

Project
Basic Law Enforcement Training Failures
Certified Public Managers Program
FY 07/08

Prepared by: Mike Lanier
South Carolina Criminal Justice Academy

I. Problem Statement:

The South Carolina Criminal Justice Academy provides 1200 Basic Law Enforcement Class 1 certification training slots every year. A number of these slots are lost to personnel who attend and failed the course. The demand from the law enforcement community for basic training slots exceeds the Academy's current capabilities due to limited facilities and personnel. A student failure during the first week of training results in a loss of a slot plus an additional slot if the host agency elects to recycle the student. These failures also represent a loss to the student's host agency, which is forced to find, select and register another individual to take the failed student's place. If an agency is short staffed these failures become critical to the agency's operational readiness and ability to protect and serve the public. Additionally, it equates to a loss of time, effort and money invested by the Academy in the failed student in preparation and delivery of service to support and conduct the training function.

This project will attempt to identify the factors that contribute to student failures in an effort to focus on measures that can be implemented to lower the number of losses. This will be accomplished by identifying where failures occur during the training cycle in an attempt to locate trends. The trends will be studied in hopes that they will yield either internal (methods of instruction or testing) or external probabilities (selection and hiring practices) for failure during training. Once the probabilities can be validated, measures will be explored for implementation to mitigate the factors. The goal is to reduce failures and limit wasted slots to ensure a more efficient outcome.

Simply stated the problem is to capture why students fail the Basic Law Enforcement Training Program and then identify ways to improve the processes to increase the student success rate.

II. Data Collection:

The goal is to use the collected data to identify the points at which students have historically failed the Academy's Basic Law Enforcement Training Program and to identify potential causes for failure or loss throughout the training function. This data will be assembled from class grade rosters which identify the names, agencies, pass, fail or release points from training of each student that attended the classes being measured. Each roster identifies the reason a student left, whether to failure or other causes, and the week of training in which the student was involved. This information will be transferred to check sheets to enable the user to present the information for review and analysis. Pareto charts will be created to graphically illustrate the data collected. The names of the students will not appear on any of the documents; only the numbers will be represented. Information on losses by agencies will be collected to determine if this factor represents any significant pattern.

Cost associated with the training function will be examined to determine the financial impact training failures have on principle investors. This will provide the Academy and law enforcement agencies with a picture of the fiscal impact associated with student loss.

Data will also be collected to show any demographic correlation that might exist within the ranks of the students that failed. The gender, race, education and other demographics of the students who failed will be examined to determine if any trends in this area have an impact on student failure.

This study used twelve nine week basic law enforcement classes beginning November 6, 2006 and ending October 5, 2007. This included two Basic Highway Patrol classes and any local or state officers that were scheduled in these classes. In order to measure any impact the Highway Patrol classes may have on the data one additional Highway Patrol class, which occurred July 24 – September 22, 2006, was added to the study along with the local or other state officers that attended that class. The total number of officers used in this survey was 944.

III. Data Analysis:

The analyzed data will be used to validate trends or patterns to recognize potential causes or contributing factors to the student loss rates at the Academy. It is noted that other factors may have contributed to the loss of students such as personnel problems or issues that were not documented and could not be studied.

Academic Failure Rates:

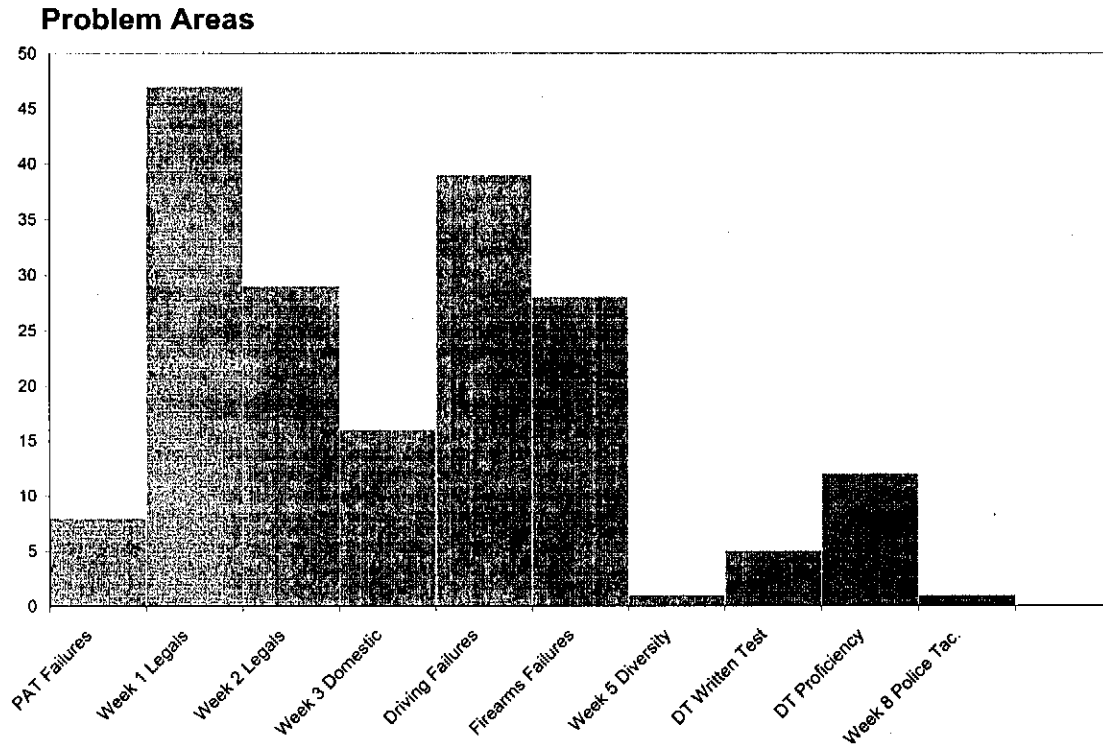
Nine hundred and forty four students were registered to enter the nine week Basic Law Enforcement training program at the Academy during the studied time period. Out of the 944 that entered 244 students left the program due to failure, medical drops, voluntary withdrawals or discipline dismissals resulting in a total of 700 successful graduates. This equated to a 25.8% loss rate for first attempt students entering the process. (See Appendix 1)

It is worth noting that 56 of the students that registered for the classes did not complete training due to medical reasons, voluntary withdrawal or discipline dismissal. This represents a 6% overall loss. On its face, this does not appear to be significant but when you consider that a normal class starts with 75 students, this number represents a 74.6 percent loss as it relates to a single class.

One hundred eighty-eight students either academically failed or were unable to pass proficiency tests. This number represents a 21% failure rate based on the 888 personnel that actual started the training process. By examining when these 188 failed it was determined that:

% Failed	Type of Test
25%	First Legal Test
20%	Driving Proficiency
15.4%	Second Legal Test
14.8%	Firearms Proficiency
8.6%	CDV, Victimology, Adult Protection, Child Abuse, Juvenile Procedures, Crime Scene
7.0%	Defensive Tactics Proficiency
5.3%	Physical Abilities Test
2.7%	Defensive Tactics Written
0.6%	Diversity, Tactical Communications, Drug Enforcement, Hazardous Material
0.6%	Law Enforcement Tactics

When the ratio of academic failures to proficiency failures was examined, the results showed that 47.1% failed proficiency test with driving being the highest. Academic failures accounted for 52.9% with the first week legal test being the highest. (See Appendix 2)



Basic Law Enforcement Training Cycle Failures

Recycles:

Recycles are students who have failed the Academy one time or have dropped from the Academy for other reasons and are allowed to return at the point of failure or departure for a second attempt. If they fail a second time they are not allowed to return for one year.

The impact these students have on the success rate of the Academy must be examined in order to get a factual picture of the actual number of failures examined in this study. A total of 166 students were recycled during the period studied. Of the 166 that were recycled, 58 failed for the second time showing a 35% failure rate for recycles. It is worth noting that 22 students who failed and 56 who were dropped for other reasons did not return to the Academy as recycles. Better put this equates more than an entire basic class. Either their agency decided not to send the student back or the student self-eliminated. This represents

an 8% loss rate. Upon examining the point of failure for the recycles, the following data was gleaned:

- 20% Firearms
- 19% Week 2 Legal Test
- 15% Defensive Tactics Written Test
- 12% Physical Abilities Test
- 10% Defensive Tactics Proficiency Test
- 09% Driving
- 08% Week 1 Legal Test
- 05% Domestic Test
- 02% Diversity Training

The majority of academic failures were during week 2 legal training and most of the proficiency failures occurred during firearms. (See Appendix 3) With the addition of the 108 recycles who passed the actual success rate for the total student population who attended training was 808 or 91%. Additionally, this equated to an 85.5% success rate for all personnel who registered to attend training, with a total loss of 14.5%.

Demographic Impact:

Trends or patterns associated with gender, race, education and age is also a consideration when studying the failure rate of students. The data collected below will examine these potential factors. Of the one hundred eighty-eight students who failed on their first attempt, the statistical data showed:

- **Gender:**
 - 73.9% Male
 - 26.1% Female
- **Race:**
 - 51% White
 - 40.9% Black
 - 4.6% Hispanic
 - 1.5% Asian
 - 1% American Indian
 - 1% Other
- **Education:**
 - 70.2% High School Diploma
 - 17.5% Bachelor's Degree
 - 5.9% Some College
 - 4.8% Associate's Degree
 - 1.6% Master's Degree
- **Age:**

The average age of the students who failed was 32 years.

This means that the typical failure was a male white, with a high school education approximately 32 years of age. (See Appendix 4)

Agencies:

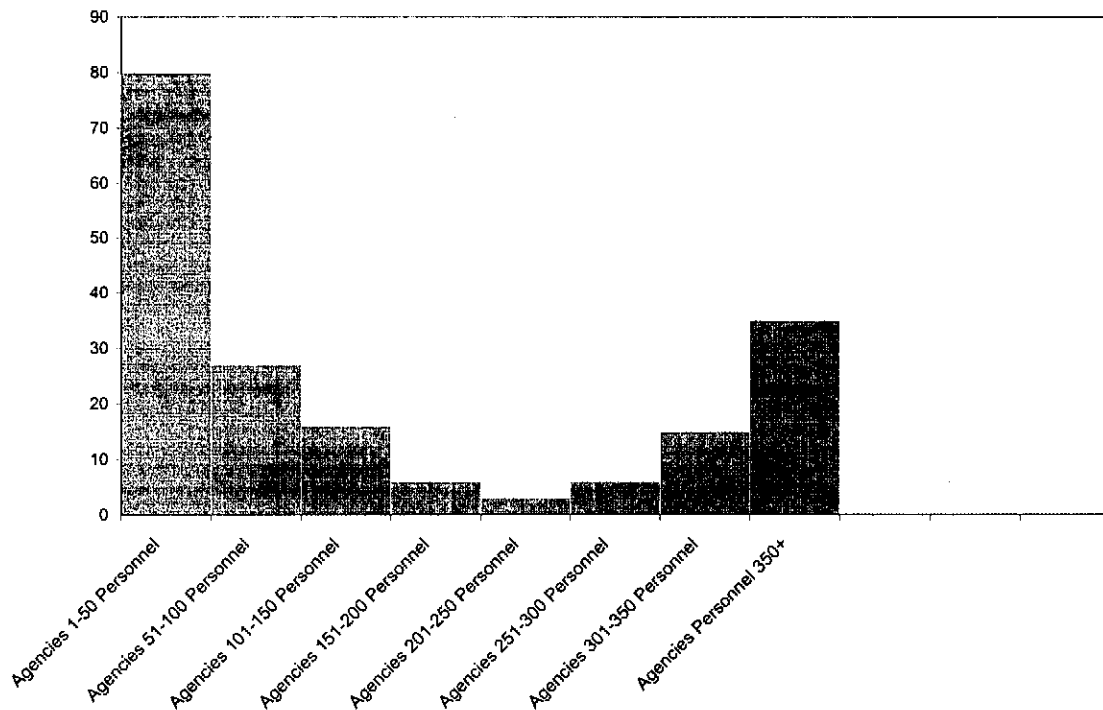
One hundred sixty- two individual agencies were represented by trainees in

the basic classes that were studied. Of the 162 agencies, 95 had one or more trainees fail. That means 58.6% of the agencies who sent trainees to the Academy had failures.

In studying the agency failure rates the departments were categorized by the number of authorized sworn personnel. This was done to determine if the size of the agency had an impact on the students' success rate. The charts below illustrate the findings.

Agency Size	Slots Awarded	Failures	Loss by %
1-50 Personnel	236	80	33.9%
51-100 Personnel	91	27	29.7%
101-150 Personnel	80	16	20%
151-200 Personnel	48	6	12.5%
201-250 Personnel	60	3	5%
251-300 Personnel	33	6	18%
301-350 Personnel	95	15	15.8%
350 + Personnel	245	35	14.3%

Problem Areas



Failures by Size of Department

It is apparent that most of the failures occurred in agencies that have 1 to 50 officers, with the second highest occurring in agencies with 51-100 officers. The number may be high for the 1 to 50 officer agencies due to the high percentage of officers who attended training from this type of agency. (See Appendix 5)

Findings and Causes:

When you examine all of the data collected a number of issues need to be addressed that are impacting on both the failure and loss rates experienced during basic training. Nine hundred forty-four students initially applied for training through the registration process. Due to medical issues, voluntary withdrawal or discipline problems, 56 students did not enter or were removed from the training process. One hundred eighty-eight students initially failed during academic or proficiency testing. Of the 188 students that initially failed, 166 students

were recycled resulting in an immediate loss of 22 students who either elected not to be recycled, or their agency declined to send them back. The 166 students who recycled 58 of these students failed for a second time. This equates to an actual loss of 80 students to the training process.

The majority of first time failures occurred during the first written examination administered during week one consisting of legal training material taught by lecture method in the classroom. This problem was an issue during the first attempt and with the recycled students where a high percentage of them failed the second legal test during week two of training. This indicates a lack of adequate reading comprehension skills needed to understand the material and grasp the concepts taught during these blocks of instruction. This is further reinforced by the demographic data which indicated the majority of failures had only graduated from high school with no secondary education. The average age of the failures was 32 years, thus indicating a considerable lapse of time from high school and exposure to a formal educational environment where study skills were employed. Additionally, the greater percentage of failures occurred with departments consisting of 50 or less sworn personnel. This indicates that these candidates came from smaller communities and towns where the selection pool is not as large, thus limiting potential candidates for hire. It is interesting to note that only 5% of the candidates submitted for training from the 201-250 personnel departments failed. There was no identifiable reason for this anomaly. The selection and screening processes used by these agencies may have attributed to their success.

The next issue to be discussed is the cost associated with the losses from training. The most recent cost analysis study conducted by the Academy in 2001 set the cost of training one student for nine weeks at \$5,089.53, or approximately \$112.63 per day.

This figure was derived at by examining cost in the following areas: instruction, ammunition expenditures, human services, housing, vehicle operations, meals, certification, testing and overhead for maintenance, etc.

The Academy plans for and budgets for potential student attendance each year. The annual budget is proposed based on the cost associated with the areas identified in the cost analysis study. This money is earmarked in cost codes and committed. If a student fails the Academy the cost associated with that student's attendance has already been allocated with the monies committed. Failure on the part of a student impacts on the efficient distribution of funds. To pinpoint the potential impact when the actual loss of 80 students is measured in terms of the money that is allocated, it represents \$407,162.40 in allocated funds.

At the cost of \$112.63 per day to train a student, the actual loss to the Academy for students who failed the recycle process was:

Point of Failure	Number of Failures	Lost Training Days x Constant of \$112.63 Cost Per Day to Train	Amount of Lost Revenue
PAT	6	102 days x 112.63	\$11,488.26
Week 1	4	40 days x 112.63	\$ 4,505.20
Week 2	11	165 days x 112.63	\$18,583.95
Week 3	3	60 days x 112.63	\$ 6,757.80
Week 4	17	425 days x 112.63	\$47,867.75
Week 5	1	30 days x 112.63	\$ 3,378.90
Week 6 PPCT Written	9	324 days x 112.63	\$36,492.12
Week 6 PPCT Prof.	7	245 days x 112.63	\$27,594.35
Total	58 Students	1391 days x 112.63	\$156,668.33

Because of the various methods used during the hiring process it was impossible to determine the actual cost to the agencies represented in this study. Any effort, time, salary or

overhead cost associated with hiring is a complete loss to the agency for those who fail out of the program plus the additional costs incurred by the agencies when their officer has to be recycled. Additionally, the 108 students who were recycled after their initial failure but passed cost the Academy an additional \$12,164.04 because they were recycled back to the beginning of the week they failed, adding an additional week of training in order to graduate. The total cost of recycles was \$168,832.37 with an average additional cost of \$1017.06 per student.

It is important to note that since the monetary figures represented in this study are from 2001, the costs associated with training may be higher. The impact that inflation and cost of living increases may have had on the cost to train could significantly increase the cost per day for training.

IV. Implementation Plan:

What steps can be taken to remedy some of the issues addressed in this study? It is recommended that the following processes be implemented in the selection and slot allocation procedures to improve student success. The action plans for these processes are described below.

Action Plan 1:

Prior to registering a student for class at the Academy the student will be required to take the Physical Abilities Test (PAT). This test would be offered at the Academy on Monday and Tuesday during the one, four and seven weeks training cycle when the gym would be available for set-up of the equipment to administer the test. All candidates would

be required to pass the test before their names would be submitted to registration to be accepted in a basic law enforcement class.

This would ensure that all those candidates entering the Basic Law Enforcement Nine Week Training Program will have successfully demonstrated that they are physically capable to start training.

If an individual fails to meet the standard of 2 minutes and 6 seconds they will be sent home in order to work on their physical abilities before returning. The candidate will be allowed to return and test one more time before they will be required to wait one year before re-successfully passing the PAT the candidates' names will be submitted to the registrar's office as approved for registration.

The test will be administered by the Standards and Testing Unit supported with augmenters from the Physical Training Unit and the Police Science Unit. Agencies will submit the names of their candidates for testing to the registration office who will prepare a list and provide it to the Standards and Testing Unit for use during the testing process. The Standards and Testing Unit will attest to those candidates that passed or did not pass the test so registration can verify those personnel who are eligible to register for the upcoming classes. Approximately one hundred and sixty personnel are scheduled for registration in the nine week program each month. Currently, the Academy tests 70-75 Basic Law students on the first day of training. It takes approximately one hour and thirty minutes to complete testing. The testing of all 160 personnel in two days will be accomplished with two morning sessions both starting at 10:30 a.m. and ending at 12:30 p.m... This will give ample time to complete the testing of 80 personnel per day.

There are no additional costs associated with this plan since the equipment needed to conduct the PAT is already constructed and being used at the start of each basic training cycle. This testing method will require more involvement by testing and instructional personnel but during the identified periods of time staff personnel are available. The candidate training list that has to be formulated is already done by registration to compile the names of those personnel who need to register for class. Notification to the sponsoring agencies would be done in writing by the registrar's office affirming a registration date or denoting failure and a need to retest. Using the data collected in this study, if candidates would have been tested prior to registration the 10 initial failures would not have been recycled at an additional cost and the 6 who failed the recycle process would have never entered the process. Generating a savings of \$13,515.60

Action Plan 2:

One of the leading reasons for loss in the Basic Law Enforcement Program is academics accounting for 52.9% of initial failures and 49% of the recycled students. The studied data reflected that the majority of academic failures were high school graduates, age 32, far removed from studying or academic life.

This plan will require that every student take the Nelson Denny vocabulary, reading and comprehension test before entering the Academy. The Nelson Denny test is designed to identify the grade level which an individual comprehends. The concept is to establish a cut score for entry into the Academy.

The Nelson Denny test will be administered to a minimum of 12 Basic Law Enforcement classes and their scores will be recorded. The classes will be monitored for academic failures. The failing students' Nelson Denny scores will be analyzed to determine

trends and to validate a cut off score. The validation process for this plan will be handled by the Standards and Testing Unit to establish the cut off score. During the validation process students will take the Nelson Denny Test when they report on Sunday prior to their first day of training.

Once a cut off score has been identified, candidates for the Academy will take the Nelson Denny on the same day they come to the Academy to take their Physical Abilities Test (PAT). This will close the loop on both the academic and physical requirements that are necessary to start training at the Academy. Like the PAT, candidates must pass the Nelson Denny at the required grade level in order to be considered for registration.

It takes 45 minutes to administer the Nelson Denny Test including the answer sheet preparation. Candidates will start the Nelson Denny Test at 9:00 a.m. on Monday and Tuesday and complete the test before the PAT. Candidates who score below the required level will not be allowed to register for class. A failing candidate will be allowed one additional retest on a scheduled test day and, if he fails on that day, he will have to wait one year before returning. Due to the large number of personnel that will be taking the test, the test will be offered in the lower level dining hall. It will be administered by the Testing Unit who will score the test and provide the information to the registration office to clear those personnel who pass for registration. Notification to the sponsoring agencies will be done in writing by the registrar's office affirming a registration date or denoting failure and a need to retest.

The initial start up cost of using the Nelson Denny test is \$2,771. This cost includes 125 form "G" tests and 125 form "H" tests for a total of 250 test booklets. The test booklets can be reused with each testing cycle. Additionally, this cost includes 2000 answer sheets

and a scoring manual. Annual costs after the first year will be \$2,125 for grade sheets. If the Academy had not had to recycle academic failures in the classes that were studied it would have saved the Academy approximately \$55,751.85.

Upon approval by the Law Enforcement Training Counsel, the aforementioned plans could be implemented as soon as coordination could be done between Registration, Testing and Standards and the Basic Training Coordinator. This should take minimal time since all of the support components are in place. With this said, it is imperative that the Law Enforcement Training Counsel be briefed on these plans as soon as possible for support and approval. Law enforcement organizations, like the South Carolina Sheriffs' Association, South Carolina Chiefs' Association, and the Training Officers' Association need to be read into the plans in order to gain support of the proposals. If approved, this information should be placed on the Criminal Justice Academy's web site to aid in dissemination.

V. Evaluation Method:

In order to evaluate the success of the plans, the Basic Training Coordinator will maintain failure records utilizing the same data collection process that was applied to this study. Each class will be tracked and points of failure and number of failures identified. The data will be used to determine the impact that the enacted plans had on both the proficiency and academic failure rates.

VI. Summary and Recommendations:

The key factors identified in this study were the financial impact that failures have on the Academy's budget, the number of slots that are being wasted due to failures and those that withdraw from the training program, and the need to employ remedies to aid in

controlling the failure rate and increase the likelihood of success when candidates attend the Academy. It is readily apparent that the Academy has no control over the selection processes used by the individual agencies within the state or any control over the various reasons why candidates elect to self-eliminate from the training program.

However, what the Academy can do is assess the physical and academic readiness of the candidates before training slots are allocated in an effort to lower the failure rate, thus providing several more methods for the hiring agencies to evaluate candidates and allow the Academy to award slots to candidates with a greater potential of passing and acquiring their Class 1 Certification.

During the study there were a number of other issues that were identified that need to be addressed in independent studies. They are outlined below:

The current reading level for the Basic Law Enforcement Curriculum needs to be identified and a desired level established. Once the level is determined and the curriculum modified a protection protocol needs to be emplaced to ensure compliance with this level as lesson material is modified, changed or added to the curriculum.

A class roster needs to be developed that will provide all the students' demographic information as well as test scores at a glance and reasons for termination from training. Currently this information has to be mined from the LETS system from different locations or from testing. This will aid in future analysis of student attendees.

Survey forms need to be developed and sent to graduates 1 year after graduating from the Academy to determine if the training they received was adequate and enabled them to perform their basic duties.

APPENDICES

Project: Basic LE Training Failures		Prepared by: Mike Lanier						
Location: SCCJA		Dates: July 24 – September 22, 2006 HPB 83/B-507 November 6, 2006 – October 5, 2007						
Basic LE by Class Numbers		Appendix 1 (Chart 1) Chart Description: Registered for Training and Failed to Complete First Attempt						
Basic Classes Studied	PAT Failures	Academic Failures	Proficiency Failures Weapons Range	Proficiency Failures Driving Range	Proficiency Failures Defensive Tactics	Medical Drops	Voluntary Withdrawals	Disciplinary Dismissals
B-497		4	1	10		1	1	
B-498		8	1	8		1		2
B-499	1	10	1	1	3	6		
B-500		5	1	4	1	1	1	
B-501		2	3	3		3	1	1
B-502	1	11	4	6	1		2	
B-503	3	9	3			1	4	1
B-504		11	6		1	3	2	
B-505	1	7	1		3		2	
B-506		9	1	1		2		
HPB83		5	3		1	1	4	
B-507					1	1		
HPB 84		4					3	
B-508		2		1				
B-509		4	1	1		2	2	
HPB 85		5	2			1	5	
B-510	2	3		4	1	1		1
B-511								
B-512								
Total Start Number: 944	10	99	28	38	13	24	27	5

Loss Total: 244

APPENDIX 1

Project: Basic Law Enforcement Training Failures	Prepared by: Mike Lanier
Location: South Carolina Criminal Justice Academy	Dates: July 24 – September 22, 2006 HPB 83/B-507 November 6, 2006 – October 5, 2007
Basic LE by Class Number	Appendix 2 (Chart 2) Chart Description: Attended Training and Failed

Basic Class #	PAT	Test 1	Test 2	Test 3	Driving	Firearms	Test 4	PPCT Test	PPCT Prof	Test 6	Test 7	Total
B-497			1	2	9	1		1				14
B-498		3		4	8	1		1				17
B-499	1	5	1	3	1	1		1	4			17
B-500		2	2	1	4	1			1			11
B-501	1	1	1		3	3						9
B-502	2	6	4		6	4	1		1			24
B-503	3	5	2	1		3					1	15
B-504		5	4	2		6			1			18
B-505	1	3	3	1		1			3			12
B-506		9			1	1						11
HPB 83		2	1			3		2	1			9
B-507									1			1
HPB 84		1	2	1								4
B-508		1	1		1							3
B-509		3	1		1	1						6
HPB 85		1	4			2						7
B-510	2		2	1	4				1			10
Total Attending Training: 888	10	47	29	16	38	28	1	5	13		1	188

APPENDIX 2

Project: Basic Law Enforcement Training Failures					Prepared by: Mike Lanier					
Location: Criminal Justice Academy					Dates: July 24 – September 22, 2006 HPB 83/B-507 November 6, 2006 – October 5, 2007					
Basic LE by Class Number					(Chart 3) Chart Description: Basic Law Enforcement Recycle Training Failures					
Basic Number / Student No.	Week 1	Week2	Week 3	Week 4 PAT	Week 4 Firearms Driving		Week 5	Week 6 PPCTW PPCTP		Total Failures
B- 497 / 24		4		1		1				6
B- 498 / 23					1	2		2		5
B- 499 / 23	1				2	1			1	5
B- 500 / 17	2			1						3
B- 501 / 14				1	4				1	6
B- 502 / 14			1	1		1			2	5
B- 503 / 17		2	1	1	1			1		6
B- 504 / 16	1	1			2			3		7
B- 505 / 12		1		1	1			1	2	6
B- 506 / 5								1		1
B- 507 / 3									1	1
B- 508 / 2		1								1
B- 509 / 6										
B- 510 / 16		2	1		1		1	1		6
Recycle Totals: 166	4	11	3	6	12	5	1	9	7	58

APPENDIX 3

Project: Basic Law Enforcement Training Failures		Prepared by: Mike Lanier			
Location: Criminal Justice Academy		Dates: July 24 – September 22, 2006 HPB 83/B-507 November 6, 2006 – October 5, 2007			
Note: Agency names have been deleted to protect confidentiality.		Chart 4			
		Chart Description: Training Failures by Agency, Gender, Race, Age and Education			
Agencies	Point of Failure	Gender	Race	Age	Education
	PPCT Written Test	M	B	22	Some College
	PPCT Prof.	M	W	26	HS
	Week 3	M	W	24	HS
	Week 2	M	W	23	HS
	Week 2	M	B	33	HS
	Week 1	M	B	29	HS
	Week 3	M	American Indian	29	HS
	Week 1	M	W	34	Bachelors
	PPCT Prof.	M	Hisp	26	HS
	Driving	M	W	27	HS
	PAT	F	W	36	HS
	Driving	M	W	36	HS
	Driving	F	B	27	Bachelors
	PPCT Prof.	M	W	59	Masters
	Driving	F	W	24	Bachelors
	Firearms	F	W	24	HS
	Firearms	M	W	29	Bachelors
	Week 2	M	W	26	HS
	Week 1	M	W	25	HS
	Week 2	F	B	46	Bachelors
	Driving	M	W	36	HS
	Week 3	M	B	40	HS
	Week 3	M	B	47	HS
	Week 3	M	B	28	HS
	Driving	M	Asian	33	Bachelors
	Driving	M	W	24	HS
	Driving	M	W	62	HS
	Week 1	M	B	23	HS
	Week 3	M	B	46	HS
	Week 2	M	W	25	HS
	PPCT Prof.	M	W	24	HS
	Week 1	M	Hisp	46	HS
	Week 3	M	B	22	HS
	Week 1	M	B	25	Associates
	PPCT Prof.	M	Hisp	29	HS
	Driving	F	B	24	Bachelors
	Week 1	M	B	31	Bachelors
	Firearms	F	Other	42	Masters
	Week 2	M	Hisp	49	Masters
	Week 1	M	W	31	HS
	Firearms	F	W	30	Bachelors
	Week 3	M	W	24	HS
	Week 2	M	W	44	HS
	Week 1	F	B	35	HS
	Week 1	M	B	38	HS
	Week 1	M	B	54	HS
	Week 1	M	B	41	Associates
	Driving	F	W	32	Bachelors

	PAT	M	W	32	HS
	Week 1	M	W	61	HS
	Week 2	M	W	60	HS
	Driving	M	W	32	HS
	Week 1	M	W	35	HS
	Week 3	M	B	47	HS
	Week 1	M	W	26	HS
	Firearms	F	B	24	HS
	PAT	F	B	23	HS
	Driving	M	W	29	HS
	Firearms	M	B	40	HS
	PAT	F	W	62	Bachelors
	Driving	M	Hisp	24	HS
	PAT	F	W	27	Bachelors
	Driving	F	Asian	29	Bachelors
	Firearms	M	B	28	HS
	Firearms	F	W	28	Bachelors
	PPCT Prof.	M	W	33	HS
	Week 1	M	B	23	HS
	PPCT Prof.	M	Hisp	49	HS
	PPCT Written Test	M	Hisp	45	Associates
	Week 1	M	W	23	HS
	Week 3	M	W	35	HS
	PAT	F	W	42	HS
	Firearms	F	W	22	HS
	Week 1	F	W	21	HS
	Week 1	M	W	29	HS
	Week 1	M	W	22	HS
	Driving	M	W	36	HS
	Week 1	M	B	33	HS
	Week 1	F	W	46	HS
	Driving	M	W	22	HS
	Week 1	M	B	36	HS
	PAT	F	American Indian	39	HS
	Week 1	M	B	24	Some College
	Firearms	M	W	33	HS
	Firearms	F	B	32	Some College
	Week 1	M	W	50	HS
	Driving	M	W	50	HS
	Driving	M	B	32	HS
	Firearms	M	B	25	Bachelors
	Week 2	M	B	42	HS
	PAT	F	W	44	HS
	Week 2	M	W	32	HS
	Driving	M	B	27	HS
	Week 1	M	B	33	HS
	Week 1	M	B	33	HS
	Week 3	M	B	25	HS
	Week 1	M	W	29	HS
	Driving	F	B	28	HS
	Week 1	M	Asian	28	Some College
	Firearms	F	W	24	Bachelors
	Week 1	M	W	37	HS
	Week 2	M	W	42	HS
	Driving	M	W	24	HS
	Driving	F	W	23	HS
	Week 3	F	B	23	HS
	PPCT Prof.	M	B	43	HS

	Week 2	M	W	27	HS
	Firearms	F	B	22	HS
	Week 1	M	W	24	HS
	Firearms	M	W	24	HS
	Week 2	F	W	29	HS
	Week 2	M	B	30	HS
	Driving	M	W	22	HS
	Firearms	M	Other	26	HS
	Week 1	M	W	23	HS
	Week 1	F	B	37	Associates
	Week 3	F	W	24	HS
	Week 1	M	W	27	HS
	Driving	M	W	37	HS
	Driving	M	W	22	HS
	Week 3	M	B	34	HS
	Driving	F	B	27	Bachelors
	(1)	F	B	26	Bachelors
	Driving	F	B	27	Bachelors
	Driving	M	W	24	Bachelors
	Firearms	F	W	36	Bachelors
	Driving	M	W	27	Some College
	Week 2	M	B	47	HS
	Driving	F	W	28	HS
	Week 1	M	Hisp	56	Bachelors
	Week 3	F	B	38	Bachelors
	Week 2	F	B	26	Bachelors
	PAT	F	B	26	HS
	PPCT Prof.	M	B	42	Some College
	Week 1	F	B	25	HS
	Week 1	M	B	30	HS
	Week 1	M	W	41	HS
	Driving	M	B	24	Bachelors
	Driving	M	B	28	HS
	Week 5	M	B	32	Bachelors
	Firearms	M	B	28	Bachelors
	PAT	F	W	24	HS
	Firearms	M	B	26	Bachelors
	Driving	F	B	27	Bachelors
	Firearms	F	B	27	Associates
	Week 2	M	B	53	Some College
	Week 2	M	B	38	HS
	PPCT Written Test	M	B	35	HS
	Week 1	M	B	41	HS
	Week 2	M	W	21	Associates
	PPCT Prof.	M	B	54	Some College
	Week 2	M	B	41	Associates
	Week 1	M	W	23	HS
	Week 1	M	W	23	HS
	Week 1	M	W	26	HS
	Firearms	M	W	25	HS
	PPCT Written	M	Hisp	41	HS
	PPCT Prof.	M	W	36	Bachelors
	Week 2	M	B	24	Associates
	Firearms	M	W	24	Associates
	Firearms	M	B	38	Bachelors
	PPCT Written	M	W	38	HS
	Week 2	M	W	23	HS
	Week 3	M	W	26	HS
	Week 2	M	W	37	HS

	Week 1	M	W	21	Some College
	Week 2	M	B	27	Some College
	Week 2	M	W	33	HS
	Week 2	M	W	53	Some College
	Week 1	M	W	21	HS
	Firearms	M	W	21	HS
	Week 2	M	W	24	HS
	Week 8	F	W	23	Bachelors
	Driving	M	B	34	HS
	PPCT Prof.	M	B	47	HS
	Driving	M	B	37	HS
	Week 2	M	W	32	HS
	Week 1	F	B	25	HS
	Week 1	M	B	58	HS
	Driving	F	W	42	HS
	Driving	M	W	24	Bachelors
	Driving	M	W	33	HS
	Firearms	F	B	30	HS
	PPCT Prof.	M	B	22	HS
	Firearms	F	B	43	HS
	Firearms	F	B	24	HS
	Week 3	M	W	32	HS
	Week 1	M	W	33	HS

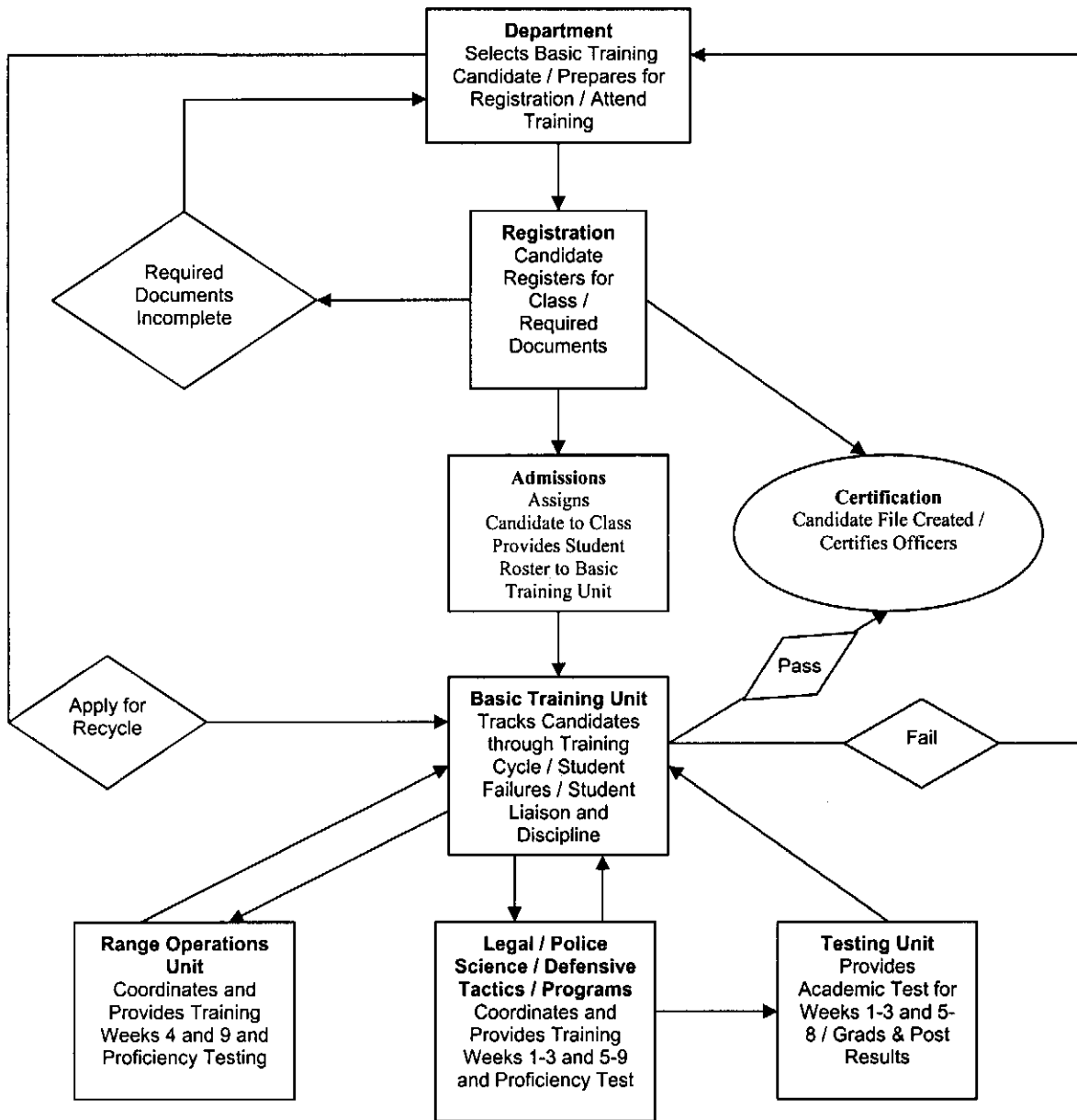
APPENDIX 4

Project: Basic Law Enforcement Training Failures		Prepared by: Mike Lanier		
Location: Criminal Justice Academy		Dates: July 24 – September 22, 2006 HPB 83/B-507 November 6, 2006 – October 5, 2007		
Note: Agency names have been deleted to protect confidentiality.		Chart 4 Chart Description: Agencies by Size, Slot Request and Failures		
Agencies	No. of Sworn Personnel	Trained	Failures	Failure %
	1	1		
	18	2	2	100%
	21	5		
	79	6		
	102	3		
	7	2		
	84	5	1	20%
	154	6	1	16.6%
	5	1	1	100%
	14	1		
	30	1	1	100%
	17	2	1	50%
	44	5	2	40%
	191	24	3	12.5%
	11	2		
	32	1		
	119	3	2	75%
	29	2		
	26	2		
	27	3	1	33%
	337	27	3	11%
	247	12		
	17	1	1	100%
	41	3		
	19	1		
	37	1	1	100%
	40	1		
	11	1	1	100%
	34	5	3	60%
	28	1	1	100%
	28	2		
	12	1		
	24	1	1	100%
	26	4	3	75%
	58	2	1	50%
	318	62	11	18%
	47	1	1	100%
	5	1	1	100%
	2	1		
	5	1	1	100%
	24	2		
	59	5	1	20%
	7	3	1	33%
	2	2	1	50%
	19	2		
	31	2		
	95	13	2	15%
	13	1	1	100%
	36	8	1	13%

	24	2		
	4	1		
	5	1	1	100%
	5	1	1	100%
	40	4	2	50%
	92	10	3	30%
	111	2		
	11	2	1	50%
	25	1	1	100%
	22	2		
	12	1		
	10	1	1	100%
	35	2		
	68	4	3	75%
	50	3	1	33%
	6	1	1	100%
	164	11	1	9%
	354	26	2	8%
	9	3		
	15	2	2	100%
	47	7	3	43%
	69	1		
	35	2		
	28	1		100%
	11	1		
	7	2		
	29	6		
	2	1	1	
	225	22	1	5%
	19	2		
	18	1		
	7	1	1	100%
	6	1	1	100%
	54	3		
	19	1	1	100%
	20	1	1	100%
	35	1		
	81	6	3	50%
	1	1	1	100%
	25	3		
	59	2	1	50%
	11	3	2	66%
	38	4	2	50%
	224	9	1	11%
	6	1		
	15	1		
	22	6	3	50%
	34	3	1	33%
	23	2	1	50%
	36	1		
	10	1	1	100%
	48	3		
	129	16	3	19%
	18	6	2	33%
	172	7	1	14%
	26	1		
	266	24	6	25%
	82	2	1	50%
	21	1	1	100%

	30	1	1	100%
	5	1	1	100%
	74	3		
	64	4	3	75%
	72	9	3	33%
	13	2	1	50%
	5	2		
	13	2		
	89	6		
	19	2	1	50%
	405	41	1	2%
	109	5	1	20%
	68	2	1	50%
	19	4	1	25%
	25	2	2	100%
	21	1		
	59	5	4	80%
	234	17	1	6%
	23	3	1	33%
	470	54	12	22%
	16	5	4	80%
	103	15	4	27%
	892	124	20	16%
	29	2		
	35	3		
	316	6	1	17%
	115	8	1	12%
	283	9		
	8	1		
	24	2		
	11	2	1	50%
	5	2	2	100%
	33	4	1	25%
	8	4	1	25%
	75	2		
	110	13	3	23%
	105	6	2	33%
	20	1	1	100%
	28	1		
	26	2		
	52	1		
	3	1		
	6	1		
	12	1		
	24	2	1	50%
	7	1	1	100%
	47	4		
	3	1		
	15	1		
	7	1	1	100%
	21	4		
	7	1		
	22	1		
	140	9		
Total		888	188	

APPENDIX 5



**Basic Training System
Flow Chart**

Appendix 6