



International Association of Directors of Law Enforcement Standards and Training

Promising Practices for Hiring and Training LEOs

June 29, 2022
IACLEA – Las Vegas, NV



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Incorporating National Standards into Curriculum Design

Mission Statement





The mission of IADLEST is to research, develop, and share information, ideas and innovations which assist states in establishing effective and defensible standards for employment and training of law enforcement officers, and, in those states where dual responsibility exists, correctional personnel.



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IADLEST: Leading the World in Law Enforcement Training & Standards

IADLEST SERVICES

 <p>National Decertification Index The National Decertification Index (NDI) is a national registry of certificate or license revocation actions related to officer misconduct as reported by participating state government agencies.</p> <p style="text-align: center;">Learn More</p>	 <p>National Certification Program IADLEST launched the National Certification Program (NCP) to establish law enforcement training standards and "best practices" relating to improved professionalism and skill sets for our nation's first responders. NCP courses are recognized nationally and designed to chart towards officers' mandatory in-service training requirements. Access our standards here. Access National Training Catalog here</p> <p style="text-align: center;">Learn More</p>	 <p>NLEARN The National Law Enforcement Academy Resource Network (NLEARN) links all United States law enforcement training academies with a variety of vital resources and services. Join in with over 3,500 of your colleagues: police instructors, academy personnel and patrol officers to get the most out of your training.</p> <p style="text-align: center;">Learn More</p>	 <p>IADLEST Services Academy Accreditation POST Accreditation Audit Services Instructor Certifications Technical Assistance and Training IADLEST Partner Advisory Committee</p> <p style="text-align: center;">Learn More</p>
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Workshop Goals:

1. Discuss how IACLEA members can use the National Decertification Index to aid in the background process of new applicants.
2. Examine the research design in the "Academy Innovations" project and apply the research concepts to LEO academy environments.
3. Use national "best practices" standards to assess agency in-service programming.
4. Improve agency instructional expertise with awareness of IADLEST's Instructional Development series and national certifications.




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Why Here, Why Now, Why IADLEST?

- As training professionals, we need to stay abreast of the most current issues affecting law enforcement. You honor this commitment by being here.
- For those teaching in basic academies, our research study will provide the ammunition you need to make positive changes.
- For those teaching in-service and hosting programs, our NCP guidelines will steer your development and expectation efforts.
- Joining our national and international ranks as a certified instructor, shows the whole world about your professional commitment.




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Hiring Discussion

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Police Officer Qualities and Skillsets

Police officers work in a mentally, physically, and emotionally-demanding field. Some of the most important qualities that a police officer must possess include:

- Physical fitness and coordination
- Critical thinking
- Problem-solving skills
- Communication skills
- Interpersonal skills
- Strong moral character
- Maturity
- Devotion to community

Source: <https://www.gofda.com/news/10-ways-to-choose-the-right-police-officer/>
Graphic: <https://www.shutterstock.com/image-vector/10-ways-to-choose-the-right-police-officer>

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Hire & Train for the Job

- ✓ Recruitment of police officers should be guided by the priorities, needs, and composition of the communities served.
- ✓ Recruits should possess the skills and personality traits that will enable them to interact with the public respectfully and empathetically.
- ✓ They should meet educational standards and be trained and routinely recertified in accordance with statewide or national standards and the scientific evidence on criminal justice.
- ✓ Routine supervision, monitoring, and supervisory feedback should discern the degree to which officer behaviors are aligned with a department's values and the principles and content of its training curriculum.
- ✓ Frequent refresher and remedial training should be required, and, when indicated, corrective actions should be taken early and often.

❖ Foundational Principles from the Council on CJ Task Force on Policing

<https://www.counciloncriminaljustice.com/wp-content/uploads/2015/04/Foundational-Principles-of-Policing.pdf>

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“[POST organizations] control how old and how educated police officers must be and what kind of criminal record they can have, factors that may affect whether officers are likely to engage in misconduct.”

(Hoskins, 2012, p. 383)

Quote:
Hoskins, R. A. (2012). The problem of posting. *Michigan Law Review*, 100(5), 761-817.
Retrieved February 27, 2012, from <http://www.jstor.org/stable/2324880>

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BACKGROUND INVESTIGATIONS

“Studies correlated background problems with after-hire disciplinary issues.”

(Cohen and Chubb, 1972, as cited in Wilson et al., 2010, p. 60)


National Decertification Index

The extent of these [background] investigations in probing a candidate’s background varies by locale and can often involve a lifetime criminal history check, a credit-bureau report, and examinations of close associates from the recent to the distant past.

(Bryce, 2000, New York City Commission on Criminal Justice Reform, 2000, as cited in Wilson et al., 2010, p. 60)

Quote:
Wilson, M., Doherty, J., Cohen, C., & Gormick, C. A. (2010). Recruitment: Filling the bucket in police recruitment and retention for the new millennium (pp. 61-84). RAND Corporation. <http://www.rand.org/pubs/other/2010/06/06.html>

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Do you *really* know who you are hiring?

Become better informed through the National Decertification Index (NDI)

Photo Courtesy: Tomasz Duda/Corbis Outlines © 8/12/20

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WHAT IS THE NDI?

The National Decertification Index (NDI) is a national registry of certificate or license revocation actions relating to officer misconduct.



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What is the NDI?

- > The NDI is a pointer system only.
- > There are no "records" contained in the NDI.
- > The information contained in the NDI are provided by participating state government agencies.
- > Inclusion in the NDI does not necessarily preclude any individual from appointment as an officer.

ABOUT THE NDI

The purpose of the National Decertification Index (NDI) is to serve as a national registry of certificate or license revocation actions relating to officer misconduct.

The NDI currently contains **30,000 PLUS ACTIONS** reported by 45 agencies.

Now **46** and counting...

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CAN YOU AFFORD NOT TO USE THE NDIS\$?

"Personnel costs comprise 75 to 85 percent of police department budgets, underscoring the importance of hiring, recruiting, and selecting the best candidates, even in uncertain times."



International Association of Directors of Law Enforcement & Corrections (IADLEST)

National Decertification Index
A free service to law enforcement.



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HOW DO I REGISTER?

For more information about the National Decertification Index (NDI):

<https://www.iadlest.org/our-services/ndi/about-ndi>

Don't leave hiring up to chance. Check the NDI in advance.



The National Decertification Index (NDI) is a Powerful Tool for Background Checks
 The NDI is a national registry of certificate or license revocation actions relating to officer misconduct. It is FREE for law enforcement hiring managers to search.

Use This Tool Before Every Hire
 Only 27.7% of the nation's 30,000 law enforcement agencies have used the NDI to check if a candidate has been decertified as pre-employment screening of new recruits/lateral hires.



21%

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Concern for Quality Training



- Every state and jurisdiction has different standards for developing, maintaining, and validating law enforcement training.

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Major academy subject areas

These topic areas are traditionally taught in basic academies.

TABLE 7
Subject areas that academies offered and recruits received during basic training and average length of instruction, 2018

Subject area	Percent of academies	Percent of recruits	Average length of instruction*
Operations			24 hours
Basic first aid/CPR	96.9%	92.9%	12
Compass	62.9	62.2	12
Emergency vehicle operation	97.0	96.8	40
Evidence processing	96.3	96.8	16
Intelligence gathering	64.8	66.9	10
Interruption	95.3	96.6	13
Investigation	97.2	97.5	36
Plant procedures	98.0	99.6	12
Radar/Gar	49.8	40.8	18
Report writing	95.5	97.7	24
Traffic accidents	96.6	97.3	20
Weapons/defensive tactics			18 hours
Deescalation/verbal judo	88.3%	92.3%	61
Defensive tactics	90.5	92.7	61
Firearms skills	99.3	99.5	73
Nonlethal weapons	92.3	91.4	20
Self-improvement			90 hours
Basic foreign language	24.3%	24.6%	16
Communications	89.1	92.2	16
Critical and empathy	99.3	99.6	12
Health and fitness	98.0	97.0	54
Professionalism	87.1	89.4	12
Stress prevention	87.5	89.6	9

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COPS
Community Oriented Policing Services
U.S. Department of Justice

ACADEMY INNOVATIONS

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ACADEMY INNOVATIONS

Research Questions

- 1) Does knowledge and skill retention improve if students are exposed to integrated content at predictable intervals at the basic academy level?
- 2) Does integrated content delivered online, rather than in-person, impact knowledge and skill retention at the basic academy level?



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Need for this Research

- General lack of research on impact of instructional methodology
- Integrated curriculum being explored in some academies
- Increased use of online learning during the pandemic; lots of opinions, little evidence

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ACADEMY INNOVATIONS

Experimental Design

ACTIVITY	IN-PERSON TRADITIONAL	ONLINE TRADITIONAL	IN-PERSON INTEGRATED	ONLINE INTEGRATED	INTERVAL
Pre-Test & Communication Skills	✓	✓	✓	✓	Week 1
Integrated Persons in Crisis			✓	✓	+30 Days
Integrated Motor Vehicle Stops			✓	✓	+60 Days
Post-Test	✓	✓	✓	✓	+90 Days

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Curriculum

- Communication Skills (all students)
- Communication Skills and Persons in Crisis (experimental/integrated students)
- Communication Skills and Motor Vehicle Stops (experimental/integrated students)



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What Did We Learn?

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Integrated Curriculum Benefits

- Non-police studies:
 - Increased engagement
 - Increased problem-solving skills
 - Increased performance on knowledge measurements
- Academy Innovations: preliminary results support integration
- Academy Innovations: combining subject areas and connecting related disciplines improves performance

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Online Training Effectiveness

	In-Person	Online
Communication Skills	24 hours	6-8 hours
Persons in Crisis	8 hours	1-2 hours
Motor Vehicle Stops	8 hours	1-2 hours

- In-person cohort outperformed online cohort by M=60.92 to M=52.48
- 300% training hours increase for a 16.08% mean increase?
- When accounting for training time, integrated online appears to be reasonably effective


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Information Retention

- Integrated content appears to reduce information loss over time
- In-person Integrated:
 - Highest performing group post-test M=60.92
 - 100 days / 3 integrated lessons / M decrease from 62.18 to 60.92
- In-person traditional lecture:
 - 2nd lowest performing group post-test M=52.48
 - 100 days / 0 integrated lessons / M decrease from 60.44 to 52.48



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- June – August: Data analysis
- September – December: final reports and conference presentations
- How to integrate a training curriculum

Photo: <https://www.flickr.com/photos/dtd/45856208271>

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National Certification Program:

Incorporating National Standards into Curriculum Design

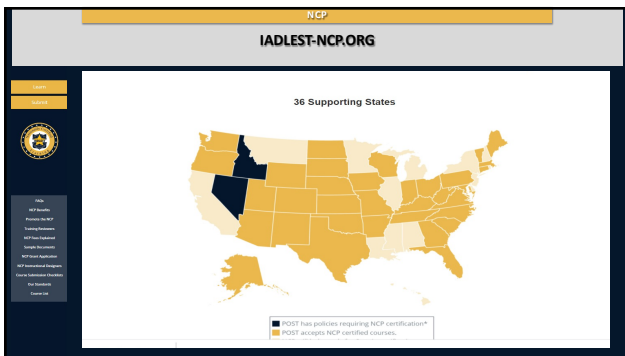
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What is the NCP?

The National Certification Program (NCP for short) is an IADLEST effort which began in June of 2015. This program is designed to eliminate the many problems associated with a lack of standardization within police training by setting minimum standards for providers to ensure content compliance.



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NCP Benefits

Officers and CJ Participants Post Directors Training Academy Directors Training Providers

NCP Benefits

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NCP Benefits

Officers and Agencies	Post Directors	Training Academy Directors
Officers can access the IADLEST National Course Catalogue.	Officer training records will be stored in a portable national data base.	The NCP seal ensures it is a viable training course.
Training beyond state borders will be recognized in home state.	Agency Training Coordinators can access NCP courses in one training portal/catalogue.	Reporting officer training compliance to POSTs is easier.

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NCP Benefits

Officers and Agencies	Post Directors	Training Academy Directors
Will no longer need to review & approve training content.	The NCP seal will assure POST Directors that rigorous standards have been met.	Training standards will become consistent from state-to-state.

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NCP Benefits

Officers and CI Participants	Post Directors	Training Academy Directors
Will know that NCP courses are high quality and will feel comfortable hosting these programs.	Academy courses can be nationally certified too.	Academy instructors can use the rubric to evaluate and upgrade their current courses.

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NCP Benefits

Officers and CI Participants
Post Directors
Training Academy Directors
Training Providers

Providers will revise courses to comply with national standards.

Providers will only have to submit their courses one time vs. for every state.

Providers will market courses using the seal which will benefit their marketing plan.

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NCP RUBRICS
<https://iadlest-ncp.org/>

Criteria	Exhibits	Due	Exhibits	Due
2. National Curriculum				
A. Content	1. Content is accurate and up-to-date.	1. Content is accurate and up-to-date.	2. Content is accurate and up-to-date.	2. Content is accurate and up-to-date.
B. Objectives	1. Objectives are clear and measurable.	1. Objectives are clear and measurable.	2. Objectives are clear and measurable.	2. Objectives are clear and measurable.
C. Learning Activities	1. Learning activities are appropriate for the content.	1. Learning activities are appropriate for the content.	2. Learning activities are appropriate for the content.	2. Learning activities are appropriate for the content.
D. Assessment	1. Assessment is aligned with the objectives.	1. Assessment is aligned with the objectives.	2. Assessment is aligned with the objectives.	2. Assessment is aligned with the objectives.
E. Instructional Materials	1. Instructional materials are appropriate for the content.	1. Instructional materials are appropriate for the content.	2. Instructional materials are appropriate for the content.	2. Instructional materials are appropriate for the content.
F. Delivery	1. Delivery is appropriate for the content.	1. Delivery is appropriate for the content.	2. Delivery is appropriate for the content.	2. Delivery is appropriate for the content.
G. Support	1. Support is appropriate for the content.	1. Support is appropriate for the content.	2. Support is appropriate for the content.	2. Support is appropriate for the content.
H. Evaluation	1. Evaluation is appropriate for the content.	1. Evaluation is appropriate for the content.	2. Evaluation is appropriate for the content.	2. Evaluation is appropriate for the content.
I. Accessibility	1. Accessibility is appropriate for the content.	1. Accessibility is appropriate for the content.	2. Accessibility is appropriate for the content.	2. Accessibility is appropriate for the content.
J. Copyright	1. Copyright is appropriate for the content.	1. Copyright is appropriate for the content.	2. Copyright is appropriate for the content.	2. Copyright is appropriate for the content.
K. Security	1. Security is appropriate for the content.	1. Security is appropriate for the content.	2. Security is appropriate for the content.	2. Security is appropriate for the content.
L. Usability	1. Usability is appropriate for the content.	1. Usability is appropriate for the content.	2. Usability is appropriate for the content.	2. Usability is appropriate for the content.
M. Interactivity	1. Interactivity is appropriate for the content.	1. Interactivity is appropriate for the content.	2. Interactivity is appropriate for the content.	2. Interactivity is appropriate for the content.
N. Feedback	1. Feedback is appropriate for the content.	1. Feedback is appropriate for the content.	2. Feedback is appropriate for the content.	2. Feedback is appropriate for the content.
O. Support	1. Support is appropriate for the content.	1. Support is appropriate for the content.	2. Support is appropriate for the content.	2. Support is appropriate for the content.
P. Evaluation	1. Evaluation is appropriate for the content.	1. Evaluation is appropriate for the content.	2. Evaluation is appropriate for the content.	2. Evaluation is appropriate for the content.
Q. Accessibility	1. Accessibility is appropriate for the content.	1. Accessibility is appropriate for the content.	2. Accessibility is appropriate for the content.	2. Accessibility is appropriate for the content.
R. Copyright	1. Copyright is appropriate for the content.	1. Copyright is appropriate for the content.	2. Copyright is appropriate for the content.	2. Copyright is appropriate for the content.
S. Security	1. Security is appropriate for the content.	1. Security is appropriate for the content.	2. Security is appropriate for the content.	2. Security is appropriate for the content.
T. Usability	1. Usability is appropriate for the content.	1. Usability is appropriate for the content.	2. Usability is appropriate for the content.	2. Usability is appropriate for the content.
U. Interactivity	1. Interactivity is appropriate for the content.	1. Interactivity is appropriate for the content.	2. Interactivity is appropriate for the content.	2. Interactivity is appropriate for the content.
V. Feedback	1. Feedback is appropriate for the content.	1. Feedback is appropriate for the content.	2. Feedback is appropriate for the content.	2. Feedback is appropriate for the content.
W. Support	1. Support is appropriate for the content.	1. Support is appropriate for the content.	2. Support is appropriate for the content.	2. Support is appropriate for the content.
X. Evaluation	1. Evaluation is appropriate for the content.	1. Evaluation is appropriate for the content.	2. Evaluation is appropriate for the content.	2. Evaluation is appropriate for the content.
Y. Accessibility	1. Accessibility is appropriate for the content.	1. Accessibility is appropriate for the content.	2. Accessibility is appropriate for the content.	2. Accessibility is appropriate for the content.
Z. Copyright	1. Copyright is appropriate for the content.	1. Copyright is appropriate for the content.	2. Copyright is appropriate for the content.	2. Copyright is appropriate for the content.

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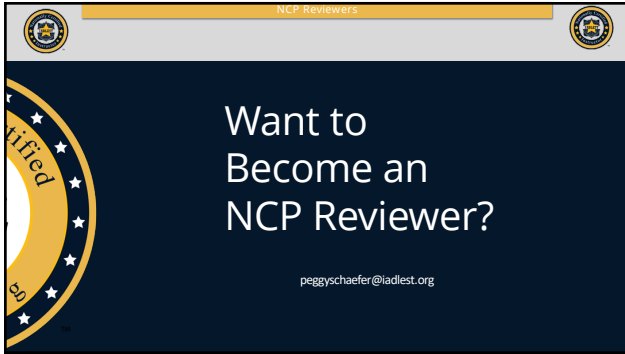
NCP Rubrics

Critical NCP Standards

- ✔ Participant/instructor ratios are included and are safe.
- ✔ Information must be correct and complies with "normal & standard" operating procedures.
- ✔ Content is free from discriminatory examples, terminology and negative stereotyping.
- ✔ Copyright Compliance is recognized.
- ✔ Program is easy to access online.
- ✔ Participant cannot skip through program and take exam before completing the course.
- ✔ Program allows participant to control the speed of learning.

Failing any of these will automatically fail the submission.

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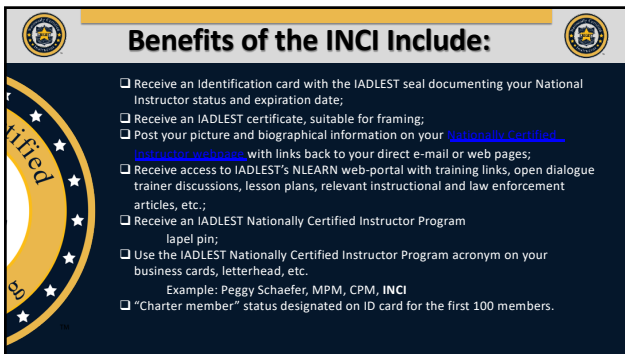
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IADLEST developed the "Instructor Development Series to provide instructional design and platform development for the nation's instructional cadre"

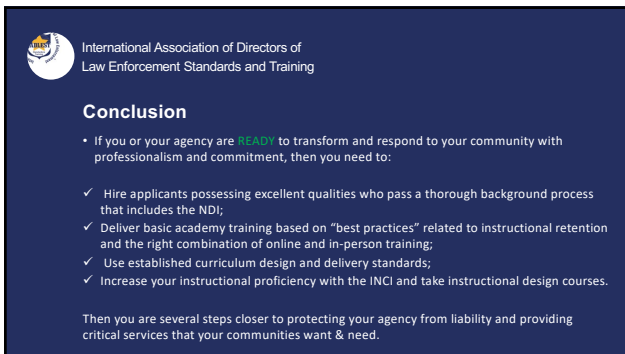
- These courses are FREE.
- We offer a new course *EVERY* month.
- We are always looking for other instructors to teach us what they know.
- Contact Project Manager, Mark Damitio at markdamitio@iadlest.org
- See the 17 courses here: <https://www.iadlest.org/training/instructor-development>

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2021	
January 28th	Using Case Studies
February 15th	Designing Scenario-Based Practical Exercises
March 25th	Using Empathy in Curriculum Design
April 22nd	Developing Objectives that will BLOOM in Your Lesson Plans
May 27th	Creating Bias-Free Training
June 24th	Creating Effective and Impactful Training Presentations
July 12th	Optimal Learning
August 12th	Classroom Management & Student Behaviors
September 23rd	How to Develop Instructor Guides
October 21st	Reality Based Training
November 8th	Setting Subject-Matter Expectations using Force Exemplars
2022	
January 20th	Learning Transfer Evaluation Model (LTEM)

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Conclusion

- If you or your agency are **READY** to transform and respond to your community with professionalism and commitment, then you need to:
 - ✓ Hire applicants possessing excellent qualities who pass a thorough background process that includes the NDI;
 - ✓ Deliver basic academy training based on "best practices" related to instructional retention and the right combination of online and in-person training;
 - ✓ Use established curriculum design and delivery standards;
 - ✓ Increase your instructional proficiency with the INCI and take instructional design courses.

Then you are several steps closer to protecting your agency from liability and providing critical services that your communities want & need.

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Thanks for choosing our workshop!
We look forward to working with you in the future!
