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**National Institute
of Justice**

Research Report

Field Training for
Police Officers:
The State of the Art

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James K. Stewart

Director

Field Training for Police Officers: The State of the Art

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National Institute of Justice
James K. Stewart
Director

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Abstract

This research project examines police field training programs in the United States. These programs, which trace their origins to a concept that originated in San Jose, California, in 1972, have become institutionalized in American policing in a very short time. Field training normally consists of postclassroom on-the-job training of a recruit police officer by specially selected and trained personnel.

A major portion of the report describes the results of a national survey of law enforcement agencies with field training programs to determine current practices. In addition, the report contains an indepth description of field training programs in four police departments--San Jose, California; Newport News, Virginia; Flagstaff, Arizona; and Largo, Florida. These case studies provide details on how a variety of field training programs are conducted.

Findings from the national survey and the site visits indicate that field training programs are relatively inexpensive ways to improve selection and training of new officers. These programs appear to result in a reduction of civil liability complaints and ultimately increase the agency's effectiveness in the community.

On the basis of these findings, the report recommends that law enforcement chief executives institute field training programs as a natural extension of their recruit selection and training process.

Specific recommendations for program implementation or improvement are included to help policymakers with critical decisions about their own field training programs.

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Chapter I: Introduction

Why have a field training program?

When a person is hired to be a police officer, he or she is traditionally sent to the classroom for basic training. This training, which is by far the most complex training undertaken by a police agency, is aimed at providing the newly hired recruit with a basic competency to perform the job of patrol officer.

However, most recruit training programs leave a wide gap between the classroom and the "real world" of police work. The classroom will not suffice in and of itself to adequately prepare the new officer to understand the police role and how to fulfill it.

For this and other reasons, field training plays an important part in the effective training of new recruits. Through exposure to actual street experience and the accompanying field problems, patrol situations, investigations, and crime incidents, the recruit learns to apply classroom principles to live situations. Field training takes up where the classroom leaves off.

The field training experience is also used to see if a new recruit can function effectively as a police officer. Ideally, field training serves as a continuation of the selection process in addition to its training functions.

Field training programs, if properly designed and administered, can result in improved police services to the community. Better trained and therefore better qualified police officers will increase the police department's efficiency and effectiveness.

A direct result of these field training programs can be an overall improvement in the relationship between the police and the community. Specifically, these programs can reduce the number of civil liability complaints and lawsuits against the police department.

Field training programs are relatively inexpensive to implement and maintain considering the dollar savings that result from a reduction in civil liability lawsuits. These dollar savings may be better used to accomplish the agency's primary mission--the protection of life and property.

Background

One of the most important developments in police officer selection and training was the introduction of the first formalized field training program in San Jose, California, in 1972. The program involved assigning experienced, specially selected and trained police officers, known as Field Training Officers (FTO's), to newly commissioned officers to provide tangible, on-the-street training, evaluation, and if needed, retraining. The ultimate goal was to ensure that the recruit police officer not only knew the law and departmental policies, but also was capable of handling responsibilities on the street before being allowed to work alone in the field.

Another important feature of the San Jose program was the FTO's role in the screening and selection of police recruits. Those recruit officers who completed the academy could still be weeded out if they failed to acquire or exercise the critical policing skills under the scrutiny of the FTO.

Today, the "typical" field training program consists of some formalized method of training recruit officers on the job. This training, combined with performance evaluation by the FTO, usually occurs immediately after the recruit completes the classroom portion of the basic training. In this manner, recruits put into practice the theories they have learned in the classroom. The field training program usually continues until the trainee successfully makes the transition to effective patrol officer or is dismissed for failure to meet the requirements of the job.

The formal field training program usually divides the training into segments or phases. Although the length of the segments may vary, each program normally consists of an introductory phase which familiarizes the recruit with the functions and duties specific to the agency, several training and evaluation phases, and a final evaluation phase. During the training and evaluation phases, the recruit is gradually introduced to the more complicated tasks of law enforcement.

During the final evaluation phase, which consists only of evaluation of the recruit's performance, the FTO may act strictly as an observer and evaluator while the recruit acts independently of the FTO. This is considered a final check or test to see if the recruit is ready to work alone.

In all phases of the field training program, the recruit is constantly evaluated to ensure that satisfactory progress is being made. Deficiencies are identified and remedial training occurs. Recruits who successfully complete the program continue through the remainder of the probationary period.

Chapter II: Impact of commissions and review of the literature

Input from commissions

Police training generally and field training specifically have been influenced by the recommendations of four national commissions: the Wickersham Commission, 1931; the President's Commission on Law Enforcement and Administration, 1967; the National Advisory Commission on Criminal Justice Standards and Goals, 1973; and the Commission on Accreditation for Law Enforcement Agencies, ongoing.

These four bodies have had varying degrees of success effecting changes in law enforcement training. However, all have agreed upon the importance of effective police recruit training.

The Wickersham Commission first called attention to some of the problems in 1931 when it reported that no formalized recruit training was performed in 80 percent of the police agencies in its survey of 383 municipalities. The problem was particularly acute in the smaller cities, which had no pretext of training.

The President's Commission on Law Enforcement and Administration, formed to study the entire criminal justice system after the civil unrest of the 1960's, made numerous recommendations to improve the management of police departments. One important recommendation was that agencies should implement supervised field training programs. It is unknown how many law enforcement agencies acted on this recommendation, but it was the first time a national body emphasized the importance of field training.

The most important support given to the concept of field training came from the Commission on Accreditation for Law Enforcement Agencies (CALEA). This organization, the

only accrediting process for police departments, was formed in 1979. With guidance from the four associations that represent over 90 percent of all law enforcement agencies in the United States (Police Executive Research Forum; International Association of Chiefs of Police; National Sheriffs' Association; and the National Association of Black Law Enforcement Executives), the Commission promulgated almost 1,000 standards designed to accredit law enforcement agencies in much the same manner that universities, hospitals, and schools are accredited. As a permanent and professional accrediting body, CALEA is in a unique position to positively affect law enforcement agencies and the quality of service they provide.

CALEA devotes an entire chapter of 45 standards exclusively to training. One of the standards requires all agencies seeking accreditation to have a formal field training program for recruit officers. The standard requires the following: a field training program of at least 4 weeks, a selection process for field training officers, supervision of field training officers, liaison with training academy staff, training of field training officers, and evaluation responsibilities for field training officers.

The CALEA standards, combined with the recommendations of the other national commissions, show how important field training programs have become. Already, CALEA has accredited a number of law enforcement agencies and many more are seeking accreditation. As this number increases, field training programs will come under more scrutiny by local governments across the Nation.

General recommendations from the literature

It was not until the early 1970's that reformers in the criminal justice field began to call for organized field training programs. Wilson and McLaren (1972) suggested that a field training program should be an integral part of recruit training and that training should provide a

smooth transition from the theory of the classroom to the practical application of the street. Their book contained a suggested field training guide--the first such guide to be found in the literature.

Goldstein (1977) touched on the subject when he stated that recruit training programs would make a substantial advance if they were realistically designed to equip an officer to perform required functions. Roberg (1976) recommended that, following basic training, the newly appointed sworn police officer should spend a minimum of 4 months in varying field experiences.

Territo et al. (1977), stated the problem most succinctly of all. They viewed field training as a human resource development tool that bridges the gap between the classroom and actual experience. They wrote that field training should not be viewed as a supplement to the classroom; rather it should be an integrated part of the total learning experience for the probationary officer.

Walker (1981) stressed the importance of the Field Training Officer's (FTO) role and the importance of developing communications skills and self-confidence among training officers. He also indicated that the training program should be based on a guide that focused attention on the recruit officer's performance.

Literature specific to field training programs

Very little research has been conducted on existing field training programs. Several descriptive articles written by personnel involved in training programs provide generally uncritical, descriptive reviews of current activities. These articles do not attempt to evaluate the effectiveness of the programs.

An article by Kaminsky and Roberts (1985) described the San Jose, California, Police Department's Field Training and Evaluation Program, which began in 1972. The program is notable because it appears to be the model upon which

most of the other field training programs in the United States are based. This program is discussed in detail later in this report as one of the case studies.

Hartman (1979) described his police department's (Fairfax County, Virginia) field training program goals, which center on standardizing the recruit training process and reducing fragmentation of training.

Bromley (1982) discussed a field training program developed at the University of South Florida for its public safety department. The major objective of the program, designed from the San Jose model, was the evaluation of the recruit officer according to 30 predefined performance tasks.

Barnett (1983) described the goals of a field training program in the Greenville County, South Carolina, Sheriff's Department. The goals of the program emphasize the standardization of the training process and adequate preparation of recruit officers.

Evaluative efforts

Just as there is a scarcity of literature describing field training programs in general, there is also very little evaluative information available.

Hansen (1979) evaluated the Fresno, California, Police Department's field training program. He found that only 14 percent of the FTO's felt that the program was accomplishing its goals. His research also pointed out several areas that needed improvement--specifically FTO selection and training.

Eisenberg (1981) described several potential hazards inherent in field training programs. Eisenberg summarized the hazards as: overemphasis on technical skills; more evaluation than training; typing of recruits; too short and/or too demanding programs; too young and/or too inexperienced Field Training Officers; and disliked vs. incompetent recruits.

Oettmeir (1982) studied the predictability of evaluative procedures used in a major Texas municipal police department's field training program. The study was designed to help department administrators develop objective guidelines for dismissing recruits who failed to perform in the program. To date no followup results of this work have been found in the literature.

Pogrebin et al. (1984), evaluated the Aurora, Colorado, Police Department field training program in light of the retention and resignation patterns of recruit officers. They found that a program attrition rate of 25 percent was considered acceptable. The evaluators also attempted to relate performance scores to successful completion of the program. Generally, they determined that recruits did much better in the field training program if they knew how to organize information, select the proper forms, and write a report before entering the field training program.

The most recent evaluative efforts were conducted by Fagan in 1983 and 1985. He found several problems similar to those identified by Eisenberg: overstandardization, emphasis on evaluation rather than training, and giving FTO's too much authority.

Conclusion

The literature indicates that the history of formalized field training programs is very recent--dating only from 1972. However, the problems of effective police training have been noted as long ago as 1931 by the Wickersham Commission.

Although noted authorities in criminal justice have indicated the need for field training programs, very few evaluative studies of field training have been conducted. The proliferation of field training programs, coupled with the increased emphasis on training by CALEA, indicate the need for a study of field training programs. The next chapter discusses this need.

Chapter III: The need for research

Statement of the problem

Although a relatively new phenomenon, field training programs have become an important facet of American police training. Since the first formal program was implemented in 1972, it has been copied, changed, improved, and institutionalized by law enforcement agencies across the Nation.

Local agencies and national organizations have placed tremendous importance on the use of field training programs. However, there has been little or no research into the operation of these programs. No comparison exists among the various field training programs as to content or operation. Indeed, the number of programs, how they operate, and their effectiveness are unknown.

There has been no evaluation of the success or failure rates of the programs--or even what constitutes success or failure. There has been no attempt to gather this basic information, which could affect so many law enforcement agencies, their employees, and ultimately, the citizens they serve. Finally, there has been no systematic description of the problems involved in formulating, implementing, or improving field training programs.

Goals and objectives of this research

This project examined field training programs in the United States and addressed the following questions:

- How many field training programs exist in the United States?
- What characteristics are common to all field training programs?

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- o What criteria define success or failure of a participant (recruit) in a field training program?
 - o What evaluative procedures are currently in use to determine success or failure of participants?
 - o What is the failure rate for participants in field training programs?
 - o Have field training programs had any impact on the number of civil liability suits or EEO complaints issued against user agencies?
 - o What are the costs of field training programs?
 - o Can improvements be made to field training programs?

In addressing these specific questions, the long-term objective is to provide an informed basis for determining if field training programs are an effective way to bridge the gap between the classroom and the street. If they are, then the further objective is to convince law enforcement chief executives and policymakers to implement or improve field training programs.

Project description

This research project consisted of two major parts--(1) a survey questionnaire and (2) site visits to several agencies with well-developed field training programs.

The questionnaire, which consisted of 33 multiple-response questions, was designed to identify law enforcement agencies across the Nation that possess field training programs and to describe various aspects of those programs. A copy of the entire survey is found in Appendix A. The agencies that responded are in Appendix B.

Four sites were selected for an indepth review of their field training programs. These four sites were San Jose, California, Police Department; Newport News, Virginia, Police Department; Flagstaff, Arizona, Police Department;

and Largo, Florida, Police Department. These agencies represent different versions of successful field training programs in cities of various sizes.

The case study method was used to examine each program in detail. The discussion of how field training works in each of these cities provides a better understanding of the "real world" application of field training. Each site visit description provides law enforcement policy-makers with the necessary information to either implement or update their own field training program.

Chapter IV: Research findings

The survey

The survey questionnaire was designed to elicit specific information about field training programs; it was sent to 588 local and State law enforcement agencies.

Agencies were selected to participate in the survey in the following manner: The National Criminal Justice Reference Service (NCJRS) maintains a computerized data base of criminal justice agencies that can be organized by agency size, number of sworn officers, and other factors. NCJRS was able to supply a listing of law enforcement agencies grouped by number of sworn officers.

The agency size was categorized as follows:

<u>Number of sworn officers</u>	<u>Total number of agencies</u>	<u>Number selected for research</u>	<u>Percent selected for research</u>
300 or more	277	277	100%
200-299	109	109	100
100-199	350	35	10
50- 99	840	84	10
25- 49	1,660	83	5
Total selected	3,236	588	18.2%

All agencies with 200 or more sworn officers were selected because these agencies would be more likely to have field training programs. As size decreased, the total number of agencies in each category increased significantly. Limited time and resources forced the project to select a representative sample of agencies in the categories below the 200-299 level. The preceding table shows the number of agencies selected.

The goal of the survey was to collect data in four broad categories:

- Program development/characteristics,
- FTO selection and training,
- Program administration, and
- Program evaluation.

The survey was field tested in several agencies, revised slightly, and mailed on December 30, 1985. Agencies were requested to respond by January 31, 1986. Responses received after February 15, 1986, are not reported here.

A total of 288 agencies, or 48.9 percent of the sample total, responded to the survey. Of the respondents, 183 agencies (63.5 percent) reported that they had a field training program.

These 183 agencies with field training programs provided the data on which the survey findings are based.

Summary of major findings

The findings from the data collected in the survey cover a wide range of issues and have implications that go beyond the specific field training program subject matter. Additionally, some conclusions are open to interpretation and others will require more research and clarification.

The major findings are summarized below. Recommendations for policymakers, which are discussed later, are based on these findings as well as the information obtained during the site visits.

1. Field training programs have become institutionalized in American law enforcement practices. Agencies of every size and in every section of the country have

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- some form of structured program. A total of 183 agencies (63.5 percent) indicated that they possessed a field training program.
2. Although they have become institutionalized, field training programs are relatively new. A total of 121 agencies (66.5 percent) of all reported programs are less than 10 years old.
 3. The San Jose, California, field training program is the model for a large percentage of programs across the Nation. A total of 105 agencies (57.4 percent) of all respondents reporting programs attributed their programs directly to this model. Most respondents reported that they had modified various elements of the program to meet their own needs.
 4. Of the respondents, 173 (94.5 percent) reported that field training programs originated from recognized personnel problems and the need to improve the recruit training process.
 5. Field training programs are associated with a reduction in civil liability complaints. Fifty-four agencies (29.5 percent) reported that their agencies had fewer of these complaints as a result of their field training programs.
 6. Field training programs are also associated with a significant decrease in the number of successful EEO judgments made against law enforcement agencies. Thirty-eight agencies (20.8 percent) reported that they had observed a decrease in these complaints since implementing their programs.
 7. Agency size appears to be a predictor of whether an agency has a field training program and its program length. Larger agencies are more likely to have a field training program and to have had it longer than the smaller agencies. Additionally, the larger agencies are more likely to have a more extensive field training process.

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8. Field training programs are being used as a continuation of the recruit selection process. A total of 175 agencies (95.6 percent) of all respondents indicated that they could dismiss recruits based upon poor performance in the program. The survey responses also indicate that the attrition rate from these programs is not statistically different than the recruit training academy attrition rate (4.1 percent and 4.8 percent, respectively).
 9. Evaluation is an important part of most field training programs. The majority of respondents (65.3 percent) indicated that they use daily recruit evaluation. The next largest percentage use weekly evaluation (21.8 percent). Generally, these evaluations tend to be based on standardized, job-related criteria. A significant proportion of agencies (97.7 percent) indicated that they use standardized evaluation guidelines for recruit evaluation. Almost two-thirds (65.6 percent) stated that they base their evaluation guidelines on a job task analysis that is specific to the agency.
 10. The Field Training Officer (FTO) is the single most critical position within the field training program. Agencies are devoting considerable time and resources to FTO selection and training. Generally, agencies select candidates from a pool of volunteers (65.5 percent) with further screening by some type of oral board (51.9 percent). FTO's receive a considerable amount of training in most agencies (81.9 percent) before they are allowed to train recruits.
 11. The majority of agencies (91.9 percent) do not assign recruits to specially designated geographic areas within their locality for field training.
 12. Most agencies (61.3 percent) assign a recruit officer to multiple FTO's during the training process.
 13. State agencies that regulate law enforcement officer standards and training have not yet recognized the need for field training programs as an integral part

of the recruit training process. No States were identified that mandate a structured field training program. However, California is currently developing and field testing such a program in several police departments.

14. Field training programs appear to be successful from an agency point of view. A significant number of agencies (158 respondents or 86.3 percent) rate their field training program as either successful or very successful in terms of selecting the best person for the job.
15. According to respondents, the major benefits of field training programs are: standardization of the training process; better documentation of recruit performance and nonperformance; and a resultant ease of dismissal of recruits who fail to perform during the program.
16. Generally, law enforcement agencies suggest that their programs could be enhanced by improving the quality of the Field Training Officer. Suggested ways of doing this center around the provision of better FTO selection, training, and compensation.

Conclusions from the survey

The implication of these 16 major findings is that the field training program is an excellent way to bridge the gap between the classroom and the street while offering the agency a better opportunity to evaluate, through on-the-job performance, a new employee's suitability for police work. Law enforcement chief executives would be well advised to consider implementing similar programs in their agencies. The recommendations for implementation discussed later provide concrete suggestions to assist in this endeavor.

This is a summary of the results. An indepth discussion of each survey question may be found in the full report.

Site visits

A significant portion of this project consisted of site visits to four police agencies with successful field training programs; that is, field training programs that have become an integral part of the process of selecting and training recruits and that are strongly supported by the agency chief executive. The site visits were San Jose, California; Newport News, Virginia; Flagstaff, Arizona; and Largo, Florida.

During each site visit, which lasted approximately 4 days, the author reviewed program manuals and other supporting documents, interviewed program supervisors, discussed policy implications with police chiefs and managers, and accompanied FTO's on patrol. The results of these site visits can be found in the full report. Managers who are interested in implementing or upgrading their field training programs are strongly advised to review those chapters in the full report, which also includes forms, evaluation instruments, policies, and procedures found in successful programs.

Each department visited organizes its field training to suit its needs, but each of the four programs has similar elements. Enough variation exists among these departments, from size to program philosophy, to provide a wide range of ideas and viewpoints on how to accomplish the same goal, namely, assuring that only the best trained and best qualified personnel become law enforcement officers.

A summary description and overview of each site's field training program follows. An indepth discussion can be found in the full report.

San Jose, California

San Jose, California, is a city of 168 square miles with a population of more than 694,000. The city is located approximately 50 miles south of San Francisco in what is commonly known as the "Silicon Valley," a high technology

manufacturing area. The police department has 1,010 sworn officers, approximately 600 of whom are assigned to the patrol function. The department has 72 FTO's assigned to 12 FTO sergeants.

San Jose began its field training program in 1972 after a fatal traffic accident that involved a recruit police officer. The accident demonstrated serious flaws in San Jose's recruit evaluation process. What grew out of this unfortunate incident became a model for many of the Nation's law enforcement agencies.

If one word could be used to describe the present San Jose program it would be "control." The entire field training process is very tightly controlled through the use of administrative policies and procedures. San Jose has by far the most detailed field training program of all sites visited.

FTO's are assigned to field training teams who are, in addition to their normal patrol functions, responsible for training all recruit officers. These field training teams are assigned to specially designated patrol districts within the city rather than the entire patrol area. The districts were selected to provide the best cross-section of activity confronting the patrol officer. The teams are supervised by FTO sergeants and the entire field training program is controlled by the Patrol Division.

Recruits are evaluated daily and receive a combination of classroom and practical skills training in addition to on-the-job field training. All training is administratively controlled through standardized lesson plans and training guides and nothing is left to chance. Training and evaluation are as standardized as possible so that all recruits are given the same opportunity to succeed in the program. The percentage of recruits who successfully complete San Jose's program is relatively high--92 percent for fiscal year 1985.

Newport News, Virginia

Newport News, Virginia, is located in the Tidewater area of Virginia and has a population of 154,000 spread over 70 square miles. The major employer is the Newport News Shipbuilding and Drydock Company with more than 30,000 employees.

The police department has a total of 236 sworn and 48 civilian personnel. There are 117 police officers, including 24 FTO's assigned to the patrol function. The department began its FTO program 3 years ago when a progressive chief of police (who has since left) was hired from outside the agency. He recognized the inadequacy of using untrained, possibly unqualified senior officers to train recruits.

The Newport News field training program is an example of a basic program. It lacks many of the detailed processes of some of the other sites but has the basic elements required to be an effective program. It has neither the heavy emphasis on evaluation nor the strictly controlled daily reporting requirements.

FTO's evaluate their recruits biweekly. As in San Jose, training is controlled by using a program guide that defines all areas in which the recruit is to receive training. However, the training guide shows much less detail than the San Jose program guide.

FTO's are assigned to all patrol squads throughout the city and are supervised by patrol first line supervisors. Primary responsibility for operation of the field training program, however, rests with a staff unit in the Administrative Services Bureau. A staff member of this bureau is responsible for maintaining liaison between the patrol function--where the FTO's work--and the administrative function--where the FTO program is located.

The Newport News field training process is representative of programs that emphasize training much more than evaluation.

Flagstaff, Arizona

Flagstaff, Arizona, is located at the foot of the San Francisco Peaks approximately 140 miles north of Phoenix. It has an area of 64 square miles and a population of 43,700, which makes it the third largest incorporated area in the State. The major industries are tourism and lumber. Northern Arizona University, with an enrollment of 11,900, is also located within the city.

The department began its field training program about 7 years ago when a captain (who is now chief of police) became dissatisfied with the existing on-the-job training process. The current program shares many common elements with the San Jose model: training phases, daily evaluation, standardized evaluation guidelines, and oral review boards. Flagstaff's program demonstrates how all the concepts found in a large-scale program like San Jose can be integrated successfully into a smaller agency.

The police department has a total of 59 sworn officers and 23 civilians. Thirty-nine officers are assigned to the patrol function and 13 of these officers are qualified to act as FTO's. The FTO's are assigned to all patrol squads and work all areas of the city. First line patrol supervisors are expected to assume the role of FTO supervisor when recruits are assigned to their squad for training. The field training program is under the control of the patrol commander.

Flagstaff has a unique segment in their program: During the final week of field training recruits are assigned to the investigative function to give them a better knowledge of criminal investigation procedures.

Largo, Florida

Largo, Florida, is a suburb of St. Petersburg located on the west coast of Florida. Its population of year-round residents is 61,698 and its land area is 14.1 square miles. The police department has a staff of 99 sworn

officers and 58 civilian personnel. A total of 65 officers are assigned to the patrol function, 10 of these officers are FTO's.

The department has hired a considerable number of officers in the past 2 years (24 in 1984 and 19 in 1985). This was due mainly to increases in the authorized strength of the department.

Largo has had a field training program for 12 years. However, the current program evolved about 5 years ago when departmental managers felt the need to improve the training process. The present program has several unique features and a philosophy about recruit training that differs from other agencies.

While other police departments place their recruits directly into the patrol function for the field training program, Largo recruits are assigned to the investigative, administrative, and traffic functions of the police department before they are assigned to the patrol function with an FTO. Patrol duties are, in fact, the last skills recruit officers are taught.

The basic philosophy behind this approach is that, by learning these complementary skills first, recruits are better qualified to operate in the patrol environment. In other words, the recruits learn the why of performing certain tasks in addition to how they should be performed and thus become more effective patrol officers.

Another unique feature of the Largo field training program is the use of an oral evaluation board to determine recruit progress. This board is composed of a combination of officers and supervisors. Recruits appear before the board at various stages in the field training program and must pass a series of examinations before proceeding to the next step. In effect, this process serves as a peer evaluation that ultimately decides whether a recruit will be retained or dismissed.

The Largo field training program requires a significant commitment of departmental time and personnel. The coordination required to ensure that the program works could become very difficult if large numbers of recruits were hired at the same time. However, in an agency the size of Largo, the program seems to be very successful.

Conclusions from the site visits

These site visit descriptions provide only four examples of literally hundreds of field training programs across the Nation. Each department's program has elements that are workable only in that department. However, they have enough features in common to summarize the state of the art in field training. They also can provide law enforcement executives with ideas for improving their own programs or implementing new ones.

Chapter V: Recommendations for implementation

The findings from the survey and the site visits indicate that field training programs can be effective tools for increasing the overall quality of police service to the community. All the high technology equipment currently available will be of little value if law enforcement agencies do not select the best personnel available and provide effective training. Field training programs can greatly upgrade a frequently overlooked but important area of police administration. The following recommendations offer policymakers various suggestions for implementing new programs or improving current programs.

In the long term, a field training program can result in a decrease in the number of civil liability complaints lodged against the agency. The savings in resources and tax dollars involved in defending the department against these lawsuits far exceeds program costs.

In addition, the likelihood that detrimental EEO judgments will be lodged against the agency is reduced. Answering EEO complaints and responding to court-ordered compliance may cost substantial tax dollars.

The money an agency saves from a good field training program can be directed toward fulfilling other agency initiatives such as crime suppression and prevention. Some of these resources also can be reallocated toward maintaining and improving the field training program. This will ensure that program goals will continue to be met and program updating will occur.

Program design and administration

Agencies should consider field training programs a normal part of the recruit selection and training process, and each program should be designed with recruit selection and training in mind. The chief executive's support for

the principles of the program is of paramount importance to success. All policy statements that describe program goals should reflect this commitment.

There are a multitude of ways to design, implement, and improve field training programs. Program administration will depend on specific agency needs and resources. However, information from the surveys and the site visits can assist policymakers in these decisions.

Organizational assignment

Larger agencies should assign administrative control of the field training program to the patrol function.

Although field training is clearly a training function, it is so closely interrelated with patrol that it should not be organizationally far removed from it. Assigning the program to patrol will reduce the administrative problems that inevitably occur when officers from one organizational function (i.e., FTO's in patrol) operate under policies that have been formulated in another function (training). When the field training program is assigned to patrol, the flow of paperwork (such as evaluations) is shortened and the decisionmaking process is simplified.

The examples found in the site visits illustrate how such programs work when control is assigned to either the patrol function or the training function.

The San Jose program is assigned to the patrol function (the Bureau of Field Operations). The program commander and the first line supervisors are also assigned to patrol. This helps maintain a smoother working relationship among the participants. The department's policy of assigning all FTO's to patrol teams that are supervised by FTO sergeants also helps the relationship. All recruits are assigned to these teams and all recruit training occurs within the boundaries of two specially designated training districts within the city of San Jose.

In Newport News, command of the field training program rests with the Administrative Bureau while the FTO's are under the supervision of the Patrol Division. The Employee Development Unit, which is a subunit of the Administrative Bureau, formulates the training procedures and FTO requirements while coordinating activities with the Patrol Division, which actually performs the field training. Occasionally the two departments disagree as to how certain procedures should be performed. However, the overall program appears to work smoothly because the department is relatively small compared to San Jose (236 sworn personnel compared to 1,010) and because of the assignment of one person to act as a liaison between the two functions.

Largo, which has 90 sworn officers, uses an approach similar to Newport News. Administrative control of their program rests with a staff function, the Professional Standards Bureau, while the FTO's are assigned to the patrol function. FTO's are selected from various staff and patrol functions within the department. Although responsibilities for certain portions of the program are divided, the program appears to be successful because agency size is small enough to compensate for this overlapping of authority.

Flagstaff is an even smaller police department (59 sworn personnel). In this agency, the program is assigned to the patrol function. FTO's are assigned to all patrol shifts and squads. The squad sergeants act as FTO supervisors when recruits are assigned to their squads. All aspects of this program are administered within the patrol function. Centralized management of the entire field training process is attained because the agency is centralized within the patrol function.

Another important reason for placing responsibility for the field training program with the patrol function is that the first line supervisors who must manage the FTO's are included in the decisionmaking process. The supervisors will have a better understanding of how the FTO's must operate while performing their training function in addition to their patrol responsibilities. The conflict

between training and patrol needs will be reduced if the first line supervisors can participate in the field training program directly through their chain of command.

Chain of command issues are even more critical when frequent recruit evaluation generates a large amount of paperwork. If the evaluations must work their way up the patrol chain of command and down the training chain of command before reaching their final destination, critical decisions regarding recruit performance may be delayed. Timeliness may be sacrificed in larger agencies with many layers of supervision. In smaller agencies with more centralized management, the need to place field training under the patrol function may be reduced. However, it still merits serious consideration in agencies of all sizes.

Program length

The actual length of a field training program will vary according to agency size and individual needs. Each department visited had a different approach to field training that affected the length of their program.

San Jose, California, which has the most indepth program, assigns a recruit with no prior California law enforcement experience to work with an FTO for a minimum of 14 weeks. Newport News, Virginia, uses a slightly longer time period, 16 weeks. Flagstaff, Arizona, on the other hand, has a shorter program (12 weeks, including a 1-week assignment to the investigative function).

Largo, Florida, uses a somewhat different approach. After a recruit completes the regional academy, more formal classroom training is provided on local issues. The recruit is then assigned to the investigative function for 2 weeks, the Professional Standards Bureau for 1 week, the traffic function for 1 week, and finally to the patrol function for 6 weeks.

All four agencies believe that a well-trained recruit officer is essential to the department. Each agency attempts to train such officers in a slightly different manner. Program length will depend upon the amount of time and resources the agency is willing to invest.

The survey responses reveal that program length corresponds to agency size. The largest agencies have the longest programs--the average minimum is 13.6 weeks and the average maximum is 24.8 weeks--while the smallest agencies average 6.3 weeks minimum and 12.7 weeks maximum.

Recruit assignment to multiple FTO's

It is strongly recommended that the recruit be assigned to multiple FTO's during the field training program.

This will allow several experienced trainers to observe and evaluate the recruit. It will also prevent the possibility of bias and personality conflicts that could interfere with the training process. A large percentage (61.3 percent) of agencies engage in this practice, and its value was demonstrated during the site visits.

Sequential learning

No matter how much time is spent in the field training program, all training should occur in a planned, organized sequence.

Training of recruits should not be left to the individual FTO or first line supervisor; it should be standardized and planned to ensure that each recruit receives the same training. Planned training also increases the probability that the training will be complete. All knowledge, skills, and abilities necessary for the recruit to make the transition to a qualified police officer should be identified and used as a training guide by the agency.

All the agencies in the site visits controlled recruit field training through a subject matter training guide or workbook. The subjects to be covered during any particular time period were clearly identified in the guide. As training in each subject area was completed, both the FTO and the recruit initialed the training guide. The guide was given to the recruit at the beginning of the program so the recruit could become familiar with the training process.

The FTO should demonstrate or explain each skill the recruit is to learn and then have the recruit perform that skill.

The training guide should clearly delineate the elements required for successful mastery of each skill. The FTO should reinforce these elements through demonstration and explanation. After the FTO is certain that the recruit understands the procedures, the recruit should perform the desired tasks while the FTO coaches and evaluates. The FTO should not certify that the recruit has learned a particular skill until performance is consistently satisfactory.

Recruit evaluation

The FTO should evaluate the recruit officer daily.

This recommendation is based on several factors. First, and most important, recruits who receive immediate feedback on performance through daily evaluation learn more quickly. The feedback can be either positive or negative depending on the quality of the recruit's performance. If recruits must wait a week or more before receiving feedback, much of the evaluation's impact as a learning tool is lost.

The second reason for daily evaluation is that, over the course of a week or more, the FTO may forget how the recruit performed in a specific situation. This will tend to dilute the evaluation into generalized statements

of performance such as, "the recruit is progressing well," or "relates poorly to the public." Generalized evaluation becomes less valuable to the selection process because it is less meaningful when dealing with specific behavior.

Thirdly, daily evaluation allows performance trends to be more quickly identified in both recruits and FTO's. The supervisor can quickly observe if a recruit is experiencing difficulty in a critical performance area and provide remedial training to solve problems as they occur.

Additionally, supervisors can more easily determine trends in FTO evaluations. Daily evaluation, for example, should help supervisors identify FTO's who consistently rate recruits much higher or much lower than other FTO's. This problem can be remedied if it is identified in a timely fashion.

The evaluation form should be reduced as much as possible to a "checklist" type form.

Daily evaluations generate a tremendous amount of paperwork and can become very time consuming for FTO's. Additionally, supervisors must spend a significant amount of time in collection, review, discussion, and dissemination of these evaluations. The use of numerical scales or short descriptive terms to describe performance will keep the amount of time needed to complete the evaluation to a minimum.

The four sites visited all use some form of rating scale for each evaluation area. The FTO circles or checks the specific evaluation for each area. The only narrative required is the identification of the recruit's most acceptable and least acceptable behavior. Simplified evaluation forms enable the FTO's to complete the paperwork quickly and accurately, resulting in time savings that can be applied to explaining substandard or superior performance.

San Jose, for example, uses a 7-point rating scale for each evaluation area, with "1" designating "not acceptable"; "4" designating "acceptable"; and "7" designating "superior" performance. Largo uses a very similar scale. Newport News and Flagstaff use terms such as "unacceptable," "acceptable," "below standard," "standard," and "above standard."

The San Jose evaluation form can be fed into a device called a "Scantron," which tabulates numerical scores and computes averages and ranges. This allows supervisors and managers to spot trends and make adjustments in the program. Larger departments with significant numbers of recruits may find a similar type of computer-based evaluation method helpful.

Each agency should perform a task analysis for the job of patrol officer and use this analysis as the basis for performance evaluation.

No matter which format the evaluation takes (numerical descriptors), the areas to be evaluated should be based on a task analysis of the patrol officer's job. It is critical that the recruit be rated on validated, job-related criteria so that the agency is not left open to lawsuits from within and outside the department.

Recruits who have been dismissed for poor performance may take legal action on the grounds that the evaluation process was discriminatory. They may successfully claim that the evaluation was applied unfairly to them or did not relate to the job of a law enforcement officer.

Lawsuits also may come from citizens for negligent hiring or retention practices. Armed with a set of valid, job-related performance criteria, the agency can show that hiring and retention was based on the officer's ability to successfully perform the tasks of a law enforcement officer. Civil liability and EEO complaints can be reduced by using validated performance evaluation guidelines.

Agencies should use standardized guidelines to reduce FTO discretion in the evaluation of recruit officers.

Standardized guidelines that clearly describe what performance is superior, acceptable, or unacceptable are another important key to performance evaluation. Additionally, performance should be described in terms of behavior; that is, determined by using procedures similar to the critical incident method used by San Jose. These standardized evaluation guidelines have been revalidated in several studies since their inception in San Jose in 1972.

Use of standardized evaluation guidelines ensures that FTO's use the same criteria and rules for evaluation of each recruit. Standardization is one of the keys to fair, impartial evaluation.

Three of the four agencies discussed in the site visits (San Jose, Flagstaff, and Largo) use essentially the same standardized evaluation guidelines, which were developed by the San Jose Police Department and have been adopted by many departments across the United States. Indeed, many departments still use the San Jose evaluation criteria as the model. The chapters of the full report that discuss the site visits contain indepth examination of each site's evaluation methods.

Field training officer selection, training, and retention

Field Training Officers are the critical element in the field training program. They are the essential means through which the program achieves its goal to produce a law enforcement officer who is capable of working alone in a safe, skillful, and professional manner.

The FTO normally fulfills two primary roles--that of a law enforcement officer assuming full patrol responsibilities and that of a trainer of recruit personnel. The

FTO's patrol responsibilities are usually clearly defined in departmental publications, such as the operational manual, general and/or special orders, and other written guidelines.

The FTO's responsibility as a trainer should be as well defined as the patrol responsibilities.

Particular attention should be given to avoiding conflict between the two roles. The FTO's duties should be clearly defined in a field training manual that completely describes the entire field training process. Thus, the FTO can mesh both the patrol and training duties with a minimum of confusion.

As a trainer, the FTO uses both ongoing, conventional instruction as well as innovative, practical training techniques. The FTO provides guidance, direction, counseling, and evaluation for the recruit; the FTO also may have responsibility for recommending dismissal if prospects for retention no longer exist.

These duties are very similar to the functions performed by the first line supervisor. Therefore, the skills necessary to be a successful FTO are also quite similar. However, the FTO's actual knowledge, skills, and abilities should be identified before an FTO is selected or trained.

Agencies should conduct a job task analysis for the position of Field Training Officer.

A job task analysis will ensure that the FTO selection process will be directed toward selecting the most qualified person. Also, it will assist in designing effective programs to train the FTO's.

Selection of FTO's

The San Jose Police Department FTO selection process provides a good model for agency chief executives. Because the position of FTO is not one that everyone

wants to do or is capable of doing, candidates are selected from a pool of volunteers. San Jose considers only the best motivated officers. The San Jose department believes volunteers, with further screening and training, will make the best FTO's.

Volunteers must meet certain minimum requirements: 3 years as a San Jose police officer, good work history, willingness to work overtime to accomplish training, ability to teach effectively, and recommendation from the candidate's supervisor.

Once a list of qualified applicants is compiled, further screening occurs through a structured interview process. Candidates appear before a board that asks the candidates standardized questions and scores their responses on a numerical scale.

Additionally, candidates are required to present a formal lecture to the board and to participate in a role-playing exercise. The selection process is designed to choose candidates who are genuinely interested in the position and to identify those who have the knowledge, skills, and abilities to perform successfully.

Flagstaff uses techniques similar to San Jose. Newport News selects volunteers chosen from a list of candidates recommended by their supervisors. No further screening or testing occurs. Largo uses a screening board composed largely of nonsupervisory personnel. The board reviews the applicants' records and other information to determine if the candidate is suitable to become an FTO.

The techniques discussed here have a positive impact on the FTO program. The common element is the standardization of selection techniques designed to identify those individuals who are best suited for this difficult job.

Training of FTO's

The skills that ensure a successful FTO are similar to the skills that make a successful first line supervisor.

Therefore, the FTO's training in these skills is extremely important. Selection of good candidates is only the first step.

Agencies should provide all FTO's with at least 40 hours of training before they are allowed to assume their duties in the field training program.

Furthermore, the FTO's training should emphasize building leadership, motivation, teaching, and evaluation skills rather than familiarizing the FTO with the agency's field training process.

For example, the San Jose FTO training program spends only 5 hours familiarizing the FTO's with the program history, forms, and general process. The remainder of the 40-hour program is spent building skills in the following areas: the FTO as a role model; teaching skills and remedial training techniques; evaluation; and leadership, motivation, and personnel issues. Practical exercises and role playing are stressed during the training. Largo sends FTO's to a 40-hour instructor training course and a 40-hour FTO training course certified by the Florida Department of Law Enforcement.

FTO training programs in other sites vary in intensity and length. However, the agency's field training process is stressed much less than are the actual skills an FTO needs to be successful.

Retention of FTO's

There are a number of ways agencies can ensure that the best qualified candidates continue to perform well as FTO's. One way is through salary incentives. This can be a costly alternative, but it is possible to provide compensation and keep costs at a minimum. San Jose, for example, provides a pay incentive (5 percent over base pay) only when the FTO is assigned a recruit to train. The rest of the time the FTO acts as a patrol officer and receives the normal salary.

Largo uses a combination of State and city funds to compensate FTO's. This is done by skill incentive programs that provide extra compensation to those personnel who have received the necessary specialized training.

Two departments, Newport News and Flagstaff, provide no extra compensation outside of normal compensatory time earned. However, neither of these departments have trouble attracting and retaining qualified personnel. Flagstaff management has noticed that FTO's are usually promoted to supervisor. It believes this is because FTO's learn valuable supervisory skills. This alone may be enough incentive to retain qualified FTO's.

Agencies should consider offering some type of extra compensation to ensure that the most qualified personnel are attracted and retained in the job of FTO.

It is not recommended, however, that the FTO position be given official civil service status; this can cause organizational and administrative problems and will usually result in higher costs to the agency. It may also result in problems between management and employee organizations that place heavy emphasis on seniority. Seniority should not be the major prerequisite for appointment as an FTO. Chief executives should retain as much flexibility as possible when considering FTO appointments.

Agencies should evaluate their field training programs at least annually.

The survey responses indicate that, although departments consider their programs to be successful, improvements can be made. Most of these improvements center on improving the selection and training of FTO's. Other changes involve program length, evaluations, and support from first line supervisors. Annual program review will assist agencies in identifying these problems as they arise.

Program evaluation should also include a periodic review of the field training program statistics. Administrators should require that program managers keep accurate data on at least the following information:

- Number of recruits entering the program,
- Number of recruits voluntarily resigning,
- Number of recruits dismissed as a result of the program, and
- Number of successful recruits.

These data should be maintained by race, sex, and age of participants so trends may be quickly identified. For example, a quarterly report that includes this information will ensure that the department is meeting the field training program goals and objectives and that selection and retention problems are minimized.

Additionally, the quarterly report should include specific data on program staffing levels, changes, and highlights as well as cost and other fiscal data. This will assist administrators who must justify the field training program's budget.

Conclusion

This research project has had two major objectives--the examination of field training programs as they exist today, and a resulting discussion of recommendations for implementation of similar programs. It is not expected that administrators will implement all the preceding recommendations; however, it is hoped that policymakers will give serious consideration to implementing a field training program that contains the major elements identified in this paper.

The research indicates that field training programs make good sense for management. Reducing the number of civil liability complaints as a result of such programs is a significant step toward a better relationship with the community.

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Appendix A: Survey questionnaire

**NATIONAL SURVEY
OF
FIELD TRAINING OFFICER PROGRAMS**

AGENCY NAME _____
ADDRESS _____

TELEPHONE NUMBER () _____
PERSON COMPLETING THIS QUESTIONNAIRE _____

Rank _____
Title _____
Telephone Number () _____

AGENCY SIZE (Authorized Full Time Employees)
Sworn _____ Civilian _____

1. Does your agency have a Field Training Officer (FTO) program for recruit level sworn personnel? (An FTO program is defined as the process by which the recruit law enforcement officer receives post-academy training and evaluation by specially selected and/or trained personnel.)

_____ Yes
_____ No

IF YES, GO TO QUESTION 3 ON THE NEXT PAGE AND COMPLETE THE REST OF THE QUESTIONNAIRE.

IF NO, PLEASE RETURN THE QUESTIONNAIRE AFTER COMPLETING ONLY THE NEXT QUESTION. THANK YOU.

2. If you do not have an FTO program, what alternative type of training is provided for your sworn recruit personnel after completion of the formal classroom training program?

- a. _____ On the Job Training with a senior officer
- b. _____ Additional classroom training during probation
- c. _____ Combination of a. and b.
- d. _____ None

RETURN QUESTIONNAIRE TO: Michael S. Mc Campbell
National Institute of Justice
633 Indiana Avenue, N.W.
Room 867
Washington, D.C. 20531
Telephone (202) 724-2959

PROGRAM DEVELOPMENT/CHARACTERISTICS

3. How long have you had an FTO program?

____ Years

4. Is your FTO program based on the San Jose, California model?

____ Yes

____ No

____ Unknown

4A. If YES, list major modifications you have made to tailor the program to your agency _____

4B. If NO or UNKNOWN, who provided your agency with the idea of an FTO program? _____

5. Why did you originate an FTO program? (Check all that apply).

a. ____ lawsuits by citizens

b. ____ EEO complaints

c. ____ LEAA funding

d. ____ state mandates

e. ____ personnel problems

f. ____ task force recommendations

g. ____ others (please list) _____

6. Minimum length (in weeks) of your FTO program _____.

7. Maximum length (in weeks) of your FTO program _____.

8. Maximum length (in weeks) of your recruit probationary period _____.

9. Please rank as to their importance, the objectives of your FTO programs (Assign the most important reason the number 1. and the least important reason the number 5.)

Rank

Objective

a. ____ Validation of the recruit selection process.

b. ____ Overcome legal challenges by disqualified recruit candidates.

c. ____ Standardization of the recruit evaluation process.

d. ____ Documentation of instances of recruit non-performance.

e. ____ Reduction of civil liability.

10. Can you dismiss recruits based upon their poor performance in your FTO program?

____ Yes

____ No

10A. If **NO**, please describe the factors which would result in dismissal of a recruit for poor performance during the field training phase. _____

10B. If **YES**, is remedial training normally provided before the recruit is dismissed?

Yes
 No

11. Do you use standardized evaluation guidelines (such as attitude, report writing, patrol procedures, etc.) to evaluate every recruit's performance during field training?

Yes
 No

11A. If **NO**, please describe the guidelines used to evaluate the recruit during the field training phase _____

11B. If **YES**, Please check all areas listed below by which the recruit officer is evaluated. (Attach copy of evaluation.)

- a. Following instructions
- b. Attitude
- c. Knowledge of department policies/procedures
- d. Knowledge of local laws
- e. Knowledge of state laws
- f. Knowledge of the city, county, etc. geography
- g. Report writing
- h. Vehicle operation skills
- i. Officer safety skills
- j. Use of the radio
- k. Patrol procedures
- l. Arrest procedures
- m. Investigative procedures
- n. Relationship with other employees
- o. Relationship with citizens
- p. Others (Please list) _____

11C. Are these standardized evaluation guidelines based on a job task analysis specific to your agency?

Yes
 No
 Unknown

12. The FTO is required to evaluate the recruit's performance most frequently (check one):

- a. Daily
- b. Weekly
- c. Bi-weekly
- d. Monthly
- e. Semi-annually
- f. Annually
- g. Only when performance is poor
- h. Only at the end of probation
- i. None-only supervisor evaluates
- j. Other (please list) _____

13. Number of sworn recruit officers hired in Calendar Year 1984. _____

14. Number of recruit officers who were dismissed or resigned in 1984 because they failed to complete their formal classroom training (academy) due to academic reasons only. _____

15. Number of recruit officers who were dismissed or resigned in 1984 as a result of your FTO program. _____

16. Number of recruit officers who were dismissed or resigned in 1984 for any reasons other than academic or failure to perform in your FTO program. _____

17. Please list the number of hours of formal classroom training provided to your recruit officers by:

- a. Your agency
- b. A regional academy
- c. A state academy
- d. Other (please list) _____

_____ TOTAL CLASSROOM HOURS

FTO SELECTION AND TRAINING

18. How do you select your FTO's? (Check all that apply).
- a. Volunteers
 - b. Selected by the Chief of Police
 - c. Selected by a Committee
 - d. Test

19. If you give a test, is it: (Check all that apply).
- a. Written
 - b. Oral
 - c. Other (please list) _____

20. If your test is written, does it test primarily: (Check all that apply).
- a. Knowledge of agency policies and procedures
 - b. General aptitude
 - c. Ability to teach
 - d. Other (please list) _____

21. Are your FTO's provided with special training before assuming their duties?
- Yes
 No

21A. If YES, please list the subject matter and the number of hours of training provided. (Attach curriculum)

<u>Subject</u>	<u>Number of Hours</u>
----------------	------------------------

22. Must your FTO's be "certified" by a state agency before they are allowed to train and evaluate recruits. (Certification assumes that the FTO's meet certain state minimum standards.)
- Yes
 No

22A. If YES, please provide the following information:

Name of State Agency _____
Address _____
Telephone Number (____) _____

PROGRAM ADMINISTRATION

23. Please provide the following information about the person directly responsible for overseeing the FTO program.

Name _____
Rank _____
Title _____
Organizational Location _____
Telephone Number (____) _____

(IF POSSIBLE, PLEASE ATTACH A COPY OF THIS PERSON'S FORMAL JOB DESCRIPTION).

24. Number of authorized FTO's assigned to each functional location in your agency:

- a. _____ Patrol (Includes Traffic Units)
- b. _____ Criminal Investigations
- c. _____ Training
- d. _____ Vice
- e. _____ Crime Prevention
- f. _____ Tactical
- g. _____ Other (Please list) _____
- h. _____ TOTAL AUTHORIZED FTO'S

25. Number of authorized FTO's by rank in your agency

- a. _____ Police Officer
- b. _____ Detective
- c. _____ Corporal
- d. _____ Sergeant
- e. _____ Lieutenant and above

26. What extra incentives does your agency provide for the position of FTO? (Check all that apply).

- a. _____ Salary premium (amount _____)
- b. _____ Special name tags
- c. _____ Distinctive uniform
- d. _____ Choice of shift
- e. _____ Choice of days off
- f. _____ Special promotion consideration
- g. _____ Other (please list) _____

27. Do you designate one area (zone, beat, district, etc.) of your city or county specifically for the field training of all recruit personnel in the FTO program.

- _____ Yes
- _____ No

28. During field training, a recruit is: (check one)

- _____ Assigned primarily to one FTO
- _____ Rotated fairly equally among several FTO's

PROGRAM EVALUATION

29. In your opinion, has your FTO program resulted in a decrease or an increase in civil liability complaints against your agency for failure to train, failure to supervise, etc.

- a. Decrease
- b. Increase
- c. No change
- d. Unknown

30. In your opinion, has your FTO program resulted in a decrease or an increase in successful EEO complaints against your agency?

- a. Decrease
- b. Increase
- c. No change
- d. Unknown

31. How would you rate the success of your FTO program in terms of selecting the most qualified person for the job?

- a. Very Successful
- b. Successful
- c. Marginally Successful
- d. Unsuccessful

32. Please list the three most important benefits of your FTO program to your agency. (#1 being the most important and #3 being the least important).

33. Please list the three most important improvements that could be made in your FTO program (#1 being the most important and #3 being the least important).

Please provide any available documentation of your FTO program, such as: general orders, rules and regulations, manual actions, evaluation forms, training curricula for recruits and TO's, etc. These documents will be thoroughly reviewed and will provide the basis for future research.

Your participation in this project is appreciated. Please return the completed questionnaire and all supporting documentation in the pre-addressed envelope.

Please check the space below if you would like a copy of the final report on Field Training Officer programs in the U.S.

Appendix B: Survey participants with field training programs

<u>Agency</u>	<u>Size</u>
Chicago, Illinois, Police Department	12,414
Los Angeles, California, Police Department	7,018
Los Angeles County, California, Sheriff's Office	6,320
Baltimore City, Maryland, Police Department	3,110
Nassau County, New York, Police Department	3,085
Suffolk County, New York, Police Department	2,596
Dallas, Texas, Police Department	2,233
Dade County, Florida, Police Department	2,187
New York City, New York, Housing Police Department	2,130
Illinois State Police	2,096
Milwaukee, Wisconsin, Police Department	2,056
Michigan State Police	2,035
Phoenix, Arizona, Police Department	1,751
Honolulu, Hawaii, Police Department	1,607
Maryland State Police	1,574
Florida Highway Patrol	1,510
San Diego, California, Police Department	1,487
Baltimore County, Maryland, Police Department	1,400
Denver, Colorado, Police Department	1,397
New Orleans, Louisiana, Police Department	1,386
Pittsburgh, Pennsylvania, Police Department	1,272
Columbus, Ohio, Police Department	1,213
Atlanta, Georgia, Police Department	1,200
San Antonio, Texas, Police Department	1,200
Ohio State Patrol	1,189
North Carolina Highway Patrol	1,137
Indiana State Police	1,133
Newark, New Jersey, Police Department	1,097
Hillsboro County, Florida, Sheriff's Office	1,041
San Jose, California, Police Department	1,010
Connecticut State Police	1,000
Nashville, Tennessee, Police Department	970
Kentucky State Police	960
Prince George's County, Maryland, Police Department	918
Missouri Highway Patrol	900
Cincinnati, Ohio, Police Department	895

Orange County, California, Sheriff's Office	879
Oregon State Police	851
Arizona State Police	850
Portland, Oregon, Police Department	850
Santa Clara, California, Sheriff's Office	842
Washington State Patrol	817
Georgia Highway Patrol	816
Fairfax County, Virginia, Police Department	815
Forth Worth, Texas, Police Department	804
Tulsa, Oklahoma, Police Department	740
Tampa, Florida, Police Department	720
Broward County, Florida, Sheriff's Office	700
Minneapolis, Minnesota, Police Department	690
El Paso, Texas, Police Department	686
Louisville, Kentucky, Police Department	670
Oakland, California, Police Department	640
Rochester, New York, Police Department	635
Charlotte, North Carolina, Police Department	632
Norfolk, Virginia, Police Department	620
Long Beach, California, Police Department	620
Birmingham, Alabama, Police Department	616
Omaha, Nebraska, Police Department	572
United States Park Police	567
Riverside County, California, Sheriff's Office	565
Colorado State Patrol	562
West Virginia State Police	556
St. Louis County, Missouri, Police Department	539
Sacramento, California, Police Department	536
Cook County, Illinois, Sheriff's Office	529
St. Paul, Minnesota, Police Department	513
Minnesota State Patrol	511
King County, Washington, Sheriff's Office	510
Ventura County, California, Sheriff's Office	510
Dekalb County, Georgia, Police Department	500
Suffolk County, New York, Sheriff's Office	500
Hartford, Connecticut, Police Department	500
Yonkers, New York, Police Department	500
Kern County, California, Sheriff's Office	497
Arkansas State Police	492
Contra Costa County, California, Sheriff's Office	475
Dayton, Ohio, Police Department	466
Onandago, New York, Sheriff's Office	461
Delaware State Police	460

Anne Arundel, Maryland, Police Department	459
Nebraska State Patrol	457
St. Petersburg, Florida, Police Department	450
Virginia Beach, Virginia, Police Department	442
Dallas County, Texas, Sheriff's Office	437
Orlando, Florida, Police Department	423
Fresno, California, Sheriff's Office	421
Shreveport, Louisiana, Police Department	418
Monroe County, New York, Sheriff's Office	415
Kansas Highway Patrol	413
Iowa State Police	410
Utah Highway Patrol	393
Montgomery, Alabama, Police Department	389
Colorado Springs, Colorado, Police Department	387
Greensboro, North Carolina, Police Department	386
Fresno, California, Police Department	372
Santa Ana, California, Police Department	371
Henrico County, Virginia, Police Department	362
San Mateo, California, Sheriff's Office	352
Des Moines, Iowa, Police Department	347
Salt Lake City, Utah, Police Department	342
Raleigh, North Carolina, Police Department	339
Hennepin County, Minnesota, Sheriff's Office	335
Lexington, Kentucky, Police Department	318
Florida Marine Patrol	317
Anaheim, California, Police Department	317
Pima County, Arizona, Sheriff's Office	315
Cobb County, Georgia, Police Department	306
Arlington County, Virginia, Police Department	293
San Joaquin, California, Sheriff's Office	290
Savannah, Georgia, Police Department	286
Miami Beach, Florida, Police Department	283
Reno, Nevada, Police Department	282
Tacoma, Washington, Police Department	280
Stamford, Connecticut, Police Department	272
Stockton, California, Police Department	270
Youngstown, Ohio, Police Department	269
Lubbock, Texas, Police Department	260
Amarillo, Texas, Police Department	244
Rockford, Illinois, Police Department	242
Lansing, Michigan, Police Department	242
Spokane, Washington, Police Department	240

Torrance, California, Police Department	239
Southbend, Indiana, Police Department	238
Newport News, Virginia, Police Department	236
Santa Barbara, California, Sheriff's Office	235
Lincoln, Nebraska, Police Department	230
Alexandria, Virginia, Police Department	226
Charleston, South Carolina, Police Department	225
Roanoke, Virginia, Police Department	225
New Hampshire State Police	216
Racine, Wisconsin, Police Department	211
Sunnyvale, California, Police Department	210
Columbia, South Carolina, Police Department	210
Dane County, Wisconsin, Sheriff's Office	205
Portsmouth, Virginia, Police Department	204
Montana Highway Patrol	200
Dearborn, Michigan, Police Department	197
Daytona Beach, Florida, Police Department	192
Hammond, Indiana, Police Department	189
Berkeley, California, Police Department	182
Pompano Beach, Florida, Police Department	160
Monterey County, California, Sheriff's Office	147
Newport Beach, California, Police Department	143
Compton, California, Police Department	141
Eldora County, California, Sheriff's Office	128
Pine Bluff, Arkansas, Police Department	121
Waukegan, Illinois, Police Department	108
West Covina, California, Police Department	108
Ft. Myers, Florida, Police Department	108
St. Charles County, Missouri, Sheriff's Office	100
Del Ray Beach, Florida, Police Department	99
Appleton, Wisconsin, Police Department	87
Burlington, North Carolina, Police Department	87
Eau Claire, Wisconsin, Police Department	85
Newport, Rhode Island, Police Department	82
Dubuque, Iowa, Police Department	76
Quincy, Illinois, Police Department	75
Vancouver, Washington, Police Department	74
Redwood City, California, Police Department	72
Hillside, New Jersey, Police Department	68
Flagstaff, Arizona, Police Department	59
Dover, Delaware, Police Department	56
Ashland, Kentucky, Police Department	54

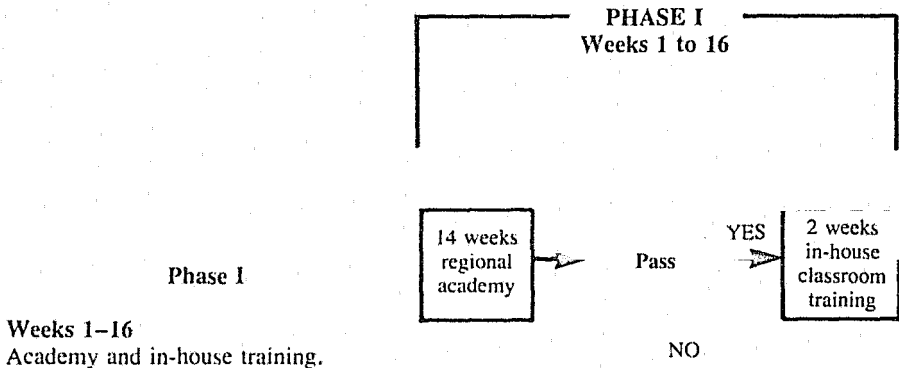
Needham, Massachusetts, Police Department	54
Menominee, Wisconsin, Police Department	53
Carbondale, Illinois, Police Department	51
Novato, California, Police Department	51
Manitow County, Wisconsin, Police Department	50
Lufkin, Texas, Police Department	49
Ponca City, Oklahoma, Police Department	48
Richmond, Virginia, Airport Police Department	47
Chico, California, Police Department	46
Peoria, Arizona, Police Department	45
Minnetonka, Minnesota, Police Department	43
Wilmette, Illinois, Police Department	42
Pacifica, California, Police Department	40
Berlin, Connecticut, Police Department	34
Cleburne, Texas, Police Department	34
Reynoldsberg, Ohio, Police Department	29
Santa Paula, California, Police Department	28
Hays, Kansas, Police Department	26
Rolla, Missouri, Police Department	22
Gofftown, New Hampshire, Police Department	19

Appendix C:
Flow chart of the San Jose program

Appendix C: Flow chart of the San Jose program

Exhibit 1

San Jose field training process



Phase II

Weeks 17-18

Assigned to primary FTO. No evaluations.

Weeks 19-28

Daily observation reports by FTO's with weekly evaluation reports by supervisors.

Weeks 29-30

Daily and weekly reports continue, but primary FTO rides in plain clothes with recruit.

Phase III

Weeks 31-36

Recruit works a solo beat outside the training district. Supervisors evaluate biweekly.

Weeks 37-40

Recruit continues solo beat. Supervisors evaluate monthly.

Weeks 41-44

Recruit continues solo beat. Ten Month Review Board meets to recommend retention, remedial training, or dismissal.

Weeks 45-52

Reserved for remedial training if needed. Special board meets to review the performance of recruits with deficiencies.

PHASE II

Weeks 17 to 30

Daily observation reports by FTO's

Weekly evaluation reports by supervisors

Biweekly

evaluation reports by supervisor

4 weeks assigned to first FTO

4 weeks assigned to second FTO on another shift

4 weeks assigned to third FTO on another shift

2 weeks reassigned to first FTO

District evaluation

District evaluation

District evaluation

Continue to Phase III

YES

Solo beat outside the training distri

NO

Remedial training needed

YES

NO

Dismissal

