been to increase training topics and the length of time for training.

Legislatures are engaging in mandating training topics and time. For example, Texas has 140 pieces of legislation under consideration this session, the vast majority of which the POST is already doing or addressing. Keeping legislators educated and informed, as well as supportive and engaged, is a balancing act.

The training modalities have changed to include a stronger emphasis on scenario-based training and more online options. One POST has 4,000 online courses available for continuing education. The scenario-based training allows officers to practice the skills that address implicit bias, decision making, use of force, and de-escalation.

Good training is critical, but it doesn't stand alone; it has to be supported by local agency policy and practice. Law enforcement executives, agency training divisions, and FTO programs need to be consistent with the training being delivered at the basic recruit and in-service levels in each state. Good supervision is essential to reinforce and establish accountability for the standards and protocols taught at the academy.

Key Quotes:

- This is also a branding and marketing issue, not just a training issue.
- Officers want to do the right thing, to make a difference.
- Basic training is an officer's first introduction to the culture of policing.
- We need transform from a boot camp mentality of breaking officers down and then building them back up to a training culture focused on a guardian approach and a skills/teaching approach to preparing officers for a career in law enforcement.
- This is going to require not only making sure the training matches the culture we are trying to develop, but also the messaging and marketing of what we are about.
- Who do we serve? We have to figure out that the police work for the community.
- If we are professionals, we should have standards and we should police by them.
- We preserve democracy.
- We shouldn't just depend on our agencies to provide training, we should be seeking out the best information for our own professional development.

### **What are the positives from the President's Task Force on 21st Century Policing report?**

A number of POSTs have used the report as a measuring stick, report card, or an assessment tool. The report is viewed as a validation of what the POSTs do, managing state, county, and local training. For example, Ohio aligned their own state report and TF report to track work being done and to push for state level change.

Participants appreciate that the report recognizes that the entire criminal justice system needs transformation and that many of the issues come from the broader social context. The focus on Officer Wellness is important—POSTs are looking at processes, training, and skills that can improve officer safety and wellness. The report can serve to inform minimum standards for police training that can professionalize law enforcement agencies nationally.

## What are the challenges from the President's Task Force on 21st Century Policing report?

### *Fiscal constraints*

The first issue raised is the fiscal constraints for reforms. There are no new resources, and from a POST perspective, any addition of hours or days of training during basic or annual in-service training has a direct cost associated with it, in addition to removing officers from the field during the time they are training.

### *Complexity of training infrastructure and impact on smaller agencies*

Many of the state POSTs face the challenges of local control: large numbers of regional and local training academies. Texas has 2,600 agencies with a wide disparity in the sizes of agencies served. Local chiefs and sheriffs resist unfunded mandates, especially those perceived as federally imposed. Another barrier is that the majority of departments have 10 or fewer officers. The longer it takes to train an officer, the longer it takes to get them into the job and the more it costs to get them certified. Smaller agencies aren't able to provide released time for training because they don't have sufficient staffing to make that possible. Online training has to be at least a partial solution.

### *Role of legislatures in setting policy and content*

POSTs are not legislative bodies; they don't get to set the policies and content related to training academy priorities. Those are largely set through legislation. Many legislatures are engaging in new bills that address a range of topics found in the task force report. Texas has 140 bills pending directly related to the POST. So legislative education and engagement is critical. It is going to take pressure from communities to address some of the concerns raised in the report because legislatures also resist unfunded mandates.

### *Need for national minimum standards*

There are no national minimum standards for policing; however, federal guidelines would be strongly resisted. The profession itself needs to develop national standards, working with national professional organizations such as IADLEST, IACP, NSA, and others. Voluntary but clear standards would be helpful if supported by strong professional development technical support. This would also facilitate state-to-state transfers—there is not a consistent way to account for differences in training content and length of training between states.

### *Need for a national training clearinghouse*

There are so many training resources out there, but not a good mechanism to share them, reduce duplication of effort, and improve training products through joint learning and research on what training content and modalities work best for effective results in officer behaviors.

### *Need content for understanding the disease of addiction*

Some type of validated training curriculum is needed for understanding the disease of addiction, both from an Officer Wellness perspective and from the perspective of its influence in the policing realm.



### *Annual mandated in-service training requirements*

When you have annual state-mandated continuing education training, it gets old year after year. You have to update it annually to keep people engaged. POSTs need help with sharing ways to keep important training topics relevant and timely.

IADLEST is a potential vehicle to create voluntary minimum national standards and share information between agencies, since it is not a federal agency. IADLEST has already begun the process for both solutions, but needs additional support to expand its efforts to complete them in a comprehensive and high quality way.

### How do POSTs involve community?

A number of states identified the ways that they involve community (see list below). They include citizen representation on POST advisory boards, citizen subject matter experts (SME) acting as curriculum writers and trainers, advocacy groups speaking to issues affecting cultural diversity, community perceptions and the needs of special populations, citizen participation in scenario-based training, offering citizen academies for local and state elected officials, and engaging with middle school and high school students on future career opportunities.

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<b>Ron Davis (COPS Office)</b>	<ul style="list-style-type: none"><li>• Communities must be involved in both the training and be trained themselves—co-producing public safety</li></ul>
<b>California</b>	<ul style="list-style-type: none"><li>• Use SMEs/outside instructors for their Leadership Command College</li><li>• Community representatives serve on POST Boards</li></ul>
<b>Florida</b>	<ul style="list-style-type: none"><li>• Advocacy groups participate from job description to task analysis</li></ul>
<b>Idaho</b>	<ul style="list-style-type: none"><li>• Civilians are involved in instructor development courses</li></ul>
<b>Maine</b>	<ul style="list-style-type: none"><li>• Third of instructors are civilians</li><li>• Civilians can participate in scenario-based training</li><li>• Bring legislative committees in for use of force scenario training</li></ul>
<b>Massachusetts</b>	<ul style="list-style-type: none"><li>• Bring civilians into the curriculum building process to create a more collaborative process</li></ul>
<b>Michigan</b>	<ul style="list-style-type: none"><li>• Law Enforcement representatives sit on boards with community stakeholders (Arab-American, LGBTQ, etc...)</li><li>• ALPAT/LE work with community groups to work out issues before they happen—develop scenario training and cultural competency curriculum</li></ul>
<b>Minnesota</b>	<ul style="list-style-type: none"><li>• Regional law enforcement advisory boards made up by both law enforcement and educators</li><li>• Four citizens on the POST Board</li></ul>

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<b>New York</b>	<ul style="list-style-type: none"> <li>• Civilians used in relevant training scenarios</li> <li>• Focus on the Sixth Pillar—Officer Safety and Wellness—and use civilians to help address exposure to trauma</li> </ul>
<b>Ohio</b>	<ul style="list-style-type: none"> <li>• CIT in basic training uses a community panel, including mental health care consumers and their families</li> <li>• Minority outreach done in middle school, bringing the students to the academy</li> </ul>
<b>Oregon</b>	<ul style="list-style-type: none"> <li>• Board includes one citizen now, seeking to add one community representative to each of five policy committees</li> <li>• Have open trainings</li> <li>• Train newly elected officials</li> <li>• Transparency is the key to understanding and branding</li> <li>• Partner with Kiwanis and the American Legion to do one-week academies</li> <li>• Building relationships with high schools and community colleges</li> </ul>
<b>Tennessee</b>	<ul style="list-style-type: none"> <li>• Criminal justice training agency adopted a couple of high school STEM classes, bring students to the academy for scenario-based use of force trainings</li> </ul>
<b>Texas</b>	<ul style="list-style-type: none"> <li>• For public transparency, advisory board for POST is one-third community members, including a businessman, defense attorney, and county judge</li> <li>• Have one curriculum person, solicit SMEs around the state</li> </ul>
<b>Washington</b>	<ul style="list-style-type: none"> <li>• Recruits work out with local students—Badges and Barbells</li> <li>• Have an open media policy, encourage reporters to attend trainings, no mystery here</li> <li>• Citizens do some of the training on CIT—found that it can be effective, it is a mutual effort working with advocacy groups</li> </ul>
<b>Wisconsin</b>	<ul style="list-style-type: none"> <li>• Three citizens on law enforcement board</li> <li>• Leadership—need to train the review/hiring boards through a citizen’s academy</li> </ul>

## Small Group Questions

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How has your training POST already integrated the 21st Century Task Force report into POST training? Have you made changes in POST training since the publication of the report?

The consensus discussion was that the majority of the training topics recommended by the Task Force Report were already included to some degree in most POST training offerings. However, the Task Force report has served as a tool for reflection on and review of training topics and how they can influence the culture of policing. The following table summarizes changes the participating states have already made.

Participants felt that the credibility and validation of the Task Force report has been a catalyst for changing the police officer mindset from warrior to guardian, with the exception that in some cases like San Bernardino there may be justification for heavy military-type weapons.

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<b>Group Consensus</b>	<ul style="list-style-type: none"><li>• IADLEST should take a bigger role in defining standards and pushing them forward. The TF report argues that need and can be used as an advocacy tool.</li><li>• “This is a time to really encourage the model minimum standards and push it forward on a national level.”</li><li>• A new generation of officers understands the nobility of the role and the stories that brought us to this point. The report exemplifies what the profession can be.</li></ul>
<b>Mike Becar (IADLEST)</b>	<ul style="list-style-type: none"><li>• IADLEST is addressing decertification regarding partnering with the DOJ to make a national database more accessible.</li><li>• “Officers have been trained but there is corrosion over time during critical incidents.” The report encourages retraining and considerable and consistent professional development.</li></ul>
<b>Arkansas</b>	<ul style="list-style-type: none"><li>• Setting new training standards for certification throughout the state (6-8 months away from having it ready), working on giving college credit for training.</li><li>• Hired a professional trainer, forming partnership with state higher education.</li></ul>
<b>California</b>	<ul style="list-style-type: none"><li>• They’ve engaged their team in learning and understanding the report as it relates to their present trainings.</li><li>• Legislative inquiries occurred following the release to better understand what is already being done.</li><li>• Change has to go through all levels so they see themselves as the beginning of implementation.</li><li>• The TF Report reiterates a need to select the correct officers when hiring.<ul style="list-style-type: none"><li>○ We need to develop stronger standards around what qualifies a good officer when hiring.</li><li>○ We have a shallow pool of candidates so we hire to fill gaps but not always because they are the best.</li><li>○ Some states cannot even afford to run fingerprints or do not have the right to run fingerprints on police officer candidates.</li></ul></li></ul>

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<ul style="list-style-type: none"> <li>• “We are a cell engaged in turning the aircraft carrier: The report is part of that process of movement.”</li> <li>• The report helps us emphasize ethics throughout all parts of our work.</li> <li>• The four tenets of procedural justice are critical and the report gives us that encouragement to continue to engage in that space.</li> <li>• Change has to go through all levels from the top down. Chiefs and sheriffs <b>need</b> to engage in the report and reform.</li> </ul>
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<b>Colorado</b>	<ul style="list-style-type: none"> <li>• \$100,000 last year in CIT training.</li> <li>• Two hours anti-bias training, proper restraints and holds (July 2015).</li> </ul>
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<b>Connecticut</b>	<ul style="list-style-type: none"> <li>• Reviewing curriculum, looking at Washington curriculum, but have experienced big financial cuts.</li> <li>• New England states made curriculum revisions before the release of the task force report.</li> </ul>
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<b>Florida</b>	<ul style="list-style-type: none"> <li>• Formed advisory group to develop strategies to improve police-community relations.</li> <li>• Used TF report as a point of comparison.</li> <li>• Enhancing training and doing a two-year study.</li> </ul>
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<b>Idaho</b>	<ul style="list-style-type: none"> <li>• Internal Review by chiefs and council.</li> <li>• Community College/POST.</li> <li>• Officers are required to be certified within one year (seen as a hurdle).</li> <li>• Cultural awareness.</li> <li>• Four hours investigation training/six hours dog training.</li> </ul>
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<b>Kansas</b>	<ul style="list-style-type: none"> <li>• Had been doing CIT for a long time, but are looking to develop more specialized CIT for SROs.</li> <li>• Doing Fair and Impartial Policing with Lorie Fridell. <ul style="list-style-type: none"> <li>○ Includes community leaders and police executives—shoot/don’t shoot car stop scenarios</li> <li>○ Blue Courage has trained 250 of 400 agencies</li> <li>○ 80-85% of all officers have received the implicit bias training</li> </ul> </li> </ul>
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<b>Maine</b>	<ul style="list-style-type: none"> <li>• Six weeks of scenario-based learning, side-by-side training of county and state officers.</li> </ul>
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<b>Michigan</b>	<ul style="list-style-type: none"> <li>• They hold in-service trainings with concentration on the TF report pillars.</li> <li>• They have created a list of best practices / agency standards that mirror the spirit of the recommendations.</li> <li>• They use the report to validate their best practices.</li> <li>• The staff has reviewed the report but there have been few discussions about it.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Dave Harvey feels the TF report argues the point that IADLEST’s 10 standards could be utilized as a federal standard for certification.</li> <li>• There is reason to use the report as advocacy for a jobs task analysis. This would help encourage improvements in technology and tools for police departments.</li> </ul>
<b>Minnesota</b>	<ul style="list-style-type: none"> <li>• Used report to compare/contrast progress at state level and POST Board integrated new learning objectives (e.g. cultural awareness, critical thinking).</li> <li>• Have also implemented Blue Alert system (police officer shot and search initiated for suspect, like Amber Alert). Face big challenges, i.e. no state-level vehicle for training and broad range of needs.</li> <li>• Have added training on implicit bias and cultural competency.</li> </ul>
<b>Missouri</b>	<ul style="list-style-type: none"> <li>• Have 19 academies and extensions, including Fort Leonard Wood where all military police officers are trained—100 new officers per week.</li> <li>• Held six public meetings to discuss mandate; much of their training is already .mandated in basic training, including officer well-being, fair and impartial policing, CIT/impairment, de-escalation.</li> <li>• Have expanded continuing education to 24 hours/year. <ul style="list-style-type: none"> <li>◦ Eight hours by a licensed provider, 16 hours in-house approved training, all can be done online</li> </ul> </li> </ul>
<b>Nebraska</b>	<ul style="list-style-type: none"> <li>• “We would like to be more political but I (POST Director) am banned from lobbying.”</li> <li>• They are considering forming a committee to comb over the Report and then plan and establish implementation strategies.</li> </ul>
<b>Nevada</b>	<ul style="list-style-type: none"> <li>• Discipline and stress academy.</li> <li>• 46 hours decision-based training.</li> <li>• Leadership component.</li> <li>• Blue Courage training.</li> <li>• Dog training class moved online.</li> </ul>
<b>New York</b>	<ul style="list-style-type: none"> <li>• Emphasis on procedural justice; revisiting use of force and mental illness, increasing use of reality-based scenarios.</li> <li>• Instructors being trained on how to effectively facilitate reality-based scenarios; one challenge is the training discrepancy between full-time and part-time officers. Part-time officers get 40 hours of online training first.</li> </ul>
<b>North Carolina</b>	<ul style="list-style-type: none"> <li>• Began tracking the minority make up of departments.</li> <li>• Found only 14% of personnel were persons of color.</li> <li>• General lack of respect for law enforcement.</li> </ul>

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<b>Ohio</b>	<ul style="list-style-type: none"> <li>• Aligned their own state report and TF report to track work being done and push for state level change.</li> <li>• Since 2014 have begun adding training regarding officer wellness, addiction treatment, and mental health for officers beyond CIT; also implemented Blue Courage because it teaches values, emotional skills, and good decision making</li> <li>• Have added training on implicit bias and cultural competency.</li> </ul>
<b>Oklahoma</b>	<ul style="list-style-type: none"> <li>• Have been doing most of these things since the 1970s, have to update the naming of it, very similar.</li> <li>• LE has taken up the banner to be the crisis support arm of local government.</li> </ul>
<b>Oregon</b>	<ul style="list-style-type: none"> <li>• 8-hour class police procedural justice.</li> <li>• Center for entire state—tribal, state, and local.</li> <li>• Oregon knowledge bank – contains best practices and online training.</li> <li>• Supervision Management – seed money for departments.</li> <li>• Mental Health Crisis Response.</li> <li>• Implicit Bias – new trainer training.</li> </ul>
<b>South Carolina</b>	<ul style="list-style-type: none"> <li>• Training in cultural diversity already, using the report as a tool to measure/benchmark against .</li> </ul>
<b>South Dakota</b>	<ul style="list-style-type: none"> <li>• Have been doing Blue Courage, Continuing Education on CIT.</li> <li>• Have moved away from the paramilitary approach.</li> <li>• Problem is that local agencies tell officers to forget what they learned in the academy.</li> </ul>
<b>Tennessee</b>	<ul style="list-style-type: none"> <li>• Have more control over academies.</li> <li>• Used the report as a basis for changing to non-violent, servant mentality, focus on de-escalation.</li> </ul>
<b>Texas</b>	<ul style="list-style-type: none"> <li>• Hard if POSTs are viewed as the enforcers vs. customer service.</li> </ul>
<b>Utah</b>	<ul style="list-style-type: none"> <li>• Partnered with Weber State University to create evidence-based corrections to trainings – ideological changes for academy.</li> <li>• Transitioning from warriors to guardians.</li> <li>• Community Relations to increase diversity.</li> <li>• Conflict resolution.</li> </ul>
<b>Vermont</b>	<ul style="list-style-type: none"> <li>• Blue Courage—wants to be an immersion state; LPO, practice scenarios—biggest challenges they see are interpersonal skills, critical thinking, and writing skills of newly hired officers.</li> </ul>

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<b>Virginia</b>	<ul style="list-style-type: none"> <li>• Facilitates trainings and conference on Building Trust &amp; Legitimacy for senior-level LE.</li> <li>• Working with Lorie Fridell on Fair and Impartial Policing, concerned about the cost.</li> <li>• Community policing and CIT training.</li> <li>• Have 38 autonomous training academies in the state.</li> </ul>
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<b>Washington</b>	<ul style="list-style-type: none"> <li>• Washington state uses the report to do legislative work. They have used it to secure funding from the legislature to develop further programs and curriculum that reflect the spirit of the TF recommendations.</li> </ul>
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<b>West Virginia</b>	<ul style="list-style-type: none"> <li>• Change has been slow in coming but determined to plant seeds for shift to guardian mentality and planning to use report at upcoming annual retreat as a tool to convince leadership that the time has come for change. Another challenge is zero diversity in police officer demographics (99% White [men] with one woman here and there).</li> </ul>
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<b>Wisconsin</b>	<ul style="list-style-type: none"> <li>• Has done a number of things as a result of the report: started a wellness program and is working to ensure that it will be started again; added cultural competency training, ethics training, and scenario-based testing.</li> <li>• Has added training on implicit bias and cultural competency.</li> </ul>
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<b>Wyoming</b>	<ul style="list-style-type: none"> <li>• Already teaching most training topics in the academy—all disciplines, 525 hours.</li> <li>• Not calling some of the topics by the same names.</li> </ul>

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## How much is training linked to criminal justice data?

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<b>Ron Davis (COPS Office)</b>	<ul style="list-style-type: none"><li>• IADLEST—connect to the White House Data Initiative—connecting to chiefs’ concerns—risk and cost management.</li><li>• Validates the need for the data—action research.</li><li>• Data used to validate effectiveness of training, to change training based on key learnings.</li></ul>
<b>Roy Austin (White House)</b>	<ul style="list-style-type: none"><li>• Dallas is putting out all their data—35 jurisdictions.</li><li>• Using machine-readable looks for body camera analysis—data driven—faster.</li></ul>
<b>Michigan</b>	<ul style="list-style-type: none"><li>• National standards—what are we missing on intake?</li><li>• Outcomes in the field—need research on outputs.</li><li>• Do we need 20 hours? Role of feds—real research.</li><li>• FIP/Implicit Bias—tools used by police came from federal projects(radar, etc.)</li><li>• Tactical Social Interaction—DARPA for Policing</li></ul>
<b>Nebraska</b>	<ul style="list-style-type: none"><li>• Workers comp data drives some change</li><li>• No national database, data very siloed</li></ul>
<b>New York</b>	<ul style="list-style-type: none"><li>• Body cameras—research is important</li></ul>
<b>Utah</b>	<ul style="list-style-type: none"><li>• Behind the curve—data is too late to be helpful for future training—theory to application</li></ul>
<b>Washington</b>	<ul style="list-style-type: none"><li>• Use data for firearms shooting</li><li>• No common criteria for gathering data we need</li></ul>

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## Feedback on Specific Recommendations

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**RECOMMENDATION 5.1:** “The Federal Government should support the development of partnerships with training facilities across the country to promote consistent standards for high quality training and establish training innovation hubs.”

**What are the partnerships that would improve or enhance your training capacity? Are there partners in the private sector that might enhance training capacity?**

Universities	Elected officials
DUI Task Force	Dept. of Public Health
Coalitions for domestic violence, sexual violence	Risk Management
Veterans Affairs	District Attorney
Social Services	U.S. Attorney’s Office
Chambers of Commerce	Sheriff Associations
Consumer groups	Labor
Community groups	Insurance
Advocacy groups	Community Groups
Non-profits	White House Police Data Initiative
Community foundations	FLETC
Mental health groups	IADLEST
Legislative groups	

**RECOMMENDATION 5.9:** Ensure both basic recruit and in-service training incorporates content around recognizing and confronting implicit bias and cultural responsiveness.

**How is implicit bias addressed in your training POST/academy? Have there been changes since the publication of the TF report?**

Participants expressed that many of their POSTs already deal with implicit bias but were reviewing, adding or adjusting basic training and continuing education courses to address de-escalation and use of force. Some of the changes occurred over the last year, but were not necessarily directly due to the task force report. Scenario-based training was recommended as the best training modality to teach and practice skills. Specific comments on the status of implicit bias training in each state are summed up in the following table.

<b>Alabama</b>	<ul style="list-style-type: none"> <li>• Traditional diversity training, not specific to implicit bias or LGBT yet</li> </ul>
<b>Alaska</b>	<ul style="list-style-type: none"> <li>• Cultural Diversity, eight hours, looking to increase to 16 hours <ul style="list-style-type: none"> <li>◦ Largely based around native populations</li> </ul> </li> <li>• Disability awareness</li> <li>• Only happens in the academy</li> </ul>
<b>Arkansas</b>	<ul style="list-style-type: none"> <li>• Mandated four hours in basic training and retrained two hours every year</li> </ul>
<b>California</b>	<ul style="list-style-type: none"> <li>• They have a legislative mandate to do racial profiling training.</li> <li>• With the advent of FIP their training the curriculum has grown and improved</li> <li>• Academies can do more than is required but it's a tough balance of time to fit in everything needed</li> </ul>
<b>Colorado</b>	<ul style="list-style-type: none"> <li>• U of Colorado</li> <li>• Small block of time given to implicit bias (two hours)</li> <li>• Legislature is working on adding two-hour anti-bias class (July 2016)</li> <li>• DOJ—anti-defamation league</li> <li>• Implicate bias training now also must cover marijuana users vs. non-smokers as [legalization] has created separation between the two groups</li> <li>• Any sort of national standard must be through a national police or training organization and not the federal government</li> </ul>
<b>Connecticut</b>	<ul style="list-style-type: none"> <li>• Using Dr. Fridell's program in basic training but feel it's optimal for in-service training</li> </ul>
<b>Florida</b>	<ul style="list-style-type: none"> <li>• Required since 1993, but does not include specific implicit bias</li> <li>• Has been divisive among veteran officers, actively caring for people</li> </ul>
<b>IADLEST</b>	<ul style="list-style-type: none"> <li>• IADLEST is beginning to develop and push out Implicit Bias training</li> <li>• Blue Courage Project has smatterings of this training in it, but enough to cover the topic.</li> </ul>
<b>Idaho</b>	<ul style="list-style-type: none"> <li>• Four-hour training—discussion on implicit bias</li> <li>• Bridging the gap—law enforcement needs to make changes to ensure in-service fills gap and officers are trained in specific local culture</li> </ul>
<b>Kansas</b>	<ul style="list-style-type: none"> <li>• Have racial profiling advisory boards made up of chiefs/citizens across the state</li> <li>• Do the racial profiling training with legislators—had a grant to do it, when the funding ended, it was picked up by the state Office of African American Affairs</li> </ul>
<b>Mass.</b>	<ul style="list-style-type: none"> <li>• Provide three hours, mandatory</li> </ul>

<b>Michigan</b>	<ul style="list-style-type: none"> <li>• They do a Cultural Competencies training <ul style="list-style-type: none"> <li>◦ Make students recognize the cultural differences between the strong ethnic groups in the state</li> </ul> </li> </ul>
<b>Missouri</b>	<ul style="list-style-type: none"> <li>• Training has changed significantly to address implicit bias</li> </ul>
<b>Nebraska</b>	<ul style="list-style-type: none"> <li>• They use Lorie Fridell's FIP training for state patrol.</li> <li>• They provide department-wide in-services for more than half the cops in Nebraska.</li> <li>• They are not funded to do FIP so they set up a Train the Trainer program with Lorie and now teach her curriculum themselves. <ul style="list-style-type: none"> <li>◦ Bill said it is difficult to replicate without the prior knowledge that Lorie's team has and without the passion for the research.</li> </ul> </li> <li>• They also use the book Blink for management to encourage better standards in leadership.</li> <li>• They do data collection around profiling.</li> <li>• They steer away from too much cultural training at the POST level and leave that to local PDs but they aren't sure it's done regularly.</li> </ul>
<b>Nevada</b>	<ul style="list-style-type: none"> <li>• Mandate diversity—crime is color blind—offer 8-hour class</li> <li>• Advocacy groups often help in training</li> <li>• 12 hours of continuing education required</li> <li>• Currently updating program with local colleges</li> </ul>
<b>New York</b>	<ul style="list-style-type: none"> <li>• Has a one-day seminar for police chiefs and is currently reviewing basic training curriculum</li> </ul>
<b>North Carolina</b>	<ul style="list-style-type: none"> <li>• Mandatory diversity training is 24 hours (10 hours is the chief's choice) and many are including implicit bias; word of mouth is that it is useful training</li> </ul>
<b>Oregon</b>	<ul style="list-style-type: none"> <li>• SDOJ and Harvard IET training</li> <li>• Woven throughout program</li> <li>• Used in scenario training to dealing with diverse groups</li> <li>• Renamed training to tactical ethics—branding gets officers more engaged</li> </ul>
<b>South Carolina</b>	<ul style="list-style-type: none"> <li>• Prejudice and Personality—SALT-Safe and Legal Traffic Stops</li> <li>• Veteran police officers are sick of cultural diversity training, not so much new officers</li> <li>• Something new needs to be added—behavior vs. values</li> </ul>
<b>South Dakota</b>	<ul style="list-style-type: none"> <li>• Have added Blue Courage and address bias specifically</li> </ul>

<b>Tennessee</b>	<ul style="list-style-type: none"> <li>• Use LGBT scenarios, mandated hours on diversity includes implicit bias, also in legal class and scenarios</li> </ul>
<b>Utah</b>	<ul style="list-style-type: none"> <li>• Cultural Competency</li> <li>• University of Utah conducted study on subject and helped form objects of program</li> <li>• Five-hour class – reach out to other organizations</li> <li>• Community relations aspects of academy throughout training</li> </ul>
<b>Vermont</b>	<ul style="list-style-type: none"> <li>• Dr. Fridell’s training being used in in-service and basic training</li> </ul>
<b>Virginia</b>	<ul style="list-style-type: none"> <li>• Have mandatory cultural diversity training—not viewed positively</li> <li>• Using Fair and Impartial Policing training by Lorie Fridell</li> </ul>
<b>Washington</b>	<ul style="list-style-type: none"> <li>• WA does a training block on IB using Fair and Impartial Policing (FIP) practices</li> <li>• The FIP builds up cultural responsiveness and an understanding of implicit bias</li> <li>• WA also does a historical lesson on all of this</li> </ul>

**RECOMMENDATION 5.9.1:** Agencies should implement training for all officers in cultural diversity, accomplished with the assistance of advocacy groups that represent the viewpoints of communities that have traditionally had adversarial relationships with law enforcement.

### How much time is given to diversity training and what is the training modality used to develop diversity?

There is a lot of overlap between implicit bias training, cultural competency training and procedural justice training. Most trainings put them together. There was an acknowledgement that more should be done but time and money for training is limited.

It is important that diversity training happen at the FTO level and should also be an intentional part of local agency training that can involve the local community. Specific comments on the status of cultural diversity training are summed up in the following table:

<b>Alabama</b>	<ul style="list-style-type: none"> <li>• Traditional training, not specific to certain biases (LGBTQ for example)</li> </ul>
<b>Minnesota</b>	<ul style="list-style-type: none"> <li>• Minneapolis/St. Paul area (urban areas) is doing most intensive training since 2015.</li> </ul>
<b>North Carolina</b>	<ul style="list-style-type: none"> <li>• Mandatory training (24 hours required)</li> <li>• Mentioned how the report has been useful for ideas and solutions</li> </ul>
<b>Ohio</b>	<ul style="list-style-type: none"> <li>• Has a partnership with the Kirwan Institute, with a focus on working effectively with minority groups and tensions between LE and minority groups.</li> </ul>

<b>Oklahoma</b>	<ul style="list-style-type: none"> <li>• Changed cultural awareness course, added community and a professor (SME)</li> <li>• Integrated into the curriculum and included ethics training, dignity, and respect</li> <li>• Don't have community giving input right now</li> </ul>
<b>South Carolina</b>	<ul style="list-style-type: none"> <li>• Training in prejudice, personality, and SALT (Safe and Legal Traffic Stop)</li> <li>• Has not incorporated report into training (along with Alabama and Tennessee)</li> </ul>
<b>Tennessee</b>	<ul style="list-style-type: none"> <li>• Implicit bias training taught the first and last day of class</li> </ul>
<b>Texas</b>	<ul style="list-style-type: none"> <li>• Have to be careful about involvement of advocacy groups—don't want to alienate new officers by being accusatory, rather create a meaningful dialogue</li> <li>• Worked with CIT to use advocates—over 300 trainers around the state</li> </ul>
<b>Virginia</b>	<ul style="list-style-type: none"> <li>• Mandated cultural diversity training</li> <li>• Incorporated report into policy and training (along with North Carolina)</li> </ul>
<b>Wisconsin</b>	<ul style="list-style-type: none"> <li>• Requires eight hours of training provided on the above topics</li> </ul>

### What are examples of advocacy groups that could guide or influence training?

Two specific examples of advocacy groups that can guide or influence training were provided by the states of Washington and Michigan.

- DARPA (Defense Advanced Research Projects Agency)
  - The military created a program to help marines to integrate into foreign communities. This can be applied to officers.
  - Washington does it now for three days and it has crossover with implicit bias and procedural justice trainings.
- Michigan uses an group called Advocates and Leaders for Police and Community Trust
- They help connect the police to certain groups and develop cultural diversity trainings (18 hours)
  - They also create buy-in from both communities

### How do you use advocacy groups?

Two strategies were identified for using advocacy groups.

- Use advocacy groups as trainers for cultural awareness trainings. Many will train PD's for free in order to further their awareness agenda, which is helpful.
- Recognize the capacity of advocacy groups to challenge departments, FTOs, and legislators, including mayors, to do more where POSTs don't always want to get political.

**RECOMMENDATION 5.9.2:** This training should cover policies for interaction with LGBTQ, Muslim, Arab, South Asian, immigrant, and non-English speaking groups as well as reinforcing policies for preventing sexual misconduct and harassment.

### Can you provide examples of how training academies intentionally engage special populations?

Group discussion on this issue spoke to the fact that all POSTs teach in broad terms about special populations. But it is not necessarily the role of the POSTs to address special populations, as these tend to be training issues handles at the local level. Many states provide some basic hours of training and then require local agencies to provide additional training specific to their local needs.

### What are the barriers?

Barriers include the limited time available and cost involved to add more training hours to the basic recruit training. It is hard to expand training with so many special populations out there—the POSTs cannot be expected to do it all. POSTs wrestle with the reality that all special populations want inclusion via SMEs to train police but there is only so much time. Specific comments on engaging special populations are summed up in the following table:

<b>Connecticut</b>	<ul style="list-style-type: none"> <li>• Mental health—State Health Department</li> </ul>
<b>Kansas</b>	<ul style="list-style-type: none"> <li>• <b>One caution:</b> a department in Kansas brought in a Muslim community representative to work with the LE agency on training but that person was rejected by the Muslim community as a representative</li> <li>• POSTs don't have control over policies, most of that would be local training, not academy training, unless legislatures address the issue</li> </ul>
<b>Maine</b>	<ul style="list-style-type: none"> <li>• NAACP—limited definition to race only</li> <li>• CIT training not in basic, taken after time in field</li> </ul>
<b>Michigan</b>	<ul style="list-style-type: none"> <li>• ALPACT: They help the police and special populations communicate and partner</li> <li>• They are a valuable resource to the POST in Michigan</li> </ul>
<b>Minnesota</b>	<ul style="list-style-type: none"> <li>• Very little or no state control, no state standards, and therefore do not have mandated training for special populations</li> </ul>
<b>New York</b>	<ul style="list-style-type: none"> <li>• Mental health/disabilities training—all optimal for in-service curricula; use in policy development</li> </ul>
<b>Washington</b>	<ul style="list-style-type: none"> <li>• From a POST perspective, we want to train on things that ONLY we can train on and this subject matter can be done by other experts at other times</li> </ul>
<b>West Virginia</b>	<ul style="list-style-type: none"> <li>• Very little or no state control, no state standards and therefore do not have mandated training for special populations</li> </ul>

**RECOMMENDATION 5.10:** “...require both basic recruit and in-service training on policing in a democratic society.”

### How does your post recruit or provide in-service training in a democratic society? How is in-service training conducted in your state?

The general feeling of the group was that policing in a democratic society is something that has been a part of law enforcement training from the beginning. Finding the balance between civil rights and crime control is what we are wrestling with.

Constitutional law, Miranda Rights, understanding and keeping current on emerging case law, protection of individual rights, etc., have long been a core component of state POST curricula. However, the emerging focus on the guardian vs. warrior emphasis is getting a new look and POSTs are examining how to strengthen or reinforce the importance of understanding policing in a way that builds trust with community. The Washington State Criminal Justice Training Academy presents each new recruit a copy of the constitution and emphasizes the role of police as the protectors of individual civil rights.

**RECOMMENDATION 2.2.1:** “policies for training on use of force should emphasis de-escalation and alternatives to arrest or summons in situations where appropriate.”

### What are the challenges related to de-escalation?

Plenary discussion on de-escalation included the following comments on challenges:

- We collect a lot of data on police involved shooting.
  - We don’t collect data on de-escalation scenarios.
  - We don’t collect data on near misses.
- We need to address generational changes; Millennials are social. They tend to diffuse with words first.
- New generation of officers are poor at communication based on text culture.
  - The new generation needs new training techniques.
  - They need more scenario-based trainings.
- Veteran FTO’s are frustrated by the recruits’ “talk time” in intense situations, they need to make affirmative decisions (such as arrest, etc.) faster
- Once you’ve evaluated a scenario you need the time to de-escalate.
- There needs to be a realization that talking is good but safety, no matter what, comes first and a balance must be struck.
  - We need to build skills and confidence in officers so excessive force isn’t necessary but it can be that’s what it takes.
- FTO Program might be best improved if POSTs take it over

- Rulings on tasers in states like Virginia will change training on how these tools are used (4th District Circuit Court ruling).
- Veteran officers tend to shut down with the concept of de-escalation; it implies that they are pulling back, retreating. (They hate the term 21st Century Policing). This is a branding issue.
- Use of force revisited—smart policing—it’s about positioning it—branding is important—it’s not a program, it’s a way of policing.
- Disciplinary process is critical to reinforce de-escalation and use of force policies. From the training perspective, we can train but it’s on the PD’s leadership to hold officers accountable to their training.
- De-escalation is not necessarily [a thing] to train as much as it is an outcome of everything else we do.
- Proper police tactics will lead to de-escalation.
- Recruits have to learn you can use force without aggression.
- Use of force scenario training should require an officer to explain their reaction and report on it immediately in order to get the most out of the scenario training approach.
- There must be a larger focus on conflict resolution.
- Scenario-based training.
- No data collection on ‘non-shot’ situations.

Specific state comments on challenges to de-escalation are summarized in the following table.

<b>Florida</b>	<ul style="list-style-type: none"> <li>• Officers are going too quickly from level 1 to level 7</li> <li>• Focused on conflict-resolution skills</li> </ul>
<b>Idaho</b>	<ul style="list-style-type: none"> <li>• Lack of confidence and lack of experience lead to the escalation of use of force—requires more training</li> <li>• Can you use force without aggression?</li> <li>• Force and justification scenario-based training implemented in training academies</li> </ul>
<b>Maine</b>	<ul style="list-style-type: none"> <li>• We don’t collect data on near misses—certify tactical teams, hostage negotiators</li> <li>• New officers don’t know how to communicate, there is a change in recruits—it influences the way you train—they are used to virtual vs. face-to-face interactions—more scenario-based training</li> </ul>
<b>Mass.</b>	<ul style="list-style-type: none"> <li>• Yearly review of use of force model</li> <li>• Class called ‘Use of Force: Revisited’</li> </ul>
<b>Michigan</b>	<ul style="list-style-type: none"> <li>• Maturity is the key to de-escalation—scenario training at the academy and in-service—practice using other courses of action</li> <li>• De-escalation is an outcome, training on tactics is key</li> </ul>



<b>New York</b>	<ul style="list-style-type: none"> <li>• Officers who do not follow training being disciplined</li> </ul>
<b>Ohio</b>	<ul style="list-style-type: none"> <li>• Needs to be led by chiefs, sheriffs, and infused in mental health protocols and CIT training</li> </ul>
<b>Oklahoma</b>	<ul style="list-style-type: none"> <li>• Generational concerns—millennials respond slower, want to interact, discuss, diffuse</li> <li>• Have added an ethics training block</li> </ul>
<b>Oregon</b>	<ul style="list-style-type: none"> <li>• Covering de-escalation in skills training—has to be a policy of the LE agencies—a part of supervision</li> </ul>
<b>South Carolina</b>	<ul style="list-style-type: none"> <li>• Younger generations of officers do not know how to communicate with people personally</li> </ul>
<b>Utah</b>	<ul style="list-style-type: none"> <li>• In the process of trying to certify an FTO program that can include de-escalation</li> </ul>
<b>Virginia</b>	<ul style="list-style-type: none"> <li>• New ruling on use of tasers—for those passively resisting</li> </ul>
<b>Washington</b>	<ul style="list-style-type: none"> <li>• Veteran FTOs are an issue—they feel new recruits are taking too long to train, we need to control the training of FTO's to prevent a disconnect between what is trained at the academy and what is then undone at the local agency</li> <li>• Tactics and de-escalation are not separate</li> </ul>

**RECOMMENDATION 5.3:** “Law enforcement agencies should provide leadership training to all personnel throughout their careers.”

### What do we mean by leadership training? Does it apply to all levels of a department or agency?

Leadership training at all levels of law enforcement organizations should prepare officers for their next jobs; training should happen before they are in their new positions, before they become supervisors, not after the fact. Consistent and persistent leadership training builds the capacity of law enforcement organizations. Every officer should be considered a leader; they are the face and voice of the organization with the public.

Every level of the organization should have a subsequent training. We focus so much on first line officers and not leadership. We need to train those that are creating the culture and influence in their department. We do not require higher education of our recruits but we expect them to have a high level of skill and tools. Training must be commensurate with our expectations of performance.

Leadership training is the most in-demand course in Wisconsin; it addresses operating from a moral compass. Their Command College’s progressive training regimen moves from intro to first-line, mid-level, and advanced.

The challenge many state POSTs face is making the leadership training affordable and accessible to all agencies, including small and rural agencies. Leadership training for new chiefs and sheriffs, especially where there hasn't been much preparation available to them prior to appointment or election, is much needed. The Leading Police Organizations training is an IACP training.

It is important that city managers and mayors recognize the need to make investments in leadership development of police departments. It must become a priority in budgets.

**RECOMMENDATION 6.6:** “Agencies should adopt policies requiring seat belts and vests and provide training to raise awareness of consequences of not doing so.”

### How can POSTs reinforce this standard for officer safety and wellness?

POSTs place a high priority on officer safety. More than half the states present use Below 100 Training, which promotes the use of bulletproof vests, use of seat belt, and slowing down to reduce officer deaths. The use of reflective vests can also affect traffic-related deaths.

#### *Bulletproof vests*

Other strategies include requiring range masters to always wear vests, requiring recruits to wear vests from day one, and helping cadets get expired vests from larger departments in their states as the majority will go to smaller departments.

#### *Reinforcing behaviors*

FTOs have to encourage and lead by example to reinforce training provided during basic recruit training, or “we have nothing.” Local agency reinforcement and supervision of officer safety protocols will also impact the level of compliance with the use of seat belts, bulletproof vests, and speed of driving. Car computers that track officer use of seat belts also provide an environmental control strategy that improves compliance.

**RECOMMENDATION 2.15:** The COPS Office “should partner with IADLEST to expand its National Decertification Index (NDI) to serve as the National Register of Decertified Officers with the goal of covering all agencies with the United States and its territories.”

Currently, the NDI has 39 states actively contributing to the NDI through IADLEST. Five states do NOT have the power to de-certify. The NDI was originally funded by BJA to create the platform for NDI.

### How does your state currently address decertification?

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<b>Alabama</b>	<ul style="list-style-type: none"><li>• Decertify for felonies, some misdemeanors, and dishonesty</li></ul>
<b>Alaska</b>	<ul style="list-style-type: none"><li>• Criminal [convictions], drugs, any misdemeanor—can include termination from agency for policy (shifted to more serious violations)</li><li>• Revoke license for decertifying—no suspension process</li><li>• NDI for filing and under-investigation cases included</li></ul>

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<b>Arkansas</b>	<ul style="list-style-type: none"> <li>• Participates in NDI—can decertify for code of ethics violations. Currently decertify approximately 50 officers per year</li> </ul>
<b>California</b>	<ul style="list-style-type: none"> <li>• California cannot decertify—this was union-driven about ten years ago and the fight has since halted</li> <li>• Proposed that if you are caught cheating on an exam you are forever banned—labor pushed back on this too and it didn't pass</li> <li>• Once a certificate in California is awarded it is always awarded no matter what <ul style="list-style-type: none"> <li>○ Felonies do eliminate you as a peace officer</li> <li>○ Centralized database for applicants shows felonies</li> </ul> </li> <li>• They haven't been able to add officers to that database but they intend to try</li> </ul>
<b>Colorado</b>	<ul style="list-style-type: none"> <li>• Revoke certification for felonies &amp; 35 misdemeanors</li> <li>• No investigation function</li> </ul>
<b>Connecticut</b>	<ul style="list-style-type: none"> <li>• Have a state NDI that contributes to national NDI</li> </ul>
<b>Florida</b>	<ul style="list-style-type: none"> <li>• Have a panel that determines decertification</li> <li>• Felony, misdemeanor, or moral character violations; 1,200 cases open at any given time</li> </ul>
<b>Idaho</b>	<ul style="list-style-type: none"> <li>• Mandatory disqualifiers—get flagged</li> <li>• Can revoke but cannot suspend</li> <li>• Currently clear on issue—you either decertify or do nothing</li> <li>• Investigators review cases</li> </ul>
<b>Maine</b>	<ul style="list-style-type: none"> <li>• Includes correction officers, security officers, peace officers—can take chief's certification away if they don't report an officer decertification event. Long list of decertification causes</li> </ul>
<b>Mass.</b>	<ul style="list-style-type: none"> <li>• POST not responsible for decertification – responsible for training standards only</li> </ul>
<b>Michigan</b>	<ul style="list-style-type: none"> <li>• Convictions of a felony leads to a hearing for decertification</li> <li>• Fraud leads to loss of license</li> <li>• Pending legislation in Michigan would add 11 misdemeanors that could result in decertification</li> <li>• Misconduct by an officer leads to felony charges now and decertification</li> </ul>
<b>Minnesota</b>	<ul style="list-style-type: none"> <li>• Have a statewide database and participate in NDI, but new POST Director found that from 2007 to 2015 no names had been submitted so he went back and fixed that, theory is they relied on statewide database where police officers are “revoked for cause” after a felony conviction and some misdemeanors; gave example that media gets officers fired after stories of inappropriate behavior come to light. One big challenge is reductions in staffing at POST.</li> </ul>

<b>Nebraska</b>	<ul style="list-style-type: none"> <li>• Felonies automatically decertify</li> <li>• Several misdemeanors can lead to decertification</li> <li>• Code of Conduct violation lead to decertification</li> </ul>
<b>Nevada</b>	<ul style="list-style-type: none"> <li>• Revoke for Felony convictions, misdemeanors (agency requested)</li> <li>• Brady Issues—No Hire—often fired before conviction</li> </ul>
<b>New York</b>	<ul style="list-style-type: none"> <li>• Does not have NDI—does no reporting currently, moving toward this</li> </ul>
<b>North Carolina</b>	<ul style="list-style-type: none"> <li>• Same as Virginia, include hundreds of misdemeanors</li> <li>• Must be sworn to hold certification, lose it when not sworn</li> </ul>
<b>Ohio</b>	<ul style="list-style-type: none"> <li>• Report to NDI if convicted of a felony or misdemeanors including a domestic violence charge; have a “cease function” suspension-type status when a police officer fails to meet training requirements, but agencies have broad discretion to determine what officers can continue doing. Also just started drug testing and screening at academies.</li> </ul>
<b>Oregon</b>	<ul style="list-style-type: none"> <li>• Mandatory/disqualifiers—discharged for cause, lying in office, criminal offense</li> <li>• Agency does investigation</li> <li>• Doesn’t look at Brady (you are either Brady or you aren’t)</li> <li>• 200 open cases</li> <li>• 80 cases a year decertified</li> <li>• Looking into suspensions for drug-related charges (with the goal to combat addiction)</li> </ul>
<b>South Carolina</b>	<ul style="list-style-type: none"> <li>• Also a member of NDI; police officer can appeal</li> <li>• Have approximately 550 decertified officers</li> </ul>
<b>South Dakota</b>	<ul style="list-style-type: none"> <li>• Conduct unbecoming—how to define it—full hearing for each case</li> <li>• Other causes: undermining the agency, moral character</li> </ul>
<b>Tennessee</b>	<ul style="list-style-type: none"> <li>• Similar to North Carolina: revoke, suspend or deny certification</li> <li>• Waives only for misdemeanors, child support</li> <li>• Failure to maintain pre-employment standards</li> <li>• Out of 450 cases, 92 have surrendered their licenses, 349 were revoked</li> </ul>
<b>Texas</b>	<ul style="list-style-type: none"> <li>• Prosecutors will often defer adjudication; even that needs to be reported</li> <li>• Union barrier to changing legislation—administrative code—rule for misconduct, behavior vs. conviction</li> </ul>

<b>Utah</b>	<ul style="list-style-type: none"> <li>• 2010: Passed legislation to take action on officers if charged or should have been charged—for criminal, sexual or <i>Garrity</i> (truthfulness). [If] decertified they are removed from retirement/pension</li> <li>• Officers that don't do continuing education can lose a year of retirement</li> <li>• Progressive system meaning there is a warning system and process—not just revocation</li> <li>• 40 hours of training mandatory for those going through recertification process</li> <li>• Has five investigators to follow up</li> </ul>
<b>Vermont</b>	<ul style="list-style-type: none"> <li>• Can decertify for felony conviction only</li> </ul>
<b>Virginia</b>	<ul style="list-style-type: none"> <li>• NDI in place. Added a new list of charges, including domestic violence and other misdemeanor charges</li> </ul>
<b>Washington</b>	<ul style="list-style-type: none"> <li>• Like Michigan: they also decertify for a finding of dishonesty</li> </ul>
<b>West Virginia</b>	<ul style="list-style-type: none"> <li>• Report NDI for some felony convictions, DUIs, and misconduct involving dishonesty. Also if a police officer leaves position during an ongoing investigation they cannot return until committee receives final outcome.</li> </ul>
<b>Wisconsin</b>	<ul style="list-style-type: none"> <li>• Have state website and submit to NDI for domestic abuse, failure to pay child support, FTO defaults, and now adding termination for cause (e.g. dishonesty or misconduct). Bill recently introduced that requires new employers to contact previous employer if a police officer was separated.</li> </ul>

*What have been the barriers?*

- Unions
- Due process has to be followed every step of the way
- Too many people use administrative action over charging the officers
- There is a misperception that decertification is too time-consuming, but IADLEST can support that and it doesn't have to be
- Legislators' belief that officers should be treated like civilians—through an HR process. Officers are peace agents built on trust; once they violate that, second chances and write-ups aren't appropriate to rebuild trust. They are not normal employees. They are not civilians.
- Connecticut—limited reasons for decertification. Moving to add cases where someone retires or resigns under internal investigation
- Massachusetts and New York—Not having law or licensing
- Changing perceptions about conviction
- Unions are so strong legislators are easily swayed.

- Other agencies are barriers, either they are not submitting names to NDI or they are pushing the work of follow-up on cases to other departments
- North Carolina—Not enough investigators on staff to do the work
- Utah—Conduct over criminal status
- Idaho—Agency hiring without looking at register
- States are required to notify POST within 15 days of issues and it rarely happens
- Colorado—Quitting in lieu of termination—loophole for states that require conviction or agencies to request decertification. There is a bill that mandates internal investigations be turned over to POST (in legislature). Helps reveal issues hidden, not reported.
- Nevada—Public Records Issues—agencies being forthcoming or signing non-disclosure agreements with officers—struggle to get what you need to accomplish background on new hires
- It's a cumbersome process, 175-case backlog
- 20,000 officers with only two investigators
- Changes are going to take a while—two generations to see behavioral changes
- Don't want national mandates dictating local departments, especially from D.C.; states and local agencies want their autonomy
- IADLEST is a vehicle for change

*How would your state move toward the creation or expansion of decertification?*

- Legislation to create commission
- Use “certification” rather than “licensing”
- Pushing and growing fraud and lying decertification offenses
- Rules around dishonesty
- Money is key—California wants to reconsider their involvement in this process—they need monetary support to stand up to unions
- One suggestion was that other states could invest in the NDI and do research for non-invested states to support new hire investigations
- Using advocacy groups to speak out as a partner for improved decertification policy
- Legislatively-created task force to help advocate for decertification that could be negotiated with unions
- Expand the index to LE executives
- Consider agency decertification if they employ rogue police officers
- Offer supplemental payment for completing in-service training

- Expanding moral character clauses
- Mandatory training for background investigators
- Easing friction between ‘right to work’ states and union states
- Additional funding to support IADLEST capacity to maintain NDI
- Tying funding to following the rules

*What are the core components of an effective decertification index? What should be included?*

- NDI—can house those being processed prior to finding a conclusion, thereby making other states aware of the officer’s possible conduct.
- Excessive force should be reconsidered as a terminable offense worthy of decertification
- Federal legislation that would require background checks in all state
- Texas—It’s not a database, it’s an index (all public record); that’s what makes it sellable
- Kansas—Joined in 2012—we promote it, trained all our agencies on it, encouraged every agency to sign up and use it—only 50 people in the state are signed up; we require it as part of a full background check
- In Texas, if one license is revoked for an individual, any other licenses they have are also revoked (some people have a variety of licenses for different positions)
- NDI should include voluntary surrenders, suspensions and cancellations
- Clear and convincing evidence
- Reason for submission goes into NDI
- “Pointer system”—tells you where to look even if conviction gets overturned
- Board case number
- Misdemeanors included

# 21st Century Policing in Post and Academy Training Forum

*March 21, 2016 - Washington Plaza Hotel*

## AGENDA

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**9:00-9:30 Welcome and Introductions**

Ronald L. Davis, Director, Office of Community Oriented Policing Services

Dave Harvey, President of IADLEST

Sue Rahr, President's Task Force on 21<sup>st</sup> Century Policing

**9:30- 9:45 Agenda Review and Facilitation Process**

James Cople, Strategic Applications International

**9:45- 10:00 Task Force Review**

Deborah Spence, Assistant Director, Partnerships and Technical Assistance, COPS Office

**10:00- 12:00 The Development of a Training Curriculum and Task Force Implementation Strategies**

Dave Harvey-Springboard Presentation

Facilitated Discussion



**12:00 Lunch**

**1:00-2:15 Training Curriculum and Task Force Implementation Strategies**

(Facilitated Discussion continued)

**2:15-2:20 Springboard Presentation on National Decertification Index**

William Muldoon, Nebraska Law Enforcement Training Center

**2:30-3:30 Facilitated Discussion**

**3:30-3:45 Summary Report**

**3:45-4:00 Closing Remarks**

**4:00 Adjourn**

## About the COPS Office

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The **Office of Community Oriented Policing Services (COPS Office)** is the component of the U.S. Department of Justice responsible for advancing the practice of community policing by the nation's state, local, territorial, and tribal law enforcement agencies through information and grant resources.

Community policing begins with a commitment to building trust and mutual respect between police and communities. It supports public safety by encouraging all stakeholders to work together to address our nation's crime challenges. When police and communities collaborate, they more effectively address underlying issues, change negative behavioral patterns, and allocate resources.

Rather than simply responding to crime, community policing focuses on preventing it through strategic problem solving approaches based on collaboration. The COPS Office awards grants to hire community police and support the development and testing of innovative policing strategies. COPS Office funding also provides training and technical assistance to community members and local government leaders, as well as all levels of law enforcement.

Another source of COPS Office assistance is the Collaborative Reform Initiative for Technical Assistance (CRI-TA). Developed to advance community policing and ensure constitutional practices, CRI-TA is an independent, objective process for organizational transformation. It provides recommendations based on expert analysis of policies, practices, training, tactics, and accountability methods related to issues of concern.

Since 1994, the COPS Office has invested more than \$14 billion to add community policing officers to the nation's streets, enhance crime fighting technology, support crime prevention initiatives, and provide training and technical assistance to help advance community policing.

- To date, the COPS Office has funded the hiring of approximately 127,000 additional officers by more than 13,000 of the nation's 18,000 law enforcement agencies in both small and large jurisdictions.
- Nearly 700,000 law enforcement personnel, community members, and government leaders have been trained through COPS Office-funded training organizations.
- To date, the COPS Office has distributed more than eight million topic-specific publications, training curricula, white papers, and resource CDs.
- The COPS Office also sponsors conferences, roundtables, and other forums focused on issues critical to law enforcement.

The COPS Office information resources, covering a wide range of community policing topics—from school and campus safety to gang violence—can be downloaded at [www.cops.usdoj.gov](http://www.cops.usdoj.gov). This website is also the grant application portal, providing access to online application forms.