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Introduction

Background

The Office of Community Oriented Policing Services (COPS Office) is the component of the U.S. Department of Justice that advances the practice of community policing in U.S. state, local, and tribal law enforcement agencies. The COPS Office does its work principally by sharing information and making grants to police departments around the United States. The knowledge resources available from the COPS Office provide essential information in the form of training, technical assistance, best practices for law enforcement, and publications composed by subject matter experts within the federal government, academia, and law enforcement.

The COPS Office In-Person Curriculum Standards, Review, and Approval Guide was established to provide guidance to COPS Office training providers and program managers on instructional design, best practices, and the process by which curriculum will be reviewed and approved by the COPS Office. To learn more about COPS Office training, visit the training tab on the COPS Office website: https://cops.usdoj.gov/training.

The goals of the In-Person Curriculum Standards and Review Process Guide are as follows:

• Establish a common process for the development of COPS Office training initiatives.
• Manage quality control through a series of review and approval checkpoints before movement to the next development phase.
• Establish a process for vetting COPS Office in-person training content, style, format, and quality in a manner comparable to other COPS Office products and services.
• Establish clear outcome expectations of in-person training initiatives between program managers and grantees.
• Maintain COPS Office training products and services by keeping them current, relevant, and applicable with comprehensive updates on community policing methodology and tools.
• Prepare COPS Office training for accreditation through national law enforcement training accreditation programs.
  o An example accreditation evaluator form for online training accreditation can be found at https://www.iadlest.org/Portals/0/Files/Documents/2017%20v2%20In-Person%20Rubric.pdf.
  o An example accreditation process can be found at https://www.iadlest.org/Home.aspx.
Definitions

Training:

Training refers to the teaching and learning activities undertaken to help members of an organization acquire and apply the knowledge, skills, abilities, and attitudes needed by a particular job or organization. Training is driven by specific goals and objectives, but it is an ongoing process, requiring continuing self-reflection and evaluation.

- **Learning Outcomes and Objectives.** Objectives describe what learners should be able to know and do after training. Learning outcomes establish the criteria by which the training will be judged a success. Training objectives and learning outcomes should be aligned with an employee’s position and with the organization’s goals and mission.

- **Self-Reflection and Evaluation.** Self-reflection should be a conscious process of critically analyzing the training material and testing their own understanding and retention; it is an internal check on the progress and outcomes of the training. Evaluation is the external check; it should consist of setting goals, in accordance with the learning outcomes and objectives, and conducting pre- and post-testing and a final course evaluation to ensure those goals are met.

In-Person Training:

In-person training refers to training that is instructor-led and where the participants and instructors are in a classroom setting together.

Training materials:

Guidebooks, webinars, articles, conference presentations, podcasts, videos, blogs, and newsfeeds (to provide a few examples) can serve as support material in trainings or as stand-alone material to increase knowledge, but on their own they cannot be defined as training.

New and Pre-existing Training:

- **New Development.** Awards for new development are intended to fund the creation of new in-person courses.

- **Pre-Existing Training.** Awards for pre-existing training cover reviewing and potentially revising in-person training courses that already exist and bringing them into the COPS Office training initiative.

*Training is a process—not an event.*
Development and Delivery of New In-Person Courses

I. Course Development

All COPS Office training providers are required to submit, at a minimum, the course materials listed here to their COPS Office program manager. The program manager will ensure the materials follow the COPS Office review and approval process. Please review this information to make sure your materials include the appropriate information.

Overarching requirements

1. Ensure that all proposed deliverables and publications follow and are in accordance with the COPS Office Editorial and Graphics Style Manual (available at https://cops.usdoj.gov/pdf/2016AwardDocs/cpd/Publishing_Style_Guide.pdf).

2. All products and deliverables (written, visual, or sound; curricula, reports, or websites) must contain the following statement:

   This project was supported by cooperative agreement number 201#-XX-XX-XXXX awarded by the Office of Community Oriented Policing Services, U.S. Department of Justice. The opinions contained herein are those of the author(s) and do not necessarily represent the official position or policies of the U.S. Department of Justice. References to specific agencies, companies, products, or services should not be considered an endorsement by the author(s) or the U.S. Department of Justice. Rather, the references are illustrations to supplement discussion of the issues. The Internet references cited in this publication were valid as of the date of this publication. Given that URLs and websites are in constant flux, neither the author(s) nor the COPS Office can vouch for their current validity.

3. When appropriate, U.S. Department of Justice publications and other products and deliverables should contain the following copyright notice:

   Copyright © [year work was published] [name of copyright owner]. The U.S. Department of Justice reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and authorize others to use, this resource for Federal Government purposes. This resource may be freely distributed and used for noncommercial and educational purposes only.
4. Ensure that all electronic and information technology deliverables (websites and web-based information, online training, and video and multimedia products) are developed and produced in a format that is accessible according to accessibility requirements as specified in section 508 of the Rehabilitation Act of 1973. Specifically, video should contain closed-captioning and audio description options. Electronic publications should be created in HTML, fully-tagged PDF, or accessible text file format, and all websites must be fully compliant with 508 accessibility standards. For more information on section 508 accessibility requirements, consult http://www.section508.gov/.
   a. It is important to note that under section 508, agencies must give disabled employees and members of the public access to information that is comparable to access available to others.
   b. If deliverables are not 508-compliant, they may not be published in print or online.
5. Work closely with the COPS Office and your program manager to respond to peer review, vetting, and other COPS Office staff comments as outlined in your cooperative agreement.
6. Establish eligibility requirements for registrants of the course. Eligibility requirements may include, for example, number of years of previous law enforcement training experience, rank, or educational prerequisites.
7. For any instructor-led resources that include online components, the COPS Office online training portal formatting procedures should be followed.
8. All instructor and participant guides should include a front cover, inside cover, and back cover developed with the COPS Office training templates and including all logos, seals, legal disclaimers, and copyright information specified in them. Templates are available at the COPS Office website:
   Examples of the templates are included in appendix A of this guide.
9. All PowerPoint presentations should include a cover slide and disclaimer slide developed with the COPS Office training PowerPoint templates and including all information specified in them. These templates are also available online, and examples are included in appendix B of this guide:
10. All supplemental materials to the training should also include covers made with the training template and including the COPS Office logo, legal disclaimer, and, if necessary, the copyright notice.
11. If materials or toolkits that accompany the training are developed and could be released as stand-alone resources, the full COPS Office publishing process should be followed.
12. If the training will include previously created printed course materials and resources, the COPS Office will review those materials and resources and provide guidance on editorial requirements.
13. All requirements and tasks outlined in each cooperative agreement must be followed in addition to the COPS Office Curriculum Standards, Review, and Approval Guide.

14. All content must be free from discriminatory examples and terminology and negative stereotyping.

**Step 1. Create a course design document**

The course design document (CDD) is an outline or matrix of the course content. It addresses the scope of the training, course learning objectives, duration of the training (broken down by module, session, or lesson), resource requirements, instructor-to-student ratio, evaluation strategy, lesson time frames, and course progression diagram. These items are not all-inclusive but are the minimum categories that should be addressed.

The CDD should be submitted to your COPS Office program manager for review and approval. The review and approval process will include, at a minimum, an internal COPS Office review and vetting. If the review and approval process indicates revisions to the course are necessary, those revisions should be made and resubmitted to your program manager. Once the CDD has been approved, your program manager will give permission to develop the course in its entirety. The awardee should not start the full course development phases until the COPS Office program manager indicates that the CDD is approved.

Training courses should be based on a building block approach. Each subcomponent in the course should be titled as a module, session, or lesson. At minimum, the CDD should outline the following:

- **Target audience.** This describes the intended students for the course.
- **Eligibility or prerequisites.** A description of core competencies necessary for the course.
- **Scope statement.** A brief description of the content of the module, session, or lesson.
- **Terminal learning objectives (TLO).** An action verb statement that outlines what the student is expected to learn or be capable of performing at the conclusion of the module, session, or lesson. There should be only one TLO per module, session, or lesson.
- **Establishing learning objective (ELO).** The incremental learning objectives that support the TLO. There should be at least one ELO per module, session, or lesson. Each ELO must be a measurable performance statement that enables the student to demonstrate achievement of the TLO.
- **Resource list.** A listing of the resources needed to successfully accomplish the module, session, or lesson. At least three current references are used in each module, session, or lesson.
- **Instructor-to-student ratio.** The instructor-to-student requirement for successful presentation of the material (e.g., 1:25).
- **Reference list.** A listing of all reference materials used to develop the module, session, or lesson. This information may also be included as a bibliography.
- **Practical exercise statement.** This describes any exercises associated with the module, session, or lesson.
- **Evaluation strategy.** This defines the strategy used to evaluate the module, session, or lesson (e.g., written or performance-based tests or assessments).
In addition, general requirements for the CDD include the following:

- Materials are written in a semi-manuscript format.
- Outline format is consistent throughout the lesson plans.
- Grammar, spelling, and punctuation are correct.
- Training aids are scheduled at appropriate times.
- Lesson plans have a variety of training aids.
- References are cited following the COPS Office Editorial and Graphics Style Manual.
- Lesson plans include essential information that supports each of the learning objectives or outcomes.
- Lesson plans include teaching techniques that will stimulate participation and facilitate learning.
- Lesson plans include procedural notes to specify teaching strategies.
- Lesson openings include an instructor introduction and background information.
- Lesson opening includes an appropriate “attention-getter.”
- Introduction shows the relationship of this topical subject to the importance to the law enforcement field.
- Lessons explain the importance of this topic and how it will be applied to participants’ jobs.
- Time is identified to allow participants to ask questions and to be actively engaged.
- The awardee should use the ADDIE (analysis, design, development, implementation, and evaluation) model of instruction and will continually improve the curriculum based on evaluative feedback, participant input, and instructor after-training reports.

It is a goal of the COPS Office to receive accreditation for all COPS Office funded courses. Thus, the course design document requirements are reflective of national accreditation programs. An example evaluator form for in-person training accreditation can be found at https://www.iadlest.org/Portals/0/Files/Documents/2016%20v1%20In-Person%20Rubric.pdf. It shows one organization’s rubric for evaluating the design and delivery of classroom teaching modules.

Once the course design document is completed within the timeframe agreed upon with your program manager, submit the CDD to your program manager and await approval. Do not begin further steps to draft the course until your program manager gives approval. If the CDD needs revisions, those revisions should be submitted to your program manager within 30 days and approved before drafting the course in its entirety.
Step 2. Draft course

Once the CDD is approved, the draft course should be developed in its entirety. The draft course should consist of all lesson plans and include a full training support package (TSP). All course materials should include covers (pages or slides) which follow the COPS Office training templates.

The draft course should consist of both the instructor and participant guide and should elaborate on all of the requirements outlined in the CDD. In addition, the course should meet the following requirements:

- Lesson plans should include procedural notes to specify teaching strategies.
- Each lesson conclusion summaries the key points and objectives, has time built in for participants to ask final questions, and has correctly cited endnotes for further reading.
- Practical exercises and demonstration information are clearly written and included in the instructor notes.
- The course includes evaluation materials and grading materials.
- Sufficient questions are included to check understanding.
- The course includes a comprehensive pre-test.
- The course includes a comprehensive post-test.
- The course includes all information outlined in your cooperative agreement not stated here.

The TSP includes all the materials associated with the delivery of the training course. The following items, at a minimum, should be included in the TSP:

- Audio/visual support materials: Any audio or visual components that are part of any learning module, session, or lesson or that supports the overall training being delivered.
- Special support materials: Any descriptions of practical exercises, tabletop exercises, hands-on exercises, or other material that supports learning objectives.
- Level II evaluations—pre- and post-tests: A pretest to assess knowledge before taking the course and a post-test to assess knowledge gained from the course.
- Level I evaluations—course evaluations: Participant evaluation material that at minimum captures the following:
  - Knowledge increase
  - Course benefit
  - Instructor preparedness, knowledge, instructional time
  - Student participation
  - Most valuable part of the course
  - Least valuable part of the course
  - Comments to improve the course
- Course certificates: Final course certificates to be distributed either in person or via email by the training provider.
The draft course should be submitted to your COPS Office program manager electronically for review and approval prior to creating a final version of the course, hosting the pilot, or conducting deliveries. The review and approval process will at a minimum include a COPS Office internal document review, external peer review, and vetting. Until approval to move onto the next step is given, no further steps should be taken to deliver or market the course.

If the review and approval process indicate revisions to the course are necessary, those revisions should be made and resubmitted to your program manager within 30 days and approved before moving on to the next step.

**Step 3. Select course instructors**

All instructor names, affiliations, and resumes must be submitted to your COPS Office program manager for review and vetting 90 days prior to conducting training. Instructors should not be hired to deliver training until your program manager provides approval. Once your program manager approves the course instructors, the instructors should be trained on delivering the course material.

The instructors must meet the standards set forth in the COPS Office Instructor Quality Assurance Guide, which can be found online at https://cops.usdoj.gov/pdf/2016AwardDocs/cpd/Instructor_Quality_Assurance_Guide.pdf, and must follow any additional requirements set forth in your cooperative agreement.

If new trainers are added to the training cadre, continue to follow this process for review and approval. The COPS Office program manager must also be notified of the departure of any instructors.

The minimum number of trainers will be determined with the COPS Office program manager and will be trained to deliver the course. An instructor team will consist of experienced instructors to support and institutionalize the material.

**Step 4. Train course instructors**

All instructors should be taught how to deliver the course material prior to delivering the course. Discuss with your program manager the best method for teaching the course instructors the material and follow the appropriate approval steps.

If the instructors suggest any revisions to the course during the instructor training process, notify your program manager immediately and wait for your Program Manager to give approval before making any changes to the course.
Step 5. Pilot the draft course

Submit the Conference Cost Request/Reporting Form (CCR) to your COPS Office program manager at least 90 days prior to scheduling the pilot. The (CCR), available at https://cops.usdoj.gov/pdf/2016AwardDocs/cpd/Conference_Reporting_Form.pdf, includes all training deliveries and ensures that all training costs comply with current guidelines and policies on training planning, food and beverages, minimizing costs, and training cost reporting. Your program manager will notify you once your CCR form is approved. Do not schedule or hold a pilot before approval is given.

The pilot is designed to test the course and instructors before launching the course nationally. The date and location of the pilot will be determined with your program manager, as your program manager will be on site for a pilot evaluation.

The participants of the pilot course should know in advance that they are part of a pilot program and will be provided the opportunity for feedback. Participants will participate in a debrief session to ensure the course meets the needs of the field. The style of the debrief session is based on the type of course and should be discussed with your program manager prior to hosting the pilot.

Following the pilot, your program manager will supply a course evaluation indicating any revisions to the course prior to a launching the final course. All revisions should be submitted to your program manager no later than 30 days after the pilot. Do not launch the final course until a final approval is provided by your program manager. If a pilot needs significant revisions to content or instructional style, your program manager will provide you with a corrective action plan to ensure the course is successful.

Step 6. Final course

By the end of the pilot, the final course should contain all instructor and participant course materials. These should be grammatically correct and should follow the COPS Office Editorial Style Guide.

For train the trainer courses, the final course should include an instructional training package for use by new trainers taking the course. Upon successful completion of the course, all participants should receive a storage device containing all instructional materials, including lesson plans, instructor manual, participant guide, PowerPoint slides, videos, role-plays, materials to facilitate class breakout sessions, and other teaching tools as deemed appropriate by the awardee and the COPS Office.

For non–train the trainer courses, the final course should include a resource package for use by students. The resource package should, at a minimum, include the participant manual, reference lists, any additional reading, exercises, and videos.

The final course should be submitted to your COPS Office program manager for a final quality check before launching the training. Once your program manager verifies the course is in a final state, you may initiate the course delivery steps outlined below.
II. Course Delivery

All deliveries should contain a logistical support function to allow for effective distribution of course materials and resources and to ensure all courses run smoothly. Notify your COPS Office program manager of any delivery issues and seek his or her approval prior to selecting training locations.

Step 1. Request process

Develop a training request process to collect information from agencies interested in participating in each course. The request process should be approved by your program manager prior to launching.

Step 2. Marketing

Develop and administer a marketing plan in collaboration with your COPS Office program manager. Marketing efforts should include both announcements on websites and social media channels and written marketing material such as flyers and brochures. At a minimum, marketing material should include a summary of the course content, information on who is eligible to take the course, and any student prerequisite and disclaimer material. All marketing materials must be reviewed and approved by the COPS Office at least 30 days prior to release.

Step 3. Assessing agency readiness

Develop a process to assess an agency’s readiness for each course. Agency readiness should be detailed in the training site recommendation report (step 4 of part II, course delivery); this will be furnished to your program manager for approval prior to confirming an agency’s participation in each course. The definition of readiness is unique for each course but should ensure that the agency is willing to incorporate the material into the participants’ jobs and the agency’s objectives. Awardees are responsible for working with their program managers to develop readiness requirements for each course and for providing the readiness status in the recommendation report.

Step 4. Training recommendation report

The site recommendation report informs the COPS Office of locations where the awardee would like to train and presents a profile of the agency and participants. It also includes a summary, with supporting comments, of each agency’s readiness. Before you inform an agency of its selection, your COPS Office program manager must approve and sign its recommendation report. Training site recommendations and site selection criteria (e.g., geographic diversity, accessibility)—with written justification for each site recommendation—should be submitted to your COPS Office program manager for review and approval at least 90 days before conducting training. The site recommendation report should, at a minimum, include the following items:
a. Total students to be trained broken out by rank
b. Total number of deliveries
c. Agency point of contact name and e-mail address
d. Requested training time frame
e. Proposed trainers
f. Proposed training location
g. Assessment of readiness
h. Training recommendation (including any reservations about the training)
i. Location for COPS Office program manager approval signature

Step 5. Conference Cost Request/Reporting Form (CCR) submission

Submit the Conference Cost Request/Reporting Form (CCR) to your COPS Office program manager at least 90 days prior to delivering training. The CCR, available at https://cops.usdoj.gov/pdf/2016AwardDocs/cpd/Conference_Reporting_Form.pdf, includes all training deliveries and ensures that all training costs comply with current guidelines and policies on training planning, food and beverages, minimizing costs, and training cost reporting. Training should not be scheduled or delivered prior to receiving notice from your program manager that the CCR is approved.

Step 6. Training calendar

A training calendar should be kept to organize all training dates and times. The training calendar should be easily accessible by your program manager and should be furnished to the COPS Office on request.

Step 7. Conduct training

All training should first be approved via the CCR and via the training site recommendation report. Once approved, training can be conducted.

For each training delivery, a logistics strategy should be created to ensure the events leading up to the training and on the day of the training create a smooth training process for the instructors and the presenters. The delivery logistics strategy should be provided to the COPS Office on request.

Step 8. Course certificates

Course certificates should be provided to each participant in the training either in person or by email. The certificates should be branded by the organization that developed the training, not by the COPS Office.
III. Evaluation and deliverable reporting

All courses should include pre- and post-course assessments for participants, as well as an overall course evaluation administered at the completion of the course. All evaluations should be developed during the course development phase and approved by your program manager (as outlined in part I of this section, “Course development”). All evaluations must use a 5-point Likert scale, with 1 equaling “strongly disagree” and 5 equaling “strongly agree.” Open-ended discussion questions may also be included in evaluations but are not required.

Course evaluation questions

At a minimum, the course evaluation should include the following Likert scale questions:

- Before the course, I would rate my knowledge, skills, and abilities in this subject as advanced (5), intermediate (4), basic (3), little (2), none (1).
- After the course, I would rate my knowledge, skills, and abilities in this subject as advanced (5), intermediate (4), basic (3), little (2), none (1).
- The training objectives and outcomes for the course are explicitly stated and understandable.
- The course provided the knowledge and skills I need to accomplish the job for which I am receiving training.
- Materials are presented in realistic job scenarios that I can easily transfer to my job.
- Based on the training, I am fully capable of implementing the skills I learned.
- The course content is appropriate for someone within my professional field.
- The course content is appropriate for someone with my level of experience.
- Overall, the course met my needs and expectations.
- Overall, the course is effective in meeting the goals and objectives of the course.
- The instructor(s) were prepared.
- The instructor(s) used instructional time effectively.
- The instructor(s) demonstrated thorough knowledge of course content.
- The instructor(s) were able to answer questions clearly and understandably.
- The instructor(s) conducted the course in a skilled and competent manner.
- The instructor(s) encouraged student participation.
- The instructor(s) fostered a positive and stimulating learning environment.
- The instructor(s) covered all of the course learning objectives.
- Overall, the performance of the instructor(s) met my needs and expectations.
Summary report

Develop a summary report of each training delivery to your COPS Office program manager. At a minimum, the report will include the training date and location, number of participants, participant agency name, and Level I and Level II evaluation results. The final training report for each agency should be sent to your program manager no more than 30 days after each training.

Training data collection and submission

All training conducted should be reported to the COPS Office on a quarterly basis. The quarterly due dates are as follows:

- **Quarter 1.** Collection period October 1–December 31. Training spreadsheet due to the COPS Office by January 15.
- **Quarter 2.** Collection period January 1–March 31. Training spreadsheet due to the COPS Office by April 15.
- **Quarter 3.** Collection period April 1–June 30. Training spreadsheet due to the COPS Office by July 15.
- **Quarter 4.** Collection period July 1–September 30. Training spreadsheet due to the COPS Office by October 15.

Training numbers and data should be kept readily available for information requests outside of the quarterly reporting period. At times, the COPS Office may request training data or numbers outside of the quarterly reporting period. Your program manager will inform you of changes to the reporting dates as needed.

Training data is reported to the COPS Office by submitting all required training fields through the online training tracker, which you can find by logging into the Agency Portal through the Account Access tab on the COPS Office website: [https://portal.cops.usdoj.gov/](https://portal.cops.usdoj.gov/). All training data submissions must comply with the quarterly reporting dates unless otherwise directed by your program manager.
Progress report

Submit progress reports as outlined in your cooperative agreement. Prior to submitting your progress report via the online system, submit each progress report to your program manager. Progress reports should include progress on award deliverables such as dates of delivered and upcoming trainings, summary of technical assistance provided to students, summary of marketing efforts, and any concerns noted by the students or instructors.

The online progress reporting system can be found via the agency portal, https://portal.cops.usdoj.gov/.

Final summary report

Upon completion of the award, submit a final summary report to the COPS Office that includes, at a minimum, all training data for each training location, all training resources, copies of marketing material, and summaries of technical assistance provided.
IV. Yearly In-Person Review

The COPS Office will send staff to review the delivery of each course on, at minimum, an annual basis. This review is in addition to the pilot of each course. The yearly review process is meant to ensure training remains current and to identify and help maintain successes, as well as to identify areas for improvement. If revisions are suggested based on the review, your program manager will outline the revision process and inform you whether the delivery of the course needs to be put on hold and, if so, when deliveries of the modified course can begin.

V. Post–COPS Office–Funded Training

The COPS Office reserves the right to deliver training even after the funding source for the training is complete. The COPS Office reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use the training in part or in whole for Federal Government purposes and to authorize others to use the training. The full outline of the right to use is detailed in every cooperative agreement and can be found in the Code of Federal Regulations (2 CFR 200.315 (b)).

The awardee also has the right to continue the use of the developed training. Under the legal guidelines for deliverables post-award, the U.S. Department of Justice seal and COPS Office logo should not be associated with the training. Trainers should not state that the training is a COPS Office training but rather should state that the training was developed through funding from the COPS Office in [funding year] and is currently being delivered through [state organization/agency].
Development and Delivery of Pre-Existing Courses

I. Course review

All COPS Office training providers are required to submit, at a minimum, the course materials listed here to their COPS Office program manager for review and approval prior to scheduling and delivering training. Your program manager will ensure the materials follow the COPS Office review and approval process. Please review this information to make sure your materials include the appropriate information.

Overarching requirements

1. Ensure that all proposed deliverables and publications follow and are in accordance with the COPS Office Editorial and Graphics Style Manual (available at https://cops.usdoj.gov/pdf/2016AwardDocs/cpd/Publishing_Style_Guide.pdf). All products and deliverables (written, visual, or sound; curricula, reports, or websites) must contain the following statement:

   This project was supported by cooperative agreement number 201#-XX-XX-XXXX awarded by the Office of Community Oriented Policing Services, U.S. Department of Justice. The opinions contained herein are those of the author(s) and do not necessarily represent the official position or policies of the U.S. Department of Justice. References to specific agencies, companies, products, or services should not be considered an endorsement by the author(s) or the U.S. Department of Justice. Rather, the references are illustrations to supplement discussion of the issues. The Internet references cited in this publication were valid as of the date of this publication. Given that URLs and websites are in constant flux, neither the author(s) nor the COPS Office can vouch for their current validity.

2. When appropriate, U.S. Department of Justice publications and other products and deliverables should contain the following copyright notice:

   Copyright © [year work was published] [name of copyright owner]. The U.S. Department of Justice reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and authorize others to use, this resource for Federal Government purposes. This resource may be freely distributed and used for noncommercial and educational purposes only.
3. Ensure that all electronic and information technology deliverables (websites and web-based information, online training, and video and multimedia products) are developed and produced in a format that is accessible according to accessibility requirements specified in section 508 of the Rehabilitation Act of 1973. Specifically, video should contain closed-captioning and audio description options. Electronic publications should be created in HTML, fully-tagged PDF, or accessible text file format, and all websites must be fully compliant with 508 accessibility standards. For more information on section 508 accessibility requirements, consult http://www.section508.gov/.

   a. It is important to note that under section 508, agencies must give disabled employees and members of the public access to information that is comparable to access available to others.
   b. If deliverables are not 508-compliant, they may not be published in print or online.

4. Work closely with the COPS Office and your program manager to respond to peer review, vetting, and other COPS Office staff comments as outlined in your cooperative agreement.

5. Establish eligibility requirements for registrants of the course. Eligibility requirements may include, for example, the number of years of previous law enforcement training experience, rank, or educational prerequisites.

6. For any instructor-led resources that include online components, the COPS Office online training portal formatting procedures should be followed.

7. All instructor and participant guides should include the COPS Office logo on the front cover.

8. All PowerPoint presentations should include the COPS Office logo, legal disclaimer, and, if necessary, the copyright notice.

9. All supplemental materials to the training should include the COPS Office logo, legal disclaimer, and, if necessary, the copyright notice.

10. If materials or toolkits that accompany the training are developed and could be released as stand-alone resources, the full COPS Office publishing process should be followed.

11. If printed course materials and resources previously created will be included in the training, the COPS Office will review those materials and resources and provide guidance on editorial requirements.

12. All requirements and tasks outlined in each cooperative agreement must be followed in addition to the COPS Curriculum Standards, Review, and Approval Guide.

13. All content must be free from discriminatory examples and terminology and negative stereotyping.

Step 1. Course review

The COPS Office will review the course for content and structure. The review will include an internal COPS Office review, external peer review, and vetting. Your program manager will inform you of any modifications to the course after the COPS Office review.

The reviewers will, at a minimum, examine the course material for inclusion and accuracy of the information below. If these course materials do not include, at a minimum, the information detailed below, the materials will need to be revised to meet the standards set forth in this guide.
It is a goal of the COPS Office to receive accreditation for all COPS Office funded courses. Thus, the course requirements are reflective of national accreditation programs. An example evaluator form for in-person training accreditation can be found at https://www.iadlest.org/Portals/0/Files/Documents/2016%20v1%20In-Person%20Rubric.pdf. It shows one organization’s rubric for evaluating the design and delivery of classroom teaching modules.

Following national accreditation programs, training courses should be designed based on a building block approach. Each subcomponent in the course should be titled as a module, session, or lesson. At minimum, the following should be included in the course structure:

- **Target audience.** This describes the intended students for the course.
- **Eligibility/prerequisites.** A description of core competencies necessary for the course.
- **Scope statement.** A brief description of the content of the module, session, or lesson.
- **Terminal learning objectives (TLO).** An action verb statement that outlines what the student is expected to learn or be capable of performing at the conclusion of the module, session, or lesson. There should be only one TLO per module, session, or lesson.
- **Establishing learning objective (ELO).** The incremental learning objectives that support the TLO. There should be at least one ELO per module, session, or lesson. Each ELO must be a measurable performance statement that enables the student to demonstrate achievement of the TLO.
- **Resource list.** A listing of the resources needed to successfully accomplish the module, session, or lesson. At least three current references are used in each module, session, or lesson.
- **Instructor-to-student ratio.** The instructor to student requirement for successful presentation of the material (e.g., 1:25).
- **Reference list.** A listing of all reference materials used to develop the module, session, or lesson. This information may also be included as a bibliography.
- **Practical exercise statement.** This describes any exercises associated with the module, session or lesson.
- **Evaluation strategy.** This defines the strategy used to evaluate the module, session, or lesson (e.g. written and/or performance tests or assessments).

In addition, general requirements for courses include the following:

- Materials are written in a semi-manuscript format.
- Outline format is consistent throughout the lesson plans.
- Grammar, spelling, and punctuation are correct.
- Training aids are scheduled at appropriate times.
- Lesson plans have a variety of training aids.
- References are cited following the COPS Office Editorial and Graphics Style Manual.
- Lesson plans include essential information that supports each of the learning objectives or outcomes.
- Lesson plans include teaching techniques that will stimulate participation and facilitate learning.
- Lesson plans include procedural notes to specify teaching strategies.
• Lesson openings include an instructor introduction and background information.
• Lesson opening incudes an appropriate “attention-getter.”
• Introduction shows the relationship of this topical subject to the importance to the law enforcement field.
• Lessons explain the importance of this topic and how it will be applied to participants’ jobs.
• Time is identified to allow participants to ask questions and to be actively engaged.
• The awardee should use the ADDIE (analysis, design, development, implementation, and evaluation) model of instruction and will continually improve the curriculum based on evaluative feedback, participant input and instructor after-training reports.

**Step 2. Revisions**

Your program manager will notify you of any revisions to the course that are determined necessary by the review process. If revisions were suggested that you do not want to include in the course, you should send a written justification for rejecting them to your program manager no later than 10 days after receipt of the revisions. Your program manager will review the justification and submit a final determination.

After receiving notification of revisions from your program manager, you should electronically submit the draft course to your program manager within 30 days.

The pilot training should not be scheduled until your program manager indicates approval of the revisions. Until approval is given, no further steps should be taken to deliver or market the course.

**Step 3. Select course instructors**

All instructor names, affiliations, and resumes must be submitted to your COPS Office program manager for review and vetting 90 days prior to conducting training. Instructors should not be hired to deliver training until your program manager provides approval. Once your program manager approves the course instructors, the instructors should be trained on delivering the course material.

The instructors must meet the standards set forth in the COPS Office Instructor Quality Assurance Guide, which can be found online at [https://cops.usdoj.gov/pdf/2016AwardDocs/cpd/Instructor_Quality_Assurance_Guide.pdf](https://cops.usdoj.gov/pdf/2016AwardDocs/cpd/Instructor_Quality_Assurance_Guide.pdf), and must follow any additional requirements set forth in your cooperative agreement.

If new trainers are added to the training cadre, continue to follow this process for review and approval. The COPS Office program manager must also be notified of the departure of any instructors.

The minimum number of trainers will be determined with the COPS Office program manager and will be trained to deliver the course. An instructor team will consist of experienced instructors to support and institutionalize the material.
Step 4. Train course instructors

All instructors should be taught how to deliver the course material prior to delivering the course. Discuss with your program manager the best method for teaching the course instructors the material and follow the appropriate approval steps.

If the instructors suggest any revisions to the course during the instructor training process, notify your program manager immediately and wait for your Program Manager to give approval before making any changes to the course.

Step 5. Pilot the draft course

Submit the Conference Cost Request/Reporting Form (CCR) to your COPS Office program manager at least 90 days prior to scheduling the pilot. The (CCR), available at https://cops.usdoj.gov/pdf/2016AwardDocs/cpd/Conference_Reporting_Form.pdf, includes all training deliveries and ensures that all training costs comply with current guidelines and policies on training planning, food and beverages, minimizing costs, and training cost reporting. Your program manager will notify you once your CCR form is approved. Do not schedule or hold a pilot before approval is given.

The pilot is designed to test the course and instructors before launching the course nationally. The date and location of the pilot will be determined with your program manager, as your program manager will be on site for a pilot evaluation.

The participants of the pilot course should know in advance that they are part of a pilot program and will be provided the opportunity for feedback. Participants will participate in a debrief session to ensure the course meets the needs of the field. The style of the debrief session is based on the type of course and should be discussed with your program manager prior to hosting the pilot.

Following the pilot, your program manager will supply a course evaluation indicating any revisions to the course prior to a launching the final course. All revisions should be submitted to your program manager no later than 30 days after the pilot. Do not launch the final course until a final approval is provided by your program manager. If a pilot needs significant revisions to content or instructional style, your program manager will provide you with a corrective action plan to ensure the course is successful.
Step 6. Final course

By the end of the pilot, the final course should contain all instructor and participant course materials. These should be grammatically correct and should follow the COPS Office Editorial Style Guide.

For train the trainer courses, the final course should include an instructional training package for use by new trainers taking the course. Upon successful completion of the course, all participants should receive a storage device containing all instructional materials, including lesson plans, instructor manual, participant guide, PowerPoint slides, videos, role-plays, materials to facilitate class breakout sessions, and other teaching tools as deemed appropriate by the awardee and the COPS Office.

For non–train the trainer courses, the final course should include a resource package for use by students. The resource package should, at a minimum, include the participant manual, reference lists, any additional reading, exercises, and videos.

The final course should be submitted to your COPS Office program manager for a final quality check before launching the training. Once your program manager verifies the course is in a final state, you may initiate the course delivery steps outlined below.
II. Course Delivery

All deliveries should contain a logistical support function to allow for effective distribution of course materials and resources and to ensure all courses run smoothly. Notify your COPS Office program manager of any delivery issues and seek approval from your program manager prior to selecting training locations.

Step 1. Request process

Develop a training request process to collect information from agencies interested in participating in each course. The request process should be approved by your program manager prior to launching.

Step 2. Marketing

Develop and administer a marketing plan in collaboration with your COPS Office program manager. Marketing efforts should include both announcements on websites and social media channels and written marketing material such as flyers and brochures. At a minimum, marketing material should include a summary of the course content, information on who is eligible to take the course, and any student prerequisite and disclaimer material. All marketing materials must be reviewed and approved by the COPS Office at least 30 days prior to release.

Step 3. Assessing agency readiness

Develop a process to assess an agency’s readiness for each course. Agency readiness should be detailed in the training site recommendation report (step 4 of part II, course delivery); this will be furnished to your program manager for approval prior to confirming an agency’s participation in each course. The definition of readiness is unique for each course but should ensure that the agency is willing to incorporate the material into the participants’ jobs and the agency’s objectives. Awardees are responsible for working with their program managers to develop readiness requirements for each course and for providing the readiness status in the recommendation report.

Step 4. Training recommendation report

The site recommendation report informs the COPS Office of locations where the awardee would like to train and presents a profile of the agency and participants. It also includes a summary, with supporting comments, of each agency’s readiness. Before you inform an agency of its selection, your COPS Office program manager must approve and sign its recommendation report. Training site recommendations and site selection criteria—(e.g., geographic diversity, accessibility)—with written justification for each
site recommendation should be submitted to your COPS Office program manager for review and approval at least 90 days before conducting training. The site recommendation report should, at a minimum, include the following items:

It also includes a summary, with supporting comments, of each agency’s readiness. Before you inform an agency of its selection, your COPS Office program manager must approve and sign its recommendation report. Training site recommendations and site selection criteria (e.g., geographic diversity, accessibility)—with written justification for each site recommendation—should be submitted to your COPS Office program manager for review and approval at least 90 days before conducting training. The site recommendation report should, at a minimum, include the following items:

a. Total students to be trained broken out by rank
b. Total number of deliveries
c. Agency point of contact name and e-mail address
d. Requested training time frame
e. Proposed trainers
f. Proposed training location
g. Assessment of readiness
h. Training recommendation (including any reservations about the training)
i. Location for COPS Office program manager approval signature

Step 5. Conference Cost Request/Reporting Form (CCR) submission

Submit the Conference Cost Request/Reporting Form (CCR) to your COPS Office program manager at least 90 days prior to delivering training. The Conference Cost Request/Reporting Form (CCR, available at https://cops.usdoj.gov/pdf/2016AwardDocs/cpd/Conference_Reporting_Form.pdf) includes all training deliveries and ensures that all training costs comply with current guidelines and policies on training planning, food and beverages, minimizing costs, and training cost reporting. Training should not be scheduled or delivered prior to receiving notice from your program manager that the CCR is approved.
Step 6. Training calendar

A training calendar should be kept to organize all training dates and times. The training calendar should be easily accessible by your program manager and should be furnished to the COPS Office on request.

Step 7. Conduct training

All training should first be approved via the CCR and via the training site recommendation report. Once approved, training can be conducted.

For each training delivery, a logistics strategy should be created to ensure the events leading up to the training and on the day of the training create a smooth training process for the instructors and the presenters. The delivery logistics strategy should be provided to the COPS Office on request.

Step 8. Course certificates

Course certificates should be provided to each participant in the training either in person or by email. The certificates should be branded by the organization that developed the training, not by the COPS Office.
III. Evaluation and Deliverable Reporting

All courses should include pre- and post-course assessments for participants, as well as an overall course evaluation administered at the completion of the course. All evaluations should be developed during the course development phase and approved by your program manager (as outlined in part I of this section, “Course review”). All evaluations must use a 5-point Likert scale, with 1 equaling “strongly disagree” and 5 equaling “strongly agree.” Open-ended discussion questions may also be included in evaluations but are not required.

Course evaluation questions

At a minimum, the course evaluation should include the following Likert scale questions:

- Before the course, I would rate my knowledge, skills, and abilities in this subject as advanced (5), intermediate (4), basic (3), little (2), none (1).
- After the course, I would rate my knowledge, skills, and abilities in this subject as advanced (5), intermediate (4), basic (3), little (2), none (1).
- The training objectives and outcomes for the course are explicitly stated and understandable.
- The course provided the knowledge and skills I need to accomplish the job for which I am receiving training.
- Materials are presented in realistic job scenarios that I can easily transfer to my job.
- Based on the training, I am fully capable of implementing the skills I learned.
- The course content is appropriate for someone within my professional field.
- The course content is appropriate for someone with my level of experience.
- Overall, the course met my needs and expectations.
- Overall, the course is effective in meeting the goals and objectives of the course.
- The instructor(s) were prepared.
- The instructor(s) used instructional time effectively.
- The instructor(s) demonstrated thorough knowledge of course content.
- The instructor(s) were able to answer questions clearly and understandably.
- The instructor(s) conducted the course in a skilled and competent manner.
- The instructor(s) encouraged student participation.
- The instructor(s) fostered a positive and stimulating learning environment.
- The instructor(s) covered all of the course learning objectives.
- Overall, the performance of the instructor(s) met my needs and expectations.
Summary report

Develop a summary report of each training delivery to your COPS Office program manager. At a minimum, the report will include the training date and location, number of participants, participant agency name, and Level I and Level II evaluation results. The final training report for each agency should be sent to your program manager no more than 30 days after each training.

Training data collection and submission

All training conducted should be reported to the COPS Office on a quarterly basis. The quarterly due dates are as follows:

- Quarter 2. Collection period January 1–March 31. Training spreadsheet due to the COPS Office by April 15.

Training numbers and data should be kept readily available for information requests outside of the quarterly reporting period. At times, the COPS Office may request training data or numbers outside of the quarterly reporting period. Your program manager will inform you of changes to the reporting dates as needed.

Training data is reported to the COPS Office by submitting all required training fields through the online training tracker, which you can find by logging into the Agency Portal through the Account Access tab on the COPS Office website: https://portal.cops.usdoj.gov/. All training data submissions must comply with the quarterly reporting dates unless otherwise directed by your program manager.
Progress report

Submit progress reports as outlined in your cooperative agreement. Prior to submitting your progress report via the online system, submit each progress report to your program manager. Progress reports should include progress on award deliverables such as dates of delivered and upcoming trainings, summary of technical assistance provided to students, summary of marketing efforts, and any concerns noted by the students or instructors.

The online progress reporting system can be found via the agency portal, https://portal.cops.usdoj.gov/.

Final summary report

Upon completion of the award, submit a final summary report to the COPS Office that includes, at a minimum, all training data for each training location, all training resources, copies of marketing material, and summaries of technical assistance provided.
IV. Yearly In-Person Review

The COPS Office will send staff to review the delivery of each course on, at minimum, an annual basis. This review is in addition to the pilot of each course. The yearly review process is meant to ensure training remains current and to identify and help maintain successes, as well as to identify areas for improvement. If revisions are suggested based on the review, your program manager will outline the revision process and inform you whether delivery of the course needs to be put on hold and, if so, when deliveries of the modified course can begin.

V. Post–COPS Office–Funded Training

The COPS Office reserves the right to deliver training even after the funding source for the training is complete. The COPS Office reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use the training in part or in whole for Federal Government purposes and to authorize others to use the training. The full outline of the right to use is detailed in every cooperative agreement and can be found in the Code of Federal Regulations (2 CFR 200.315 (b)).

The awardee also has the right to continue the use of the developed training. Under the legal guidelines for deliverables post-award, the U.S. Department of Justice seal and COPS Office logo should not be associated with the training. Trainers should not state that the training is a COPS Office training but rather should state that the training was developed through funding from the COPS Office in [funding year] and is currently being delivered through [state organization/agency].
Appendix A. Sample Document Covers and Pages

The Word templates are available online at the COPS Office Website. There are four versions of the template: an instructor guide and a participant guide for both student training and instructor training. These templates have different backgrounds and color schemes but the same text. Both include the logos of the DOJ and the COPS Office.

The front covers of all four templates contain spaces to insert the document’s title and your agency’s logo. The back covers of the instructor guides also have space for a logo, and all four back covers have a place for an abstract.

**Template 1: Student training participant guide (front cover, disclaimer, body, back cover)**


**Template 2: Student training instructor guide (front cover, disclaimer, body, back cover)**

![Instructor Guide](https://cops.usdoj.gov/pdf/2016AwardDocs/cpd/Non_TOT_Instructor_Guide_Template.pdf)
Template 3: Trainer training participant guide (front cover, disclaimer, body, back cover)


Template 4: Trainer training instructor guide (front cover, disclaimer, body, back cover)

The disclaimer pages contain the following legal and copyright language. Insert the training’s publication year and cooperative agreement number in the places highlighted below:

This project was supported by cooperative agreement XXXX-XX-XX-XXXX awarded by the Office of Community Oriented Policing Services, U.S. Department of Justice. The opinions contained herein are those of the author(s) and do not necessarily represent the official position or policies of the U.S. Department of Justice. References to specific agencies, companies, products, or services should not be considered an endorsement by the author(s) or the U.S. Department of Justice. Rather, the references are illustrations to supplement discussion of the issues. The Internet references cited in this publication were valid as of the date of publication. Given that URLs and websites are in constant flux, neither the author(s) nor the COPS Office can vouch for their current validity.

Published [YEAR]
Appendix B. Sample Slides

The PowerPoint templates, available at the COPS Office website, contain blank cover, disclaimer, and body slides in two versions: one for student trainings and one for instructor trainings. These versions have different backgrounds but contain the same text and the logos of the DOJ and the COPS Office.

**Slide deck 1: Student training (cover, disclaimer, body)**

 ![Image of student training slide deck]

Link: [https://cops.usdoj.gov/pdf/2016AwardDocs/cpd/COPS_Non_TOT_PowerPoint_Background.pdf](https://cops.usdoj.gov/pdf/2016AwardDocs/cpd/COPS_Non_TOT_PowerPoint_Background.pdf)

**Slide deck 2: Instructor training (cover, disclaimer, body)**

 ![Image of instructor training slide deck]

Link: [https://cops.usdoj.gov/pdf/2016AwardDocs/cpd/COPS_TOT_PowerPoint_Background.pdf](https://cops.usdoj.gov/pdf/2016AwardDocs/cpd/COPS_TOT_PowerPoint_Background.pdf)
This project was supported by cooperative agreement XXXX-XX-XX-XXXX awarded by the Office of Community Oriented Policing Services, U.S. Department of Justice. The opinions contained herein are those of the author(s) and do not necessarily represent the official position or policies of the U.S. Department of Justice. References to specific agencies, companies, products, or services should not be considered an endorsement by the author(s) or the U.S. Department of Justice. Rather, the references are illustrations to supplement discussion of the issues. The Internet references cited in this publication were valid as of the date of publication. Given that URLs and websites are in constant flux, neither the author(s) nor the COPS Office can vouch for their current validity.

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