

REVIEW OF BASIC LAW ENFORCEMENT  
TRAINING  
IN THE STATE OF WASHINGTON

**FINAL REPORT**

NOVEMBER 2009



POLICE EXECUTIVE  
RESEARCH FORUM

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APPENDICES

**Appendix 1**

**List of Responding Agencies**

### List of Responding Agencies

Adams County Sheriff's Office	Pasco Police Department
Anacortes Police Department	Pend Oreille County Sheriff's Office
Asotin County Sheriff's Office	Port Angeles Police Department
Asotin Police Department	Port Of Seattle Police Department
Bellingham Police Department	Port Orchard Police Department
Black Diamond Police Department	Puyallup Police Department
Bothell Police Department	Raymond Police Department
Burlington Police Department	Ruston Police Department
Castle Rock Police Department	San Juan County Sheriffs Office
Chelan County Sheriff's Office	Seattle Police Department
Cheney Police Department	Sequim Police Department
City Of Des Moines Police Department	Shelton Police Department
Clallam County Sheriff's Office	Skagit County Sheriff's Office
Columbia County Sheriff's Office	Skagit Valley College Police Department
Connell Police Department	Skamania County Sheriff's Office
Douglas County Sheriff's Office	Snohomish Police Department
Ellensburg Police Department	Snoqualmie Police Department
Everson Police Department	Soap Lake Police Department
Ferndale Police Department	South Bend Police Department
Fife Police Department	Spokane Airport Police Department
Franklin County Sheriff's Office	Squaxin Island Police Department
Goldendale Police Department	Stevens County Sheriffs Office
Grays Harbor Sheriffs Office	Sumner Police Department
Hoquiam Police Department	Sunnyside Police Department
Island County Sheriff's Office	Suquamish Tribal Police
Issaquah Police Department	Thurston County Sheriff's Office
Kennewick Police Department	Tonasket Police Department
Lakewood Police Department	Vancouver Police Department
Lincoln County Sheriff's Office	Wahkiakum County Sheriff's Office
Longview Police Department	Walla Walla County Sheriff's Office
Mercer Island Police Department	Warden Police Department
Milton Police Department	Wenatchee Police Department
Montesano Police Department	West Richland Police Department
Mountlake Terrace Police Department	Western WA University Police Dept.
Mukilteo Police Department	Whatcom County Sheriff's Office
Oak Harbor Police Department	Woodland Police Department
Olympia Police Department	Yakima County Sheriff's Office
Pacific County Sheriff's Office	

## **Appendix 2**

### **PERF Washington State Basic Law Enforcement Training Survey**





## Washington State Basic Law Enforcement Training Survey

SECTION I - AGENCY DESCRIPTION

1. Please describe your agency.

How many sworn employees does your agency staff?

--	--	--	--

What is the total population of the area you serve?

--	--	--	--	--	--	--	--

SECTION II - TRAINING INFORMATION

2. What types of **ENTRY LEVEL** training do you send your officers/deputies/employees to at the Washington State Criminal Justice Training Center (CJTC)? Please mark all that apply.

- Basic Law Enforcement Academy
- Corrections Officers Academy
- Juvenile Corrections Officers Academy
- Telecommunicator Program
- Other Entry Training (please list):


- 3. Does your agency provide instructors to the CJTC Basic Law Enforcement Academy (BLEA)?  Yes  No
- 4. Does the location of the training center limit your agency's personnel from instructing at BLEA?  Yes  No
- 5. Do you provide Tac Officers to BLEA?  Yes  No
- 6. Does the location of the training center limit you from sending Tac Officers to work at BLEA?  Yes  No

7. My agency anticipates sending the following numbers of officers/deputies/employees to entry level training during the next three years. Please note for all that apply.

	<u>2010</u>	<u>2011</u>	<u>2012</u>										
<input type="checkbox"/> Basic Law Enforcement Academy	<table border="1" style="width: 100%; height: 20px;"><tr><td> </td><td> </td><td> </td></tr></table>				<table border="1" style="width: 100%; height: 20px;"><tr><td> </td><td> </td><td> </td></tr></table>				<table border="1" style="width: 100%; height: 20px;"><tr><td> </td><td> </td><td> </td></tr></table>				
<input type="checkbox"/> Corrections Officers Academy	<table border="1" style="width: 100%; height: 20px;"><tr><td> </td><td> </td><td> </td></tr></table>				<table border="1" style="width: 100%; height: 20px;"><tr><td> </td><td> </td><td> </td></tr></table>				<table border="1" style="width: 100%; height: 20px;"><tr><td> </td><td> </td><td> </td></tr></table>				
<input type="checkbox"/> Juvenile Corrections Officers Academy	<table border="1" style="width: 100%; height: 20px;"><tr><td> </td><td> </td><td> </td></tr></table>				<table border="1" style="width: 100%; height: 20px;"><tr><td> </td><td> </td><td> </td></tr></table>				<table border="1" style="width: 100%; height: 20px;"><tr><td> </td><td> </td><td> </td></tr></table>				
<input type="checkbox"/> Telecommunicator Program	<table border="1" style="width: 100%; height: 20px;"><tr><td> </td><td> </td><td> </td></tr></table>				<table border="1" style="width: 100%; height: 20px;"><tr><td> </td><td> </td><td> </td></tr></table>				<table border="1" style="width: 100%; height: 20px;"><tr><td> </td><td> </td><td> </td></tr></table>				
<input type="checkbox"/> Other Entry Training (please list):	<table border="1" style="width: 100%; height: 20px;"><tr><td> </td><td> </td><td> </td></tr></table>				<table border="1" style="width: 100%; height: 20px;"><tr><td> </td><td> </td><td> </td></tr></table>				<table border="1" style="width: 100%; height: 20px;"><tr><td> </td><td> </td><td> </td></tr></table>				
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## Washington State Basic Law Enforcement Training Survey

**8. BLEA Withdrawals:**

Over the past five years, why have deputy/police recruits from your agency withdrawn from the BLEA? Please mark all that apply.

- Academic Performance Failure
- Physical Fitness
- Perishable Skills (Defense Tactics, Driving, Firearms) Failure
- Rule Infractions
  - ↳  Academy
  - ↳  Department
- Injury/Medical
- Family/Personal
  - ↳  Related to distance from home
  - ↳  Other (please specify):
- Other (please specify):

As you know, the State of Washington CJTC provides basic training for all law enforcement recruits (other than the Washington State Patrol) usually at the CJTC facility in Burien. Although other states use a similar centralized approach to training new law enforcement officers, some states use different, often decentralized, approaches to basic law enforcement training. Please indicate your assessment of each of the following methods.

**9. Distance Learning:**

Would you support the delivery of some portion of basic law enforcement academy instruction through:

- a. Computer based training (CDs)?  Yes  No
- b. Internet based training?
  - i. Self-paced?  Yes  No
  - ii. Interactive with live instruction?  Yes  No
- c. Mail/correspondence courses?  Yes  No
- d. Teleconferencing?  Yes  No
- e. Indicate what percent (if any) of the BLEA you think could be taught through distance learning:    %
- f. If you marked YES to any of the distance learning methods, please specify what BLEA topics you think would lend themselves to this type of instruction.




## Washington State Basic Law Enforcement Training Survey

### 10. Regional Decentralized Approaches:

Other states use a variety of decentralized approaches to training new deputies/police officers. Many decentralized basic academies are located within commuting distance for trainees. Please indicate for each alternative listed below whether you would support the listed option and what you see as major obstacles for implementing the option in Washington.

- a. Individual law enforcement agencies - In this model, larger law enforcement agencies run basic academies. Smaller agencies send their recruits to be trained by these agencies along with recruits from the large agencies. In some states a training fee is paid by the agency sponsoring the recruit. Other states fund these academies through a combination of state and local monies.

Would you support this basic training approach?  Yes  No

How likely is it that this approach will result in the delivery of a high quality basic training program that consistently meets statewide standards?

- Very Likely  
 Somewhat Likely  
 Somewhat Unlikely  
 Very Unlikely

Please rate each of the following according to how big an obstacle it would present to implementing this basic training model (1=substantial obstacle, 2=somewhat of an obstacle, 3=little or no obstacle). After each input, tab to the next line selection.

- Sufficient instructors
- Sufficient facilities
- Sufficient training staff
- Maintaining the BLEA Problem Based Learning approach
- Cost to local agencies
- Maintaining consistent academic instruction
- Maintaining consistent perishable skills instruction
- Ease of CJTC staff monitoring instructional quality
- Close monitoring of trainee progress
- Frequency of academies offered
- Other (please specify):
- Other (please specify):

- b. State sponsored regional academies - Some states sponsor regional academies that are part of the state's law enforcement officer training and standards commission. Most are non-residential with all training costs paid for by the state.

Would you support this basic training approach?  Yes  No



## Washington State Basic Law Enforcement Training Survey

How likely is it that this approach will result in the delivery of a high quality basic training program that consistently meets statewide standards?

- Very Likely
- Somewhat Likely
- Somewhat Unlikely
- Very Unlikely

Please rate each of the following according to how big an obstacle it would present to implementing this basic training model (1=substantial obstacle, 2=somewhat of an obstacle, 3=little or no obstacle). After each input, tab to the next line selection.

- Sufficient instructors
- Sufficient facilities
- Sufficient training staff
- Maintaining the BLEA Problem Based Learning approach
- Cost to local agencies
- Maintaining consistent academic instruction
- Maintaining consistent perishable skills instruction
- Ease of CJTC staff monitoring instructional quality
- Close monitoring of trainee progress
- Frequency of academies offered
- Other (please specify):
- Other (please specify):

- c. **Regional academies (not state sponsored)** - Some states have stand-alone regional law enforcement training academies which are funded through a consortium of local departments. Various cost sharing formulas are used to fund these academies. Most are non-residential.

Would you support this basic training approach?  Yes  No

How likely is it that this approach will result in the delivery of a high quality basic training program that consistently meets statewide standards?

- Very Likely
- Somewhat Likely
- Somewhat Unlikely
- Very Unlikely



## Washington State Basic Law Enforcement Training Survey

Please rate each of the following according to how big an obstacle it would present to implementing this basic training model (1=substantial obstacle, 2=somewhat of an obstacle, 3=little or no obstacle). After each input, tab to the next line selection.

- Sufficient instructors
- Sufficient facilities
- Sufficient training staff
- Maintaining the BLEA Problem Based Learning approach
- Cost to local agencies
- Maintaining consistent academic instruction
- Maintaining consistent perishable skills instruction
- Ease of CJTC staff monitoring instructional quality
- Close monitoring of trainee progress
- Frequency of academies offered
- Other (please specify):
- Other (please specify):

- d. Colleges and universities, community colleges, and/or technical school academies - States that use this option certify institutions of higher learning to offer law enforcement basic training academies. The curriculum is mandated by the state and the length of these academies is comparable to a state run or regional academy. Local jurisdictions usually pay a fee to the institution for the recruits they send. Most are non-residential.

Would you support this basic training approach?  Yes  No

How likely is it that this approach will result in the delivery of a high quality basic training program that consistently meets statewide standards?

- Very Likely
- Somewhat Likely
- Somewhat Unlikely
- Very Unlikely



## Washington State Basic Law Enforcement Training Survey

Please rate each of the following according to how big an obstacle it would present to implementing this basic training model (1=substantial obstacle, 2=somewhat of an obstacle, 3=little or no obstacle). After each input, tab to the next line selection.

- Sufficient instructors
- Sufficient facilities
- Sufficient training staff
- Maintaining the BLEA Problem Based Learning approach
- Cost to local agencies
- Maintaining consistent academic instruction
- Maintaining consistent perishable skills instruction
- Ease of CJTC staff monitoring instructional quality
- Close monitoring of trainee progress
- Frequency of academies offered
- Other (please specify):
- Other (please specify):

- e. **Two year academic course followed by concentrated perishable skills training** - At least one state requires that law enforcement candidates complete a two year academic law enforcement program from any of a number of higher education institutions followed by a concentrated course to teach perishable skills. Those that successfully complete this program are eligible to take a state examination. Law enforcement agencies hire from the pool of those that pass the examination.

Would you support this basic training approach?  Yes  No

How likely is it that this approach will result in the delivery of a high quality basic training program that consistently meets statewide standards?

- Very Likely
- Somewhat Likely
- Somewhat Unlikely
- Very Unlikely



## Washington State Basic Law Enforcement Training Survey

Please rate each of the following according to how big an obstacle it would present to implementing this basic training model (1=substantial obstacle, 2=somewhat of an obstacle, 3=little or no obstacle). After each input, tab to the next line selection.

- Sufficient instructors
- Sufficient facilities
- Sufficient training staff
- Maintaining the BLEA Problem Based Learning approach
- Cost to local agencies
- Maintaining consistent academic instruction
- Maintaining consistent perishable skills instruction
- Ease of CJTC staff monitoring instructional quality
- Close monitoring of trainee progress
- Frequency of academies offered
- Other (please specify):
- Other (please specify):

11. **Self-funded basic law enforcement training** - Some states allow those who wish to become a law enforcement officer to attend an academy or complete a two year program at their own expense. If they successfully complete all the requirements they are eligible to be hired, pending background, medical, psychological and polygraph examinations by the agency wishing to hire them. This approach offers financial benefits since local agencies do not pay recruits while they are being trained. However, the option tends to produce a more limited pool of candidates since the pool is composed of those who on their own decided they wanted to become a law enforcement officer. It is often difficult to find in this pool the diversity that many agencies want in their workforce.

Would you support self-funding of law enforcement officer candidates in Washington?  Yes  No

12. Post CJTC academy training:

a. After completion of the CJTC academy, but before field training, does your agency offer agency specific training to supplement the CJTC training?

Yes  No

b. If yes, how many hours and what topics are covered?  hours

Topics:

**Appendix 3**  
**Survey Data**

**Statistics**

		1. Please describe your agency -How many sworn employees does your agency staff?	1. Please describe your agency -What is the total population of the area you serve?
N	Valid	75	75
	Missing	0	0
Mean		51.32	44926.11
Median		23.00	17500.00

**2.What types of entry level training do you send your employees to at the Washington State Criminal Justice Training Center (CJTC)?**

**-Basic Law Enforcement Academy**

		Frequency	Percent
Valid	We do not send our officers/deputies/employees to the ENTRY LEVEL Basic Law Enforcement Academy at CJTC	4	5.3
	We send our officers/deputies/employees to the ENTRY LEVEL Basic Law Enforcement Academy at CJTC	71	94.7
	Total	75	100.0

**2. What types of entry level training do you send your employees to at the Washington State Criminal Justice Training Center (CJTC)?**

**-Corrections Officers Academy**

		Frequency	Percent
Valid	We do not send our officers/deputies/employees to the ENTRY LEVEL Corrections Officers Academy at CJTC	50	66.7
	We send our officers/deputies/employees to the ENTRY LEVEL Corrections Officers Academy at CJTC	25	33.3
	Total	75	100.0

**2. What types of entry level training do you send your employees to at the Washington State Criminal Justice Training Center (CJTC)?**

**-Juvenile Corrections Officers Academy**

		Frequency	Percent
Valid	We do not send our officers/deputies/employees to the ENTRY LEVEL Juvenile Corrections Officers Academy at CJTC	74	98.7
	We send our officers/deputies/employees to the ENTRY LEVEL Juvenile Corrections Officers Academy at CJTC	1	1.3
	Total	75	100.0

**2. What types of entry level training do you send your employees to at the Washington State Criminal Justice Training Center (CJTC)?**

**-Telecommunicator Program**

		Frequency	Percent
Valid	We do not send our officers/deputies/employees to the ENTRY LEVEL Telecommunicator Program at CJTC	56	74.7

We send our officers/deputies/employees to the ENTRY LEVEL Telecommunicator Program at CJTC	19	25.3
Total	75	100.0

**2. What types of entry level training do you send your employees to at the Washington State Criminal Justice Training Center (CJTC)?**

**-Other**

	Frequency	Percent
Valid We do not send our officers/deputies/employees some other ENTRY LEVEL training at CJTC	73	97.3
We send our officers/deputies/employees to some other ENTRY LEVEL training at CJTC	2	2.7
Total	75	100.0

**3. Does your agency provide instructions to the CJTC Basic Law Enforcement Academy (BLEA)?**

	Frequency	Percent
Valid No, agency does not provide instructors to the CJTC BLEA	60	80.0
Yes, agency provides instructors to the CJTC BLEA	15	20.0
Total	75	100.0

**4. Does the location of the training center limit your agency's personnel from instructing at BLEA?**

		Frequency	Percent
Valid	No, the location of the training center does not limit my agency's personnel from instructing at BLEA	32	42.7
	Yes, the location of the training center limits my agency's personnel from instructing at BLEA	43	57.3
	Total	75	100.0

**5. Do you provide Tac Officers to BLEA?**

		Frequency	Percent
Valid	No, my agency does not provide Tac Officers to BLEA	67	89.3
	Yes, my agency provides Tac Officers to BLEA	7	9.3
	Total	74	98.7
Missing	System	1	1.3
	Total	75	100.0

**6. Does the location of the training center limit you from sending Tac Officers to work at BLEA?**

		Frequency	Percent
Valid	No, the location of the training center does not limit us from sending Tac Officers to work at BLEA	34	45.3
	Yes, the location of the training center limits us from sending Tac Officers to work at BLEA	40	53.3
	Total	74	98.7
Missing	System	1	1.3
	Total	75	100.0

**7. My Agency anticipates sending the following numbers of employees to entry level training during the next three years. -Basic Law Enforcement Academy 2010**

		Frequency	Percent
Valid	0	19	27.1
	1	21	30.0
	2	21	30.0
	3	3	4.3
	4	3	4.3
	7	1	1.4
	15	1	1.4
	50	1	1.4
	Total	70	100.0

**7. My Agency anticipates sending the following numbers of employees to entry level training during the next three years. -Basic Law Enforcement Academy 2011**

		Frequency	Percent
Valid	0	13	18.6
	1	28	40.0
	2	17	24.3
	3	4	5.7
	4	4	5.7
	5	1	1.4
	7	1	1.4
	12	1	1.4
	50	1	1.4
	Total	70	100.0

**7. My Agency anticipates sending the following numbers of employees to entry level training during the next three years. -Basic Law Enforcement Academy 2012**

		Frequency	Percent
Valid	0	13	18.6
	1	30	42.9
	2	16	22.9
	3	2	2.9
	4	3	4.3
	5	1	1.4
	6	2	2.9
	7	1	1.4
	21	1	1.4
	50	1	1.4
	Total	70	100.0

**7. My Agency anticipates sending the following numbers of employees to entry level training during the next three years. -Correction Officers Academy 2010**

		Frequency	Percent
Valid	0	3	13.0
	1	12	52.2
	2	3	13.0
	3	2	8.7
	4	1	4.3
	5	2	8.7
	Total	23	100.0

**7. My Agency anticipates sending the following numbers of employees to entry level training during the next three years. -Correction Officers Academy 2011**

		Frequency	Percent
Valid	0	5	21.7
	1	13	56.5
	2	2	8.7
	4	1	4.3
	5	1	4.3
	6	1	4.3
	Total	23	100.0

**7. My Agency anticipates sending the following numbers of employees to entry level training during the next three years. -Correction Officers Academy 2012**

		Frequency	Percent
Valid	0	7	30.4
	1	11	47.8
	2	2	8.7
	4	1	4.3
	5	1	4.3
	8	1	4.3
	Total	23	100.0

**7. My Agency anticipates sending the following numbers of employees to entry level training during the next three years. -Juvenile Corrections Officers Academy 2010**

	Frequency	Percent
Valid 0	1	100.0

**7. My Agency anticipates sending the following numbers of employees to entry level training during the next three years. -Juvenile Corrections Officers Academy 2011**

	Frequency	Percent
Valid 0	1	100.0

**7. My Agency anticipates sending the following numbers of employees to entry level training during the next three years. -Juvenile Corrections Officers Academy 2012**

	Frequency	Percent
Valid 1	1	100.0

**7. My Agency anticipates sending the following numbers of employees to entry level training during the next three years. -Telecommunicator Program 2010**

	Frequency	Percent
Valid 0	4	22.2
1	7	38.9
2	3	16.7
3	2	11.1
5	2	11.1
Total	18	100.0

**7. My Agency anticipates sending the following numbers of employees to entry level training during the next three years. -Telecommunicator Program 2011**

	Frequency	Percent
Valid 0	5	27.8
1	7	38.9
2	3	16.7
3	2	11.1
6	1	5.6
Total	18	100.0

**7. My Agency anticipates sending the following numbers of employees to entry level training during the next three years. -Telecommunicator Program 2012**

		Frequency	Percent
Valid	0	2	11.1
	1	11	61.1
	2	2	11.1
	3	2	11.1
	8	1	5.6
	Total	18	100.0

**7. My Agency anticipates sending the following numbers of employees to entry level training during the next three years. -Other Entry Training 1 2010**

		Frequency	Percent
Valid	1	1	100.0

**7. My Agency anticipates sending the following numbers of employees to entry level training during the next three years. -Other Entry Training 1 2011**

		Frequency	Percent
Valid	0	1	100.0

**7. My Agency anticipates sending the following numbers of employees to entry level training during the next three years. -Other Entry Training 1 2012**

		Frequency	Percent
Valid	0	1	100.0

**7. My Agency anticipates sending the following numbers of employees to entry level training during the next three years. -Other Entry Training 2 2011**

		Frequency	Percent
Missing	System	1	100.0

**7. My Agency anticipates sending the following numbers of employees to entry level training during the next three years. -Other Entry Training 2 2012**

		Frequency	Percent
Missing	System	1	100.0

**8. Over the past five years, why have recruits from your agency withdrawn from BLEA?  
-Academic Performance Failure**

		Frequency	Percent
Valid	Over five years, recruits have not withdrawn from the BLEA due to Academic Performance Failure	71	94.7
	Over five years, recruits have withdrawn from the BLEA due to Academic Performance Failure	4	5.3
	Total	75	100.0

**8. Over the past five years, why have recruits from your agency withdrawn from BLEA?  
-Physical Fitness**

		Frequency	Percent
Valid	Over five years, recruits have not withdrawn from the BLEA due to Physical Fitness requirement	69	92.0
	Over five years, recruits have withdrawn from the BLEA due to Physical Fitness requirement	6	8.0
	Total	75	100.0

**8. Over the past five years, why have recruits from your agency withdrawn from BLEA?  
-Perishable Skills Failure**

		Frequency	Percent
Valid	Over five years, recruits have not withdrawn from the BLEA due to Perishable Skills Failure	70	93.3
	Over five years, recruits have withdrawn from the BLEA due to Perishable Skills Failure	5	6.7
	Total	75	100.0

**8. Over the past five years, why have recruits from your agency withdrawn from BLEA?  
-Injury/Medical**

		Frequency	Percent
Valid	Over five years, recruits have not withdrawn from the BLEA due to Injury/Medical	68	90.7
	Over five years, recruits have withdrawn from the BLEA due to Injury/Medical	7	9.3
	Total	75	100.0

**8. Over the past five years, why have recruits from your agency withdrawn from BLEA?  
-Other**

		Frequency	Percent
Valid	Over five years, recruits have not withdrawn from the BLEA due to some other reason	57	76.0
	Over five years, recruits have withdrawn from the BLEA due to some other reason	18	24.0
	Total	75	100.0

**8. Over the past five years, why have recruits from your agency withdrawn from BLEA?  
-Rule Infractions**

		Frequency	Percent
Valid	Over five years, recruits have withdrawn from the BLEA due to Rule Infractions	4	100.0

**8. Over the past five years, why have recruits from your agency withdrawn from BLEA?  
-Academy rule infractions**

		Frequency	Percent
Valid	Over five years, recruits have not withdrawn from the BLEA due to Academy Rule Infractions	1	25.0
	Over five years, recruits have withdrawn from the BLEA due to Academy Rule Infractions	3	75.0
	Total	4	100.0

**8. Over the past five years, why have recruits from your agency withdrawn from BLEA?  
-Department rule infractions**

		Frequency	Percent
Valid	Over five years, recruits have not withdrawn from the BLEA due to Department Rule Infractions	1	25.0
	Over five years, recruits have withdrawn from the BLEA due to Department Rule Infractions	3	75.0
	Total	4	100.0

**8. Over the past five years, why have recruits from your agency withdrawn from BLEA?  
-Family/Personal**

		Frequency	Percent
Valid	Over five years, recruits have withdrawn from the BLEA due to Family/Personal	4	100.0

**8. Over the past five years, why have recruits from your agency withdrawn from BLEA?  
-Related to distance from home**

		Frequency	Percent
Valid	Over five years, recruits have not withdrawn from the BLEA due to Related to distance from home reasons	3	75.0
	Over five years, recruits have withdrawn from the BLEA due to Related to distance from home reasons	1	25.0
	Total	4	100.0

**8. Over the past five years, why have recruits from your agency withdrawn from BLEA?  
-Other family/personal reason**

		Frequency	Percent
Valid	Over five years, recruits have not withdrawn from the BLEA due to some other Family/Personal reason	1	25.0
	Over five years, recruits have withdrawn from the BLEA due to some other Family/Personal reason	3	75.0
	Total	4	100.0

**9a. Would you support the delivery of some portion of basic law enforcement academy instruction through: Computer based training (CD's)?**

		Frequency	Percent
Valid	No, we would not support the delivery of some portion of basic instruction through Computer based training	43	57.3
	Yes, we would support the delivery of some portion of basic instruction through Computer based training	32	42.7
	Total	75	100.0

**9bi. Would you support the delivery of some portion of basic law enforcement academy instruction through: Self-paced Internet based training?**

		Frequency	Percent
Valid	No, we would not support the delivery of some portion of basic instruction through Self-paced internet based training	49	65.3
	Yes, we would support the delivery of some portion of basic instruction through Self-paced internet based training	26	34.7
	Total	75	100.0

**9bii. Would you support the delivery of some portion of basic law enforcement academy instruction through: Interactive with live instruction, Internet based training?**

		Frequency	Percent
Valid	No, we would not support the delivery of some portion of basic instruction through Interactive live internet training	36	48.0
	Yes, we would support the delivery of some portion of basic instruction through Interactive live internet training	38	50.7
	Total	74	98.7
Missing	System	1	1.3
	Total	75	100.0

**9c. Would you support the delivery of some portion of basic law enforcement academy instruction through: Mail/correspondence courses?**

		Frequency	Percent
Valid	No, we would not support the delivery of some portion of basic instruction through Mail/correspondence courses	61	81.3
	Yes, we would support the delivery of some portion of basic instruction through Mail/correspondence courses	13	17.3
	Total	74	98.7
Missing	System	1	1.3
Total		75	100.0

**9d. Would you support the delivery of some portion of basic law enforcement academy instruction through: Teleconferencing?**

		Frequency	Percent
Valid	No, we would not support the delivery of some portion of basic instruction through Teleconferencing	51	68.0
	Yes, we would support the delivery of some portion of basic instruction through Teleconferencing	23	30.7
	Total	74	98.7
Missing	System	1	1.3
Total		75	100.0

9e. Indicate what percent (if any) of the BLEA you think could be taught through distance learning:

		Frequency	Percent
Valid	0	31	41.3
	1	2	2.7
	5	3	4.0
	7	1	1.3
	10	9	12.0
	15	2	2.7
	20	3	4.0
	25	11	14.7
	30	2	2.7
	50	4	5.3
	75	1	1.3
	Total	69	92.0
Missing	System	6	8.0
Total		75	100.0

10a. Individual law enforcement agencies –in this model, large law enforcement agencies run basic academies. \Smaller agencies send their recruits to be trained by these agencies along with recruits from the large agencies. Would you support this approach?

		Frequency	Percent
Valid	No, we would not support the individual law enforcement agencies basic training approach	50	66.7
	Yes, we would support the individual law enforcement agencies basic training approach	25	33.3
	Total	75	100.0

10a. How likely is it that this approach will result in the delivery of a high quality basic training program that consistently meets statewide standards? -Individual law enforcement agencies

		Frequency	Percent
Valid	Very likely	12	16.0
	Somewhat likely	26	34.7
	Somewhat unlikely	22	29.3
	Very unlikely	15	20.0
	Total	75	100.0

**10a. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Sufficient instructors**

	Frequency	Percent
Valid substantial obstacle	22	29.3
somewhat of an obstacle	30	40.0
little or no obstacle	23	30.7
Total	75	100.0

**10a. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Sufficient facilities**

	Frequency	Percent
Valid substantial obstacle	31	41.3
somewhat of an obstacle	25	33.3
little or no obstacle	19	25.3
Total	75	100.0

**10a. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Sufficient training staff**

	Frequency	Percent
Valid substantial obstacle	24	32.0
somewhat of an obstacle	33	44.0
little or no obstacle	18	24.0
Total	75	100.0

**10a. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Maintaining the BLEA problem based learning approach**

	Frequency	Percent
Valid substantial obstacle	38	50.7
somewhat of an obstacle	22	29.3
little or no obstacle	15	20.0
Total	75	100.0

**10a. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Cost to local agencies**

		Frequency	Percent
Valid	substantial obstacle	50	66.7
	somewhat of an obstacle	18	24.0
	little or no obstacle	7	9.3
	Total	75	100.0

**10a. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Maintaining consistent academic instruction**

		Frequency	Percent
Valid	substantial obstacle	41	54.7
	somewhat of an obstacle	22	29.3
	little or no obstacle	12	16.0
	Total	75	100.0

**10a. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Maintaining consistent perishable skills instruction**

		Frequency	Percent
Valid	substantial obstacle	32	42.7
	somewhat of an obstacle	29	38.7
	little or no obstacle	14	18.7
	Total	75	100.0

**10a. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Ease of CJTC staff monitoring instructional quality**

		Frequency	Percent
Valid	substantial obstacle	31	41.3
	somewhat of an obstacle	31	41.3
	little or no obstacle	13	17.3
	Total	75	100.0

**10a. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Close monitoring of trainee progress**

		Frequency	Percent
Valid	substantial obstacle	24	32.0
	somewhat of an obstacle	27	36.0
	little or no obstacle	24	32.0
	Total	75	100.0

**10a. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Frequency of academies offered**

		Frequency	Percent
Valid	substantial obstacle	32	42.7
	somewhat of an obstacle	28	37.3
	little or no obstacle	14	18.7
	Total	74	98.7
Missing	System	1	1.3
	Total	75	100.0

**10a. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Other 1**

		Frequency	Percent
Valid	substantial obstacle	8	10.7
Missing	System	67	89.3
	Total	75	100.0

**10a. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Other 2**

		Frequency	Percent
Valid	substantial obstacle	3	4.0
	little or no obstacle	1	1.3
	Total	4	5.3
Missing	System	71	94.7
	Total	75	100.0

**10b. State sponsored regional academies -some states sponsor regional academies that are part of the states law enforcement officer training and standards commission. Most are non-residential paid for by the state. Would you support this approach?**

		Frequency	Percent
Valid	No, we would not support the state sponsored regional academies basic training approach	16	21.3
	Yes, we would support the state sponsored regional academies basic training approach	59	78.7
	Total	75	100.0

**10b. How likely is it that this approach will result in the delivery of a high quality basic training program that consistently meets statewide standards? -State sponsored regional academies**

		Frequency	Percent
Valid	Very likely	34	45.3
	Somewhat likely	25	33.3
	Somewhat unlikely	8	10.7
	Very unlikely	8	10.7
	Total	75	100.0

**10b. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Sufficient instructors**

		Frequency	Percent
Valid	substantial obstacle	12	16.0
	somewhat of an obstacle	36	48.0
	little or no obstacle	26	34.7
	Total	74	98.7
Missing	System	1	1.3
	Total	75	100.0

**10b. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Sufficient facilities**

		Frequency	Percent
Valid	substantial obstacle	16	21.3
	somewhat of an obstacle	35	46.7
	little or no obstacle	23	30.7
	Total	74	98.7
Missing	System	1	1.3
Total		75	100.0

**10b. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Sufficient training staff**

		Frequency	Percent
Valid	substantial obstacle	16	21.3
	somewhat of an obstacle	32	42.7
	little or no obstacle	26	34.7
	Total	74	98.7
Missing	System	1	1.3
Total		75	100.0

**10b. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Maintaining the BLEA problem based learning approach**

		Frequency	Percent
Valid	substantial obstacle	15	20.0
	somewhat of an obstacle	24	32.0
	little or no obstacle	35	46.7
	Total	74	98.7
Missing	System	1	1.3
Total		75	100.0

**10b. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Cost to local agencies**

		Frequency	Percent
Valid	substantial obstacle	16	21.3
	somewhat of an obstacle	20	26.7
	little or no obstacle	38	50.7
	Total	74	98.7
Missing	System	1	1.3
Total		75	100.0

**10b. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Maintaining consistent academic instruction**

		Frequency	Percent
Valid	substantial obstacle	17	22.7
	somewhat of an obstacle	28	37.3
	little or no obstacle	29	38.7
	Total	74	98.7
Missing	System	1	1.3
Total		75	100.0

**10b. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Maintaining consistent perishable skills instruction**

		Frequency	Percent
Valid	substantial obstacle	14	18.7
	somewhat of an obstacle	31	41.3
	little or no obstacle	29	38.7
	Total	74	98.7
Missing	System	1	1.3
Total		75	100.0

**10b. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Ease of CJTC staff monitoring instructional quality**

		Frequency	Percent
Valid	substantial obstacle	14	18.7
	somewhat of an obstacle	28	37.3
	little or no obstacle	32	42.7
	Total	74	98.7
Missing	System	1	1.3
Total		75	100.0

**10b. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Close monitoring of trainee progress**

		Frequency	Percent
Valid	substantial obstacle	11	14.7
	somewhat of an obstacle	24	32.0
	little or no obstacle	39	52.0
	Total	74	98.7
Missing	System	1	1.3
Total		75	100.0

**10b. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Frequency of academies offered**

		Frequency	Percent
Valid	substantial obstacle	17	22.7
	somewhat of an obstacle	34	45.3
	little or no obstacle	21	28.0
	Total	72	96.0
Missing	System	3	4.0
Total		75	100.0

**10b. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Other 1**

		Frequency	Percent
Valid	substantial obstacle	1	1.3
	little or no obstacle	1	1.3
	Total	2	2.7
Missing	System	73	97.3
Total		75	100.0

**10b. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Other 2**

		Frequency	Percent
Valid	little or no obstacle	1	1.3
Missing	System	74	98.7
Total		75	100.0

**10c. Regional academies (not state sponsored) -funded through a consortium of local departments. Various cost sharing formulas are used to fund these academies. Would you support this approach?**

		Frequency	Percent
Valid	No, we would not support the regional academies (not state sponsored) basic training approach	64	85.3
	Yes, we would support the regional academies (not state sponsored) basic training approach	11	14.7
Total		75	100.0

**10c. How likely is it that this approach will result in the delivery of a high quality basic training program that consistently meets statewide standards? -Regional academies (not state sponsored)**

		Frequency	Percent
Valid	Very likely	7	9.3
	Somewhat likely	13	17.3
	Somewhat unlikely	25	33.3
	Very unlikely	27	36.0
	Total	72	96.0
Missing	System	3	4.0
Total		75	100.0

**10c. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Sufficient instructors**

		Frequency	Percent
Valid	substantial obstacle	31	41.3
	somewhat of an obstacle	30	40.0
	little or no obstacle	10	13.3
	Total	71	94.7
Missing	System	4	5.3
Total		75	100.0

**10c. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Sufficient facilities**

		Frequency	Percent
Valid	substantial obstacle	36	48.0
	somewhat of an obstacle	23	30.7
	little or no obstacle	12	16.0
	Total	71	94.7
Missing	System	4	5.3
Total		75	100.0

**10c. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Sufficient training staff**

		Frequency	Percent
Valid	substantial obstacle	32	42.7
	somewhat of an obstacle	30	40.0
	little or no obstacle	9	12.0
	Total	71	94.7
Missing	System	4	5.3
Total		75	100.0

**10c. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Maintaining the BLEA problem based learning approach**

		Frequency	Percent
Valid	substantial obstacle	33	44.0
	somewhat of an obstacle	24	32.0
	little or no obstacle	14	18.7
	Total	71	94.7
Missing	System	4	5.3
Total		75	100.0

**10c. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Cost to local agencies**

		Frequency	Percent
Valid	substantial obstacle	54	72.0
	somewhat of an obstacle	12	16.0
	little or no obstacle	5	6.7
	Total	71	94.7
Missing	System	4	5.3
Total		75	100.0

**10c. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Maintaining consistent academic instruction**

		Frequency	Percent
Valid	substantial obstacle	35	46.7
	somewhat of an obstacle	28	37.3
	little or no obstacle	8	10.7
	Total	71	94.7
Missing	System	4	5.3
Total		75	100.0

**10c. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Maintaining consistent perishable skills instruction**

		Frequency	Percent
Valid	substantial obstacle	29	38.7
	somewhat of an obstacle	31	41.3
	little or no obstacle	11	14.7
	Total	71	94.7
Missing	System	4	5.3
Total		75	100.0

**10c. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Ease of CJTC staff monitoring instructional quality**

		Frequency	Percent
Valid	substantial obstacle	34	45.3
	somewhat of an obstacle	29	38.7
	little or no obstacle	8	10.7
	Total	71	94.7
Missing	System	4	5.3
Total		75	100.0

**10c. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Close monitoring of trainee progress**

		Frequency	Percent
Valid	substantial obstacle	26	34.7
	somewhat of an obstacle	31	41.3
	little or no obstacle	14	18.7
	Total	71	94.7
Missing	System	4	5.3
Total		75	100.0

**10c. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Frequency of academies offered**

		Frequency	Percent
Valid	substantial obstacle	31	41.3
	somewhat of an obstacle	31	41.3
	little or no obstacle	9	12.0
	Total	71	94.7
Missing	System	4	5.3
Total		75	100.0

**10c. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Other 1**

		Frequency	Percent
Valid	substantial obstacle	3	4.0
Missing	System	72	96.0
Total		75	100.0

**10c. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Other 2**

		Frequency	Percent
Valid	substantial obstacle	2	2.7
Missing	System	73	97.3
Total		75	100.0

**10d. Colleges and universities, community colleges, and/or technical school academies –states that use this option certify institutions of higher learning. The curriculum is mandated by state. Would you support this approach?**

		Frequency	Percent
Valid	No, we would not support the colleges/universities and/or technical school academies basic training approach	51	68.0
	Yes, we would support the colleges/universities and/or technical school academies basic training approach	24	32.0
Total		75	100.0

**10d. How likely is it that this approach will result in the delivery of a high quality basic training program that consistently meets statewide standards? -Colleges and universities; Technical schools**

		Frequency	Percent
Valid	Very likely	11	14.7
	Somewhat likely	16	21.3
	Somewhat unlikely	27	36.0
	Very unlikely	20	26.7
	Total	74	98.7
Missing	System	1	1.3
Total		75	100.0

**10d. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Sufficient instructors**

		Frequency	Percent
Valid	substantial obstacle	21	28.0
	somewhat of an obstacle	20	26.7
	little or no obstacle	30	40.0
	Total	71	94.7
Missing	System	4	5.3
Total		75	100.0

**10d. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Sufficient facilities**

		Frequency	Percent
Valid	substantial obstacle	16	21.3
	somewhat of an obstacle	15	20.0
	little or no obstacle	40	53.3
	Total	71	94.7
Missing	System	4	5.3
Total		75	100.0

**10d. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Sufficient training staff**

		Frequency	Percent
Valid	substantial obstacle	23	30.7
	somewhat of an obstacle	18	24.0
	little or no obstacle	30	40.0
	Total	71	94.7
Missing	System	4	5.3
Total		75	100.0

**10d. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Maintaining the BLEA problem based learning approach**

		Frequency	Percent
Valid	substantial obstacle	26	34.7
	somewhat of an obstacle	23	30.7
	little or no obstacle	22	29.3
	Total	71	94.7
Missing	System	4	5.3
Total		75	100.0

**10d. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Cost to local agencies**

		Frequency	Percent
Valid	substantial obstacle	45	60.0
	somewhat of an obstacle	18	24.0
	little or no obstacle	8	10.7
	Total	71	94.7
Missing	System	4	5.3
Total		75	100.0

**10d. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Maintaining consistent academic instruction**

		Frequency	Percent
Valid	substantial obstacle	31	41.3
	somewhat of an obstacle	21	28.0
	little or no obstacle	19	25.3
	Total	71	94.7
Missing	System	4	5.3
Total		75	100.0

**10d. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Maintaining consistent perishable skills instruction**

		Frequency	Percent
Valid	substantial obstacle	32	42.7
	somewhat of an obstacle	23	30.7
	little or no obstacle	16	21.3
	Total	71	94.7
Missing	System	4	5.3
Total		75	100.0

**10d. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Ease of CJTC staff monitoring instructional quality**

		Frequency	Percent
Valid	substantial obstacle	36	48.0
	somewhat of an obstacle	20	26.7
	little or no obstacle	15	20.0
	Total	71	94.7
Missing	System	4	5.3
Total		75	100.0

**10d. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Close monitoring of trainee progress**

		Frequency	Percent
Valid	substantial obstacle	32	42.7
	somewhat of an obstacle	25	33.3
	little or no obstacle	14	18.7
	Total	71	94.7
Missing	System	4	5.3
Total		75	100.0

**10d. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Frequency of academies offered**

		Frequency	Percent
Valid	substantial obstacle	12	16.0
	somewhat of an obstacle	23	30.7
	little or no obstacle	35	46.7
	Total	70	93.3
Missing	System	5	6.7
Total		75	100.0

**10d. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Other 1**

		Frequency	Percent
Valid	substantial obstacle	6	8.0
Missing	System	69	92.0
Total		75	100.0

**10d. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Other 2**

		Frequency	Percent
Valid	substantial obstacle	2	2.7
Missing	System	73	97.3
Total		75	100.0

**10e. Two year academic course followed by concentrated perishable skills training –requires law enforcement candidates complete a two year academic program from higher education institutions; eligible for state exam. -Would you support this approach?**

		Frequency	Percent
Valid	No, we would not support the two year academic course followed by concentrated perishable skills training approach	55	73.3
	Yes, we would support the two year academic course followed by concentrated perishable skills training approach	19	25.3
	Total	74	98.7
Missing	System	1	1.3
Total		75	100.0

**10e. How likely is it that this approach will result in the delivery of a high quality basic training program that consistently meets statewide standards?**

**-Two year academic course followed by concentrated perishable skills training**

		Frequency	Percent
Valid	Very likely	7	9.3
	Somewhat likely	23	30.7
	Somewhat unlikely	15	20.0
	Very unlikely	27	36.0
	Total	72	96.0
Missing	System	3	4.0
Total		75	100.0

**10e. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Sufficient instructors**

		Frequency	Percent
Valid	substantial obstacle	20	26.7
	somewhat of an obstacle	23	30.7
	little or no obstacle	27	36.0
	Total	70	93.3
Missing	System	5	6.7
Total		75	100.0

**10e. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Sufficient facilities**

		Frequency	Percent
Valid	substantial obstacle	19	25.3
	somewhat of an obstacle	18	24.0
	little or no obstacle	33	44.0
	Total	70	93.3
Missing	System	5	6.7
Total		75	100.0

**10e. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Sufficient training staff**

		Frequency	Percent
Valid	substantial obstacle	21	28.0
	somewhat of an obstacle	26	34.7
	little or no obstacle	23	30.7
	Total	70	93.3
Missing	System	5	6.7
Total		75	100.0

**10e. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Maintaining the BLEA problem based learning approach**

		Frequency	Percent
Valid	substantial obstacle	30	40.0
	somewhat of an obstacle	26	34.7
	little or no obstacle	13	17.3
	Total	69	92.0
Missing	System	6	8.0
Total		75	100.0

**10e. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Cost to local agencies**

		Frequency	Percent
Valid	substantial obstacle	32	42.7
	somewhat of an obstacle	14	18.7
	little or no obstacle	24	32.0
	Total	70	93.3
Missing	System	5	6.7
Total		75	100.0

**10e. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Maintaining consistent academic instruction**

		Frequency	Percent
Valid	substantial obstacle	37	49.3
	somewhat of an obstacle	22	29.3
	little or no obstacle	11	14.7
	Total	70	93.3
Missing	System	5	6.7
Total		75	100.0

**10e. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Maintaining consistent perishable skills instruction**

		Frequency	Percent
Valid	substantial obstacle	34	45.3
	somewhat of an obstacle	21	28.0
	little or no obstacle	15	20.0
	Total	70	93.3
Missing	System	5	6.7
Total		75	100.0

**10e. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Ease of CJTC staff monitoring instructional quality**

		Frequency	Percent
Valid	substantial obstacle	41	54.7
	somewhat of an obstacle	21	28.0
	little or no obstacle	8	10.7
	Total	70	93.3
Missing	System	5	6.7
Total		75	100.0

**10e. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Close monitoring of trainee progress**

		Frequency	Percent
Valid	substantial obstacle	45	60.0
	somewhat of an obstacle	16	21.3
	little or no obstacle	9	12.0
	Total	70	93.3
Missing	System	5	6.7
Total		75	100.0

**10e. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Frequency of academies offered**

		Frequency	Percent
Valid	substantial obstacle	21	28.0
	somewhat of an obstacle	20	26.7
	little or no obstacle	29	38.7
	Total	70	93.3
Missing	System	5	6.7
Total		75	100.0

**10e. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Other 1**

		Frequency	Percent
Valid	substantial obstacle	6	8.0
	somewhat of an obstacle	1	1.3
	Total	7	9.3
Missing	System	68	90.7
Total		75	100.0

**10e. Please rate each of the following according to how big an obstacle it would present to implementing this basic training model -Other 2**

		Frequency	Percent
Valid	substantial obstacle	1	1.3
	little or no obstacle	1	1.3
	Total	2	2.7
Missing	System	73	97.3
Total		75	100.0

**11. Self-funded basic law enforcement training – some states allow those who wish to become a law enforcement officer to attend an academy or complete a two year program at their own expense. -Would you support self-funding of candidates in Washington?**

		Frequency	Percent
Valid	No, we would not support self-funding of law enforcement officer candidates in Washington	46	61.3
	Yes, we would support self-funding of law enforcement officer candidates in Washington	27	36.0
	Total	73	97.3
Missing	System	2	2.7
Total		75	100.0

**12a. After completion of the CJCT academy, but before field training, does your agency offer agency specific training to supplement the CJTC training?**

		Frequency	Percent
Valid	No, after completion of the CJTC academy before field training, my agency does not offer specific training to supplement	54	72.0
	Yes, after completion of the CJTC academy, but before field training, my agency offers specific training to supplement	21	28.0
	Total	75	100.0

**12b. If yes, how many hours and what topics are covered? -hours**

		Frequency	Percent
Valid	8	1	4.8
	16	1	4.8
	20	1	4.8
	24	3	14.3
	30	1	4.8
	35	1	4.8
	40	4	19.0
	60	1	4.8
	80	3	14.3
	200	1	4.8
	460	1	4.8
	560	1	4.8
	576	1	4.8
	640	1	4.8
	Total	21	100.0

**13a. Cooperation/Consolidation of Washington State Patrol Basic Training and Basic Law Enforcement Academy Training -Some options for increasing cooperation/consolidation of WSP and CJTC basic training: Burien separate classes, use of same facility**

		Frequency	Percent
Valid	Don't support the idea	27	36.0
	Support the idea	42	56.0
	No Opinion	6	8.0
	Total	75	100.0

**13a. Cooperation/Consolidation of Washington State Patrol Basic Training and Basic Law Enforcement Academy Training -Some options for increasing cooperation/consolidation of WSP and CJTC basic training: Shelton separate classes, use of same facility**

		Frequency	Percent
Valid	Don't support the idea	37	49.3
	Support the idea	34	45.3
	No Opinion	4	5.3
	Total	75	100.0

**13a. Cooperation/Consolidation of Washington State Patrol Basic Training and Basic Law Enforcement Academy Training -Some options for increasing cooperation/consolidation of WSP and CJTC basic training: Other facility separate classes, use same facility**

		Frequency	Percent
Valid	Don't support the idea	30	40.0
	Support the idea	22	29.3
	No Opinion	14	18.7
	Total	66	88.0
Missing	System	9	12.0
Total		75	100.0

**13a. Cooperation/Consolidation of Washington State Patrol Basic Training and Basic Law Enforcement Academy Training -Some options for increasing cooperation/consolidation of WSP and CJTC basic training: Burien common, intermingled classes**

		Frequency	Percent
Valid	Don't support the idea	38	50.7
	Support the idea	34	45.3
	No Opinion	2	2.7
	Total	74	98.7
Missing	System	1	1.3
Total		75	100.0

**13a. Cooperation/Consolidation of Washington State Patrol Basic Training and Basic Law Enforcement Academy Training -Some options for increasing cooperation/consolidation of WSP and CJTC basic training: Shelton common, intermingled classes**

		Frequency	Percent
Valid	Don't support the idea	46	61.3
	Support the idea	25	33.3
	No Opinion	2	2.7
	Total	73	97.3
Missing	System	2	2.7
Total		75	100.0

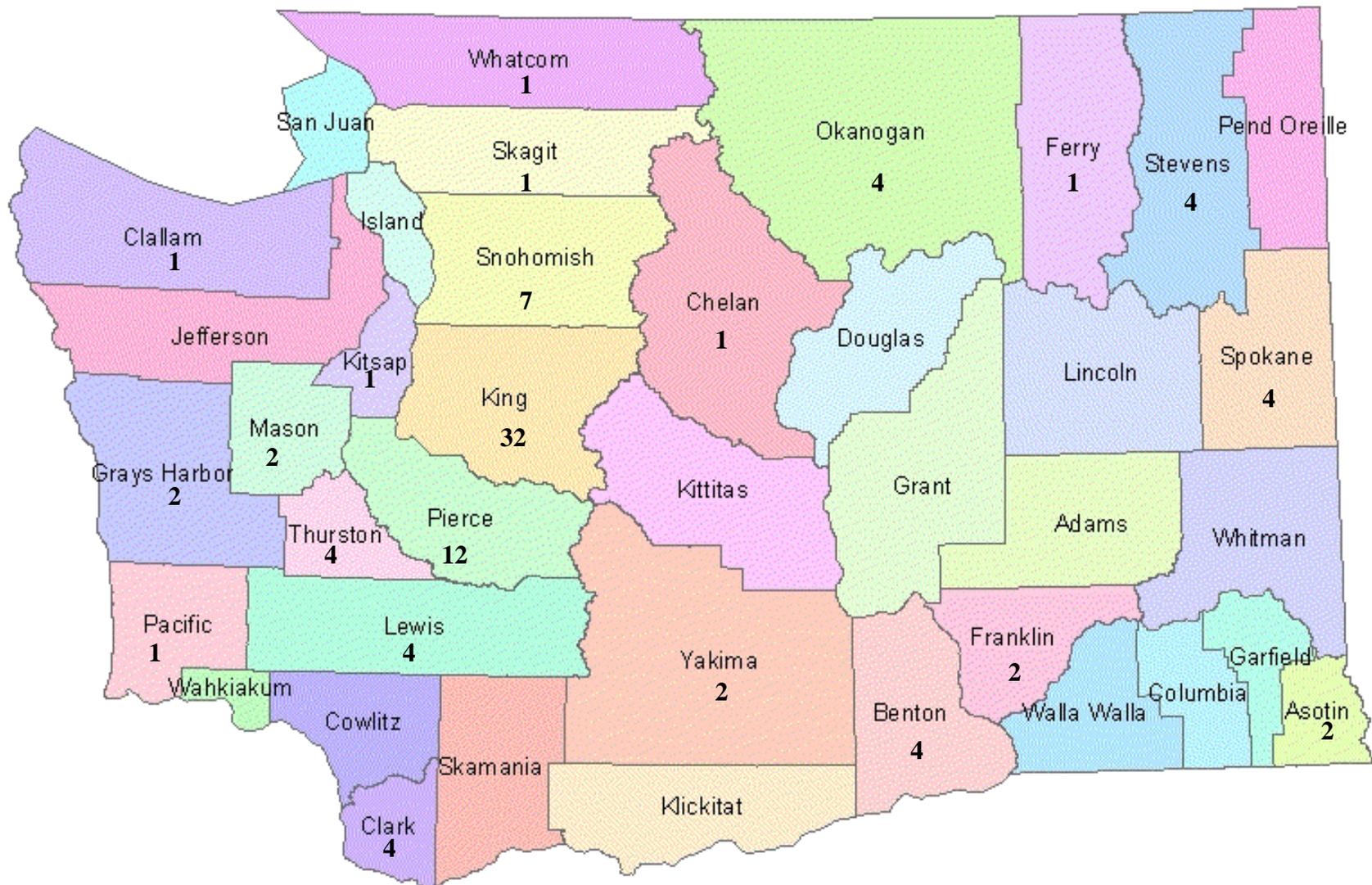
**13a. Cooperation/Consolidation of Washington State Patrol Basic Training and Basic Law Enforcement Academy Training -Some options for increasing cooperation/consolidation of WSP and CJTC basic training: Other facility common, intermingled classes**

		Frequency	Percent
Valid	Don't support the idea	31	41.3
	Support the idea	19	25.3
	No Opinion	14	18.7
	Total	64	85.3
Missing	System	11	14.7
Total		75	100.0

## **Appendix 4**

### **BLEA Attendance by Cadets By County**

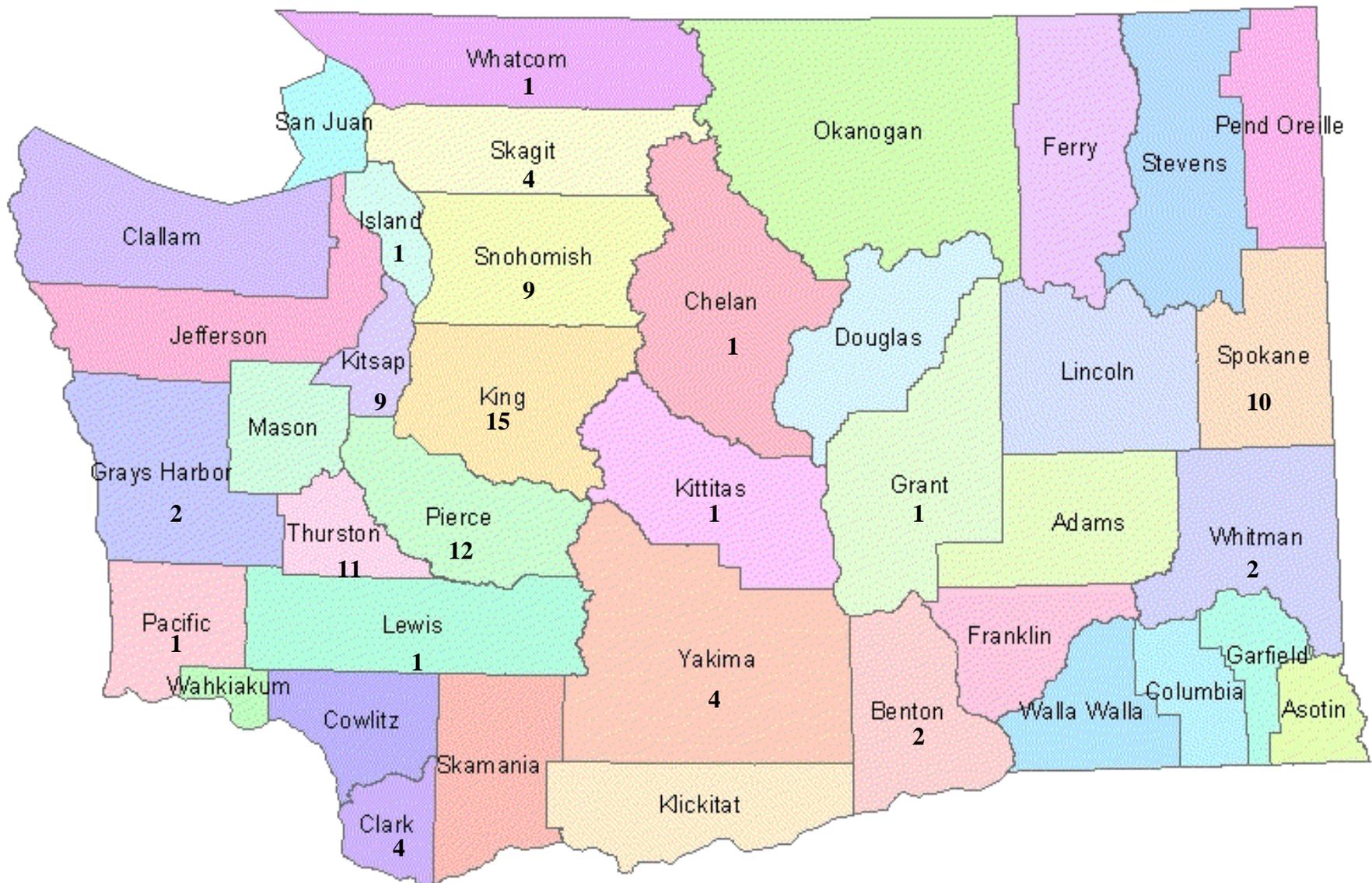
The below map of Washington depicts the number of cadets attending the Basic Law Enforcement Academy in 2009 by the county in which their agency is located.



b

## **Appendix 5**

### **WSP Attendance by Cadets by County**



The above Washington map displays the number of cadets by county, attending Classes 95 and 96 of the Washington State Patrol Academy. Five additional cadets in the classes came from California, Colorado, Idaho, Oregon and Texas.

## **Appendix 6**

### **WSPA 20<sup>th</sup> Cadet Arming Class Curriculum**

**20<sup>TH</sup> CADET ARMING CLASS CURRICULUM**  
JUNE 3 THROUGH JULY 18, 2008

	<u>Classroom Hours</u>	<u>Practical Hours</u>	<u>Exam Hours</u>
1. Communications .....	4	0	1
2. Core Values.....	2	0	0
3. Criminal Code .....	2	0	0
4. Defensive Tactics .....	13	41	2
a. ASP Tactical Baton (2-4-0)			
b. Counterjoints/Escorts (0-4-0)			
c. Control/Defensive Tactics (0-0-1)			
d. Edged Weapons (2-0-0)			
e. Flashlight (0-4-0)			
f. Intro to DT (1-3-0)			
g. OC-10 (2-2-0)			
h. Personal Weapons (0-4-0)			
i. Restraints (0-8-0)			
j. Searching/Frisking (0-4-0)			
k. Takedowns/Rollovers (0-4-0)			
l. Taser Familiarization (2-0-0)			
m. Use of Force (4-0-1)			
n. Weapon Retention (0-4-0)			
5. Department History .....	2	0	0
6. Domestic Violence Policy.....	½	0	0
7. Driving .....	2	8	4
8. Ethics Philosophy & Law.....	2	0	½
9. Firearms .....	21	40	2
10. First Aid .....	8	3	1
11. Gas Mask Sizing/Fit Testing.....	0	2	0
12. Harassment Awareness .....	1	0	½
13. Hazardous Materials .....	5	0	1
14. Health & Fitness.....	1	0	0
15. Infectious Diseases .....	3	0	0
16. Intranet Introduction .....	½	0	0
17. Legal .....	4	0	0

**20<sup>TH</sup> CADET ARMING CLASS CURRICULUM (CONT.)**

	<u>Classroom Hours</u>	<u>Practical Hours</u>	<u>Exam Hours</u>
18. Loshbaugh Act .....	1	0	0
19. Manual Control.....	2	4	½
20. Motor Code .....	0	4	0
21. Motorist Assistance .....	2	4	1
22. Peer Support.....	1	0	0
23. Professional Image .....	3	0	0
24. Report Writing (IOC) .....	3	0	0
25. Report Writing (Notice of Infraction/Citation) .....	4	0	0
26. Tactical Communications .....	3	0	½
27. Terrorism .....	2	0	0
28. Time and Activity System (TAS).....	3½	0	0
29. Tort Liability .....	2	0	0
30. Towing and Impound.....	2	0	0
31. Tyvek Suit.....	0	1	0
32. Violator Contacts.....	2	0	0

**MISCELLANEOUS**

	<u>Hours</u>
A. Academy Administration .....	23½
<i>(Briefings, inspections, equipment/Tyvek suit issue, photos, study, cadet details, pre-test, HBV vaccination)</i>	
B. Physical Training .....	14

**TOTAL TRAINING HOURS**

Classroom Training .....	101½
Practical Training .....	107
Examinations .....	14
Miscellaneous .....	37½
<b>TOTAL .....</b>	<b>260</b>