



State and Local Law Enforcement Training Academies' Training Topics and Instructors, 2022 – Statistical Tables

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In 2022, 31% of hours in state and local law enforcement basic training programs covered operations subjects such as evidence processing, intelligence gathering, interviewing, investigations, report writing, and patrol procedures (**figure 1**; see **table 2** for all subjects in each topic area). Weapons and defensive tactics topic areas made up the second-largest category in the basic training curriculum, with 21% of hours dedicated to instruction in these areas. Community policing topics made up 6% of the total training curriculum.

Findings in this report are based primarily on the 2022 Census of Law Enforcement Training Academies (CLETA).

FIGURE 1
Topic areas of basic law enforcement training programs, 2022



Note: See table 2 for all subjects within each general topic area of basic training curriculum. See appendix table 1 for estimates and standard errors.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2022.

Highlights

- Eighty-nine percent of academies required recruits to complete a separate field training after their basic training and 29% of those academies oversaw the field training.
- Nearly all recruits (99%) were trained on responding to persons with mental illness or behavioral health issues, receiving an average of 21 hours of training.
- Sixty-eight percent of state and local training academies were responsible for training 75% of all recruits with use-of-force training simulators.
- About 97% of recruits were trained in role-play scenarios of arrest control tactics (98%), verbal tactics (97%), and tactics to respond to persons with mental illness or behavioral health issues (97%).
- About two-thirds of state and local training academies reported community members participated in their training curriculum as instructors or guest lecturers (65%) or in role-play scenarios (62%).
- Sworn personnel made up the majority of both full-time (82%) and part-time (78%) academy instructors.
- Full-time instructors were required to have at least a high school diploma or equivalent education at 48% of academies and 58% of academies had the same education requirement for part-time instructors.
- Instructors received refresher training on general instruction in 71% of state and local law enforcement training academies.



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The Bureau of Justice Statistics has conducted CLETA periodically beginning in 2002. It collects information on recruits, staff, training curricula, equipment, and facilities from training academies that are responsible for administering mandatory basic training to newly appointed or elected law enforcement officers. These academies are operated by state, regional, county, and municipal agencies and by universities, colleges, and technical schools. Academies that provide only in-service training are excluded from CLETA.

Basic training curriculum at state and local law enforcement training academies

- The average length of basic law enforcement training in 2022 ranged from a high of 1,015 hours at academies operated by county police to a low of 681 hours operated by state Peace Officer Standards and Training (POST) academies (table 1).
- All academies (100%) operated by county police or special jurisdiction agencies, and nearly all municipal police academies (99%), reported a mandatory field training requirement for at least some recruits.
- Twenty-nine percent of basic training academies that mandated field training also oversaw the field training of recruits. Of those academies, the average length of field training was 503 hours.

TABLE 1
Basic training length and mandatory field training that academies required after recruits completed basic training, by type of academy, 2022

Agency type	Average number of hours to complete core basic training program	Academies with mandatory field training requirement after basic training				
		Total	For all recruits	For some recruits (e.g., agency-specific)	That oversaw field training	Average length of field training ^a
All	806 hrs.	89.2%	61.9%	38.1%	29.5%	503 hrs.
State POST/ equivalent ^b	681 †	82.8	29.2 !	70.8 †	4.2 !	400 !
State police/ highway patrol	969 †	96.9 †	83.9 †	16.1 !	67.7	499
Sheriff's office	734	94.0 †	63.5 †	36.5 †	42.9	351
County police	1,015 †	100 †	95.0 †	5.0 !	65.0	583
Municipal police	931 †	99.1 †	87.8 †	12.2 †	56.5	623
4-year college/ university	771	77.5 †	38.7	61.3	6.5 !	260 !
2-year college*	759	85.9	45.6	54.4	4.4 !	298 !
Technical school	688 †	68.3 †	32.1 !	67.9 †	7.1 !	45 !
Special jurisdiction	981 †	100 †	91.7 †	8.3 !	83.3 !	529 !
Multiagency	761	90.2 †	63.6 †	36.4 †	16.4 !	325 !

Note: See appendix table 2 for standard errors.

*Comparison group.

†Difference with comparison group is significant at the 95% confidence level.

! Interpret with caution. Estimate is based on 10 or fewer sample cases, or coefficient of variation is greater than 50%. Significance testing was not conducted for unreliable estimates.

^aIncludes training hours at academies that mandated and oversaw field training for some or all recruits.

^bPOST stands for Peace Officer Standards and Training.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2022.

- In 2022, the highest average number of hours of instruction was dedicated to firearms skills (73 hours), defensive tactics (64 hours), and health and fitness (56 hours) (**table 2**).
- Over 97% of recruits were instructed in legal subjects, receiving an average of 51 hours of instruction in criminal and constitutional law, 26 hours in traffic law, and 10 hours in juvenile justice law.
- Over 80% of recruits were trained in at least one of the following community policing topics: cultural diversity and human relations (97%), community building (86%), mediation and conflict management (83%), and problem-solving approaches (82%). Recruits received an average of 13 to 15 hours of instruction in these topic areas.
- Ninety-nine percent of academies offered, and 99% of recruits received, training to respond to persons with mental illness or behavioral health issues.
- About 83% of recruits were instructed for an average of 8 hours on maintaining public order or management of protests and mass demonstrations.

TABLE 2

Subject areas that academies offered and recruits received during basic training and average length of instruction, 2022

Subject area	Percent of academies	Percent of recruits	Average length of instruction (hours)*
Operations			
Basic first aid/CPR	96.6%	93.6%	23 hrs.
Computers/information systems	61.5	64.3	12
Emergency vehicle operation	97.8	98.2	41
Evidence processing and storage	95.0	94.4	15
Intelligence gathering and analysis	63.1	62.6	13
Interrogation/interviewing	95.1	94.5	14
Investigations	95.9	96.7	39
Patrol procedures/techniques	97.1	97.4	52
Radar/lidar	47.6	37.9	19
Report writing	99.3	99.3	23
Traffic accident investigations	97.2	97.9	26
Weapons/defensive tactics			
De-escalation/verbal judo	92.0%	95.4%	22 hrs.
Defensive tactics	99.4	99.2	64
Firearms skills	98.8	99.0	73
Less-lethal weapons	88.3	88.9	18
Legal			
Criminal/constitutional law	99.7%	99.4%	51 hrs.
Juvenile justice law and procedures	98.0	97.1	10
Traffic law	97.9	98.5	26
Community policing			
Applying research methods to study crime and disorder	27.3%	31.7%	11 hrs.
Community building	77.8	86.0	13
Cultural diversity/human relations	95.0	96.7	13
Mediation/conflict management	77.5	82.7	14
Problem-solving approaches	74.8	81.6	15
Using crime mapping to analyze community problems	24.9	28.0	5
Self-improvement			
Basic foreign language	24.8%	22.6%	13 hrs.
Communications	89.7	92.4	19
Ethics and integrity	99.3	99.2	14
Health and fitness	99.0	98.8	56
Professionalism	88.9	89.1	19
Stress prevention/management	91.3	95.2	12
Special topics			
Active shooter response	91.7%	94.1%	16 hrs.
Clandestine drug labs	64.9	58.3	5
Crimes against children	92.4	94.5	8
Cyber/internet crimes	66.7	66.3	4
Domestic violence	98.6	99.0	15
DUI/sobriety	94.0	95.6	26
Elder abuse	79.1	86.8	4
Emergency management	81.8	85.7	10
Gangs	81.1	86.2	5
Hate/bias crimes	86.6	91.8	5
Human trafficking	86.7	85.7	5
Opioids	88.5	89.2	5
Public order/protest management/mass demonstrations	81.8	82.6	8
Responding to persons with mental illness/behavioral health issues	98.8	98.8	21
Sexual assault	94.7	96.3	7
Sexual harassment	79.6	83.2	4
Terrorism	83.3	84.5	6
Victim response	90.8	90.3	7

Note: Percentage of recruits is based on recruits who started basic training. See appendix table 3 for standard errors.

*Includes academies that reported offering the subject area.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2022.

- Almost all recruits had access to defensive tactics rooms (97%), fitness facilities (95%), vehicle/driving tracks (94%), or scenario training rooms or facilities (94%) (**table 3**).
- In 2022, about 77% of recruits were trained at academies that provided mental health services.
- Basic law enforcement training academies reported recruits had access to virtual learning modes such as online classes (available to 75% of starting recruits), commercial web or online training content (56%), or video conferencing classes (45%).
- One in four (24%) training academies provided recruits access to dormitories or residential facilities.

TABLE 3
Academy resources available to basic training recruits, 2022

Resource type	Number of academies	Percent of academies	Percent of recruits
Driving-related			
Driving simulator	113	15.2%	20.7%
Vehicle operation range/driving track	688	92.1	94.2
Educational			
Commercial web or online training content	395	53.0%	55.6%
Computer lab	492	65.8	67.5
Internet/online classes	541	72.4	75.0
Laptop/electronic tablet/iPad	567	76.0	79.7
Media lab/video production facility	161	21.6	20.5
Mobile data terminals	224	30.0	35.0
Resource center/library	469	63.1	59.6
Video conferencing classes	287	38.5	45.1
Fitness and health			
Fitness facilities (e.g., gym, weight room)	700	93.8%	95.3%
Mental health services	595	79.6	77.3
Obstacle course	413	55.3	62.6
Swimming pool	160	21.4	26.8
Living arrangements			
Dormitory/residential facilities	180	24.1%	36.3%
Weapons/self-defense			
Defensive tactics room	711	95.1%	96.9%
Indoor firearms range	212	28.4	37.7
Outdoor firearms range	667	89.3	87.1
Scenario training room/facility	675	90.4	94.3
Use-of-force training simulator	531	71.0	79.2

Note: Percentage of recruits is based on recruits who started basic training. See appendix table 4 for standard errors.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2022.

- Nearly all recruits (97%) in 2022 were instructed in the use of semiautomatic pistols during basic training (table 4).
- Over 85% of recruits were trained in the use of less-lethal weapons such as batons (94%), oleoresin capsicum (OC) or pepper spray or foam (89%), or flashlights (87%).
- Sixty percent of recruits were trained to use conducted energy devices and 53% were trained on the use of knives or edged weapons.

TABLE 4
Weapons training that academies offered and recruits received during basic training, 2022

Type of weapons training	Number of academies	Percent of academies	Percent of recruits
Firearms			
Revolver	144	19.3%	18.0%
Semiautomatic pistol	727	97.3	97.3
Shotgun (any type)	588	78.7	75.1
Manual rifle	93	12.4	12.4
Semiautomatic rifle (e.g., AR-15)	444	59.5	50.0
Fully automatic rifle (e.g., M-16, AK-47, or MP5)	42	5.6	3.8
Less-lethal weapons			
Baton	701	93.8%	93.6%
Blunt force projectile (e.g., bean bag or rubber bullet)	137	18.3	16.5
Chemical agent projectile (e.g., CS/tear gas or OC pellet ^a)	425	57.0	45.6
Conducted energy device (e.g., Taser, stun gun, or Stinger)	476	63.7	60.5
Explosives	100	13.4	12.2
Flashlight	625	83.7	86.7
Knife/edged weapon	405	54.2	52.9
OC spray/foam ^a	637	85.2	88.9
Other weapons	6	0.8% !	1.1%

Note: Percentage of recruits is based on recruits who started basic training. See appendix table 5 for standard errors.

! Interpret with caution. Estimate is based on 10 or fewer sample cases, or coefficient of variation is greater than 50%.

^aOleoresin capsicum, more commonly known as pepper spray.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2022.

- In 2022, 85% of recruits received training in nonlethal live fire, a higher percentage than in 2018 (81%) or during 2011–2013 (75%) (**table 5**).
- Three in 4 (75%) recruits in 2022 received use-of-force simulator training.
- Ninety-eight percent of recruits in 2022 were trained in simulated stressful conditions, higher than the 89% of recruits trained during 2011–2013.
- About 3 in 4 recruits in 2022 received martial arts training (73%) or were instructed in speed cuffing (77%) as part of control or defensive tactics training (**table 6**).
- In 2022, 22% of recruits were instructed on hold or neck restraints such as carotid holds, down from 46% of recruits in 2018 (not shown in tables).
- About half of recruits in 2022 were trained to use full body restraints (51%) or leg hobble or other restraints (49%).

TABLE 5

Special firearms training that academies offered and recruits received during basic training, 2011–2013, 2018, and 2022

Type of special firearms training	Percent of academies, 2022	Percent of recruits, 2022*	Percent of recruits, 2018	Percent of recruits, 2011–2013
Use-of-force training simulators	67.9%	75.4%	77.5%	63.8% †
Nighttime/reduced light conditions	97.9	98.7	99.1 ‡	92.8 †
Nonlethal live fire (e.g., simunitions or paintball)	80.4	85.4	81.3 †	74.7 †
Simulated stressful conditions	97.1	97.6	99.1 †	88.8 †
Training with off-duty weapons	25.7	25.9	27.9	23.8

Note: Percentage of recruits is based on recruits who started basic training. Data for 2011, 2012, and 2013 were collected in 2013 and are aggregated. See appendix table 6 for standard errors.

*Comparison group.

†Difference with comparison group is significant at the 95% confidence level.

‡Difference with comparison group is significant at the 90% confidence level.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013, 2018, and 2022.

TABLE 6

Control and defensive tactics training that academies offered and recruits received during basic training, 2022

Type of control/defensive tactics training	Number of academies	Percent of academies	Percent of recruits
Closed hand techniques	699	93.6%	94.5%
Full body restraints	419	56.1	50.8
Hold/neck restraint (e.g., carotid hold)	171	23.0	21.9
Knife/edged weapon defense	631	84.5	83.5
Leg hobble/other restraints (excluding handcuffs)	376	50.4	49.2
Martial arts training (e.g., jujitsu)	453	60.7	73.0
Pressure point control	670	89.7	89.4
Speed cuffing	576	77.1	77.3
Other*	62	8.5	12.1

Note: Training in the following control and defensive tactics was offered by over 98% of academies in the 2018 administration and consequently omitted from the 2022 administration: open hand techniques, takedown techniques, verbal command presence, and weapon retention. Percentage of recruits is based on recruits who started basic training. See appendix table 7 for standard errors.

*Other types of control and defensive tactics include Krav Maga, ground wrestling, striking, and OC exposure.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2022.

- Nearly all recruits (99%) in 2022 were instructed using at least one role-play scenario; the most common scenarios were arrest control tactics (98%), verbal tactics (97%), tactics to respond to persons with mental illness or behavioral health issues (97%), self-defense (97%), and the use of force continuum (97%) (table 7).
- Ninety-three percent of recruits received active shooter response role-play scenario training.
- Sixty-two percent of recruits were trained in public order, protest management, or mass demonstration role-play scenarios.
- Skill or proficiency assessments were the most common means of formally testing recruits in 2022, with 97% of academies requiring an average of 16 such assessments (table 8).
- Ninety-five percent of academies reported that written and physical fitness assessments were required as part of their basic training curriculum.
- Oral exams were required by 42% of basic training academies.

TABLE 7

Role-play scenario and activity training that academies offered and recruits received during basic training, 2022

Type of role-play scenario training	Percent of academies	Percent of recruits
Any	99.5%	99.4%
Active shooter response	90.3	92.6
Arrest control tactics	97.8	98.4
Firearms	79.7	86.8
Interviews/interrogation	88.2	92.7
Less-lethal weapons	81.9	86.6
Public order/protest management/mass demonstrations	58.3	62.3
Responding to persons with mental illness/behavioral health issues	95.3	97.0
Self-defense	94.2	96.6
Threat assessment	76.7	82.8
Use-of-force continuum/situational use of force	94.3	96.6
Vehicle pursuit	76.5	71.7
Verbal tactics	95.5	97.4

Note: Percentage of recruits is based on recruits who started basic training. See appendix table 8 for standard errors.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2022.

TABLE 8

Types and average number of formal assessments required by training academies, 2022

Type of formal assessment	Percent of academies	Average number of assessments
Scenario-based	88.5%	17
Written	95.1	17
Oral	42.0	10
Skills/proficiency	97.3	16
Physical fitness	94.6	5
Other*	6.8	9

See appendix table 9 for standard errors.

*Other assessments include lab work, state-mandated exams, moot court participation, and quizzes or comprehension checks.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2022.

- In 2022, 93% of academies trained 96% of recruits on how to identify or respond to other officers’ use of excessive force (table 9).
- All (100%) recruits trained at state POST or equivalent academies were instructed on how to identify or respond to other officers’ use of excessive force.

TABLE 9		
Training to identify or respond to other officers’ use of excessive force that academies offered and recruits received during basic training, 2022		
Type of academy	Percent of academies	Percent of recruits
All	92.9%	95.8%
State POST/equivalent ^a	100 †	100 †
State police/highway patrol	96.9 †	96.2 ‡
Sheriff’s office	94.0	96.9 †
County police	95.0 ‡	90.1
Municipal police	95.7 †	97.7 †
4-year college/university	85.0 †	89.1
2-year college*	91.3	93.3
Technical school	85.4 †	90.0
Special jurisdiction	91.7	77.2
Multiagency	96.7 †	99.4 †

Note: Percentage of recruits is based on recruits who started basic training. See appendix table 10 for standard errors.

*Comparison group.

†Difference with comparison group is significant at the 95% confidence level.

‡Difference with comparison group is significant at the 90% confidence level.

^aPOST stands for Peace Officer Standards and Training.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2022.

- The most common method of community member involvement in basic training academies was through participation as instructors or guest lecturers (65% of academies), with a greater percentage of law enforcement academies reporting this type of involvement (67%) than college or technical school academies (62%) (table 10).
- One in 10 academies in 2022 involved community members in establishing or modifying processes used to recruit or select an academy director (10%) or instructor (9%).
- In 26% of college- or technical school-operated academies and 16% of law enforcement-operated academies, community members were involved in academy oversight.
- Community members participated in cultural programs or events at 35% of law enforcement-operated academies and 29% of college- or technical school-operated academies.

TABLE 10

Community member involvement in basic training academy curriculum, operations, and oversight, by general type of academy, 2022

Type of community member involvement	Percent of academies		
	All academies	Law enforcement-operated academies*	College-/technical school-operated academies
Curriculum			
Establishment/modification of training curriculum	21.8%	21.5%	22.2%
Participation as an instructor or guest lecturer	64.9	67.0	62.3 †
Participation in role-play scenarios	61.8	60.7	63.1
Participation in community competency or cultural programs/events	32.3	35.0	28.9 †
Operations and oversight			
Establishment/modification of the academy director recruitment and selections process or requirements	9.5%	7.5%	12.1% †
Establishment/modification of instructor recruitment and selections process or requirements	9.1	6.8	11.9 †
Evaluation of instructor proficiency	9.6	6.9	12.9 †
Provision of academy oversight	20.2	15.6	26.0 †

Note: To facilitate comparison, academies are grouped into those operated by law enforcement agencies and those operated by public or private educational institutions. See appendix table 11 for standard errors.

*Comparison group.

†Difference with comparison group is significant at the 95% confidence level.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2022.

Instructors at state and local law enforcement training academies

- There were about three times as many part-time instructors (31,446) as full-time instructors (10,652) providing training at state and local law enforcement academies in 2022 (table 11).
- Most full-time (80%) and part-time (77%) instructors employed by training academies were sworn law enforcement.
- Retired law enforcement personnel employed by the academy made up 11% of all part-time instructors and 5% of all full-time instructors.
- About 12% of full-time and 9% of part-time instructors were nonsworn or civilian personnel.

TABLE 11

Number of instructors at state and local academies that trained law enforcement, by employment status, 2022

	Full-time instructors		Part-time instructors*	
	Number	Percent	Number	Percent
Total	10,652	100%	31,446	100%
Employed by the academy	7,197	67.6%	21,917	70.2%
Sworn personnel	5,753	54.0	16,895	54.1
Retired law enforcement personnel	540	5.1 †	3,469	11.3
Nonsworn/civilian personnel	904	8.5 †	1,552	5.0
Not employed by the academy	3,455	32.7%	9,529	30.9%
Sworn personnel	2,995	28.4	7,500	24.3
Retired law enforcement personnel	48	0.5 †	738	2.4
Nonsworn/civilian personnel	411	3.9	1,291	4.2

Note: Details may not sum to totals due to rounding. See appendix table 12 for standard errors.

*Comparison group for percentages.

†Difference with comparison group is significant at the 95% confidence level.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2022.

- In 2022, experience as a sworn law enforcement officer was required by 84% of academies for their full-time instructors and required by 70% of academies for their part-time instructors (**table 12**).
- On average, academies operated by colleges or technical schools required 6 years of sworn officer experience for full-time instructors compared to law enforcement-operated academies that required 4 years of experience.
- About 30% of college- or technical school-operated academies required full-time instructors to have at least a bachelor's degree, compared to 6% of law enforcement-operated academies.
- Fifty-eight percent of all academies required a minimum of a high school diploma or equivalent for part-time instructors.

TABLE 12

Law enforcement experience and education that academies required of full-time and part-time instructors, by general type of academy, 2022

Type of instructor and general type of academy	Law enforcement sworn officer experience		Education required					
	Required	Average amount required	Graduate degree	Bachelor's degree	Associate's degree	Some college	High school diploma/equivalent	None
Full-time instructor requirements								
All academies	83.7%	5 yrs.	5.5%	15.1%	8.7%	7.4%	47.9%	15.4%
Law enforcement-operated*	81.5	4	0.4 !	5.5	3.8	8.5	63.2	18.6
College-/technical school-operated	87.2 †	6 †	13.5	30.1 †	16.3 †	5.7 †	24.0 †	10.5 †
Part-time instructor requirements								
All academies	70.5%	4 yrs.	0.4% !	2.9%	8.3%	10.1%	57.7%	20.7%
Law enforcement-operated*	62.7	3	0.8 !	2.3 !	3.8 !	8.1	62.8	22.2
College-/technical school-operated	78.2 †	4 †	0.0 !	3.5 !	12.7	12.0 †	52.7 †	19.1 ‡

Note: To facilitate comparison, academies are grouped into those operated by law enforcement agencies and those operated by public or private educational institutions. See appendix table 13 for standard errors.

*Comparison group.

†Difference with comparison group is significant at the 95% confidence level.

‡Difference with comparison group is significant at the 90% confidence level.

! Interpret with caution. Estimate is based on 10 or fewer sample cases, or coefficient of variation is greater than 50%. Significance testing was not conducted for unreliable estimates.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2022.

- About 9 in 10 academies in 2022 required their full-time (93%) and part-time (92%) instructors to be qualified subject matter experts in a specific topic such as firearms, driving, or first aid (**table 13**).
- Full-time instructors were required to have academy or instructor certifications in 89% of academies and state or POST certifications in 85% of academies.
- Thirty-four percent of college- or technical school-operated academies and 26% of law enforcement-operated academies did not provide refresher training on general instruction to their instructors in 2022 (**table 14**).
- Twenty-nine percent of academies provided refresher training on general instruction internally, 9% provided it externally, and 33% provided both.
- Refresher training was provided by both internal and external sources at 40% of academies operated by law enforcement agencies.

TABLE 13
Certifications that academies required of full-time and part-time instructors, by type of academy, 2022

Type of academy	Full-time instructors			Part-time instructors		
	State/POST certification	Academy or instructor certification	Qualified subject matter expert ^a	State/POST certification	Academy or instructor certification	Qualified subject matter expert ^a
All	85.2%	89.1%	93.2%	74.4%	77.3%	92.1%
State POST/equivalent ^b	88.0	88.0	88.0 †	90.0 †	80.0	90.5 †
State police/highway patrol	81.3	81.3 †	96.9 †	60.9 †	60.9 †	78.3 †
Sheriff's office	85.7	90.3	95.2 †	65.4 †	76.5 ‡	88.5 †
County police	90.0 ‡	85.0	95.0	71.4 !	64.3 !	92.9 ‡
Municipal police	90.7 †	93.5 †	92.6	67.0 †	63.3 †	81.3 †
4-year college/university	78.1 ‡	90.3	87.1	79.5	92.3 †	94.9
2-year college*	85.1	88.1	91.8	80.0	82.2	97.2
Technical school	80.8	92.3	96.2 †	69.2 †	87.2 ‡	97.4
Special jurisdiction	60.0 !	80.0 !	100 !	60.0 !	80.0 !	100 !
Multiagency	84.3	86.3	96.1 †	82.7	74.5 †	96.2

Note: Agencies could also write in different required certifications for their full-time and part-time instructors; however, these are not reported due to a high number of cases in which academies did not specify the type of other certification required. See appendix table 14 for standard errors.

*Comparison group.

†Difference with comparison group is significant at the 95% confidence level.

‡Difference with comparison group is significant at the 90% confidence level.

! Interpret with caution. Estimate is based on 10 or fewer sample cases, or coefficient of variation is greater than 50%. Significance testing was not conducted for unreliable estimates.

^aIncludes specialty certification in a specific topic such as firearms, driving, and first aid.

^bPOST stands for Peace Officer Standards and Training.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2022.

TABLE 14
Academies that provided refresher training on general instruction to instructors, by general type of academy, 2022

Refresher training provided	All academy types	Law enforcement-operated*	College-/technical school-operated
Not provided	29.3%	25.9%	33.7% †
Provided	70.7%	74.1%	66.3% †
Internally	29.1	30.4	27.6 ‡
Externally	8.7	3.8	14.7 †
Both internally and externally	32.9	40.0	24.1 †

Note: To facilitate comparison, academies are grouped into those operated by law enforcement agencies and those operated by public or private educational institutions. Details may not sum to totals due to rounding. See appendix table 15 for standard errors.

*Comparison group.

†Difference with comparison group is significant at the 95% confidence level.

‡Difference with comparison group is significant at the 90% confidence level.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2022.

Methodology

This report presents statistics derived from the Bureau of Justice Statistics' (BJS) 2022 Census of Law Enforcement Training Academies (CLETA). CLETA has been conducted periodically since 2002, and the 2022 administration, conducted via a cooperative agreement with RTI International, was the fifth iteration of the data collection. For more information on the CLETA data collection, see the BJS website at <https://bjs.ojp.gov/data-collection/census-law-enforcement-training-academies-cleta>.

Response rates and weighting adjustments

CLETA aims to fully enumerate all state and local law enforcement academies in the United States that offer basic training. Prior to the 2022 administration, a frame of academies was compiled based on the 2018 CLETA and supplemented by web searches and law enforcement agency directories to identify other potentially relevant academies offering basic training. A total of 857 academies were identified and contacted for the 2022 CLETA (table 15). A total of 110 academies were determined to be ineligible because they did not offer basic training, they were duplicates in the frame, they no longer operated, or due to some other disqualifying reason. As a result, there were 747 eligible academies. Of these, 602 were complete cases (cases in which respondents answered 66% or more of critical items on the survey instrument). The overall response rate was 81%.

A nonresponse bias analysis was conducted to determine if there were differences between responding and nonresponding academies across different characteristics. These included geography, academy type, and previous inclusion in the 2018 CLETA data collection. No statistically significant associations were observed between respondents and nonrespondents across these characteristics.

In addition, a nonresponse weight adjustment was created using academy type to better represent the overall population. No individual academy type achieved a 100% response rate. Academy type weights (ATW) were used for national and academy type estimates. The final academy type weight was calculated as follows:

$$ATW_i = \frac{Pop_i}{Comp_i}$$

Where:

i = academy type

Pop = number of academies for a given academy type

$Comp$ = number of responding academies deemed complete for a given academy type.

TABLE 15

Eligibility, response rates, and final analysis weights for the 2022 Census of Law Enforcement Training Academies, by type of academy

Type of academy	Academies initially surveyed	Academies ineligible for known reasons ^a	Eligible academies	Responding academies		Final analysis weight
				Number	Percent	
All	857	110	747	602	80.6%	~
State POST/equivalent ^b	46	15	31	29	93.5	1.07
State police/highway patrol	44	7	37	32	86.5	1.16
Sheriff's office	96	7	89	67	75.3	1.33
County police	24	1	23	20	87.0	1.15
Municipal police	168	21	147	116	78.9	1.27
4-year college/university	69	14	55	40	72.7	1.38
2-year college	251	25	226	184	81.4	1.23
Technical school	58	6	52	41	78.8	1.27
Special jurisdiction	21	5	16	12	75.0	1.33
Multiagency	73	2	71	61	85.9	1.16
Other state agency	6	6	0	~	~	~
Unknown	1	1	0	~	~	~

~Not applicable.

^aKnown reasons include academies reporting they did not offer basic training and academies that were duplicates, did not meet the criteria, no longer operated, or only provided in-service training.

^bPOST stands for Peace Officer Standards and Training.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2022.

Item response and imputation

For complete cases, missing values were imputed for the total number of recruits who started basic training. For academies that were present in the 2018 CLETA and did not have imputed values on these variables, a linear regression model was applied to predict recruit totals for 2022 ($n = 9$). If an academy was not part of the 2018 CLETA frame, if it did not have total recruit data from 2018, or if its data from 2018 had been imputed, the median number of recruits for the corresponding academy type was imputed ($n = 5$).

Accuracy of estimates

Because the estimates were weighted to account for some facilities' nonresponse, variance and standard error estimates for values were generated using the IBM SPSS Complex Samples package. The package uses the Taylor Series Linearization method for direct variance estimation. The standard error estimates for tables in this report are provided in the appendix tables.

BJS conducted statistical tests to determine whether differences in estimated numbers and percentages in this report were statistically significant once nonresponse

error was considered. All comparisons in the text were tested for significance. The primary test procedure was the Student's t-statistic, which tests the difference between two sample estimates. Findings described in this report passed a test at the 0.05 level (95% confidence level) and the 0.10 (90% confidence level) of significance. Figures and tables in this report should be referenced for testing on specific findings. Estimates and standard errors of the estimates provided in this report may be used to generate a confidence interval around the estimate as a measure of the margin of error. The following example illustrates how standard errors may be used to generate confidence intervals:

- In 2022, academies operated by 2-year colleges required on average 759 hours of basic training. Using Taylor Series Linearization for direct variance estimation, the estimated average number of hours has a standard error of 4.50. A confidence interval around the estimate is generated by multiplying the standard error by ± 1.96 (the t-score of a normal, two-tailed distribution that excludes 2.5% at either end of the distribution). Therefore, the 95% confidence interval around the 759 estimate is 759 ± 8.82 (4.50×1.96), or 750.18 to 767.82.

APPENDIX TABLE 1

Estimates and standard errors for figure 1. Topic areas of basic law enforcement training programs, 2022

Topic area	Percent of training program hours	Standard Error
Total	100%	~
Operations	30.7	0.23%
Weapons/defensive tactics	21.3	0.14
Special topics	17.4	0.13
Self-improvement	14.3	0.23
Legal	10.5	0.11
Community policing	6.0	0.11

Note: See table 2 for all subjects within each general topic area of basic training curriculum.

~Not applicable.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2022.

APPENDIX TABLE 2

Standard errors for table 1. Basic training length and mandatory field training that academies required after recruits completed basic training, by type of academy, 2022

Agency type	Average number of hours to complete core basic training program	Academies with mandatory field training requirement after basic training				
		Total	For all recruits	For some recruits (e.g., agency-specific)	That oversaw field training	Average length of field training
All	4 hrs.	0.55%	1.04%	1.04%	0.82%	16 hrs.
State POST/ equivalent	7	1.81	4.50	4.50	1.98	0
State police/ highway patrol	18	1.15	2.70	2.70	3.44	20
Sheriff's office	15	1.45	3.30	3.30	3.40	39
County police	21	0.00	1.81	1.81	3.95	60
Municipal police	10	0.40	1.43	1.43	2.17	26
4-year college/ university	15	3.49	5.87	5.87	2.96	98
2-year college	5	1.11	2.18	2.18	0.90	101
Technical school	10	3.38	6.11	6.11	3.37	36
Special jurisdiction	51	0.00	4.17	4.17	5.62	84
Multiagency	10	1.44	3.11	3.11	2.39	68

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2022.

APPENDIX TABLE 3

Standard errors for table 2. Subject areas that academies offered and recruits received during basic training and average length of instruction, 2022

Subject area	Percent of academies	Percent of recruits	Average length of instruction (hours)
Operations			
Basic first aid/CPR	0.30%	0.72%	0.3 hrs.
Computers/information systems	0.84	1.47	0.4
Emergency vehicle operation	0.29	0.31	0.3
Evidence processing and storage	0.40	0.56	0.3
Intelligence gathering and analysis	0.88	1.58	1.4
Interrogation/interviewing	0.39	0.61	0.6
Investigations	0.38	0.38	0.8
Patrol procedures/techniques	0.32	0.36	1.1
Radar/lidar	0.86	1.48	0.5
Report writing	0.16	0.18	0.3
Traffic accident investigations	0.33	0.32	0.3
Weapons/defensive tactics			
De-escalation/verbal judo	0.49%	0.40%	1.1 hrs.
Defensive tactics	0.13	0.18	0.5
Firearms skills	0.21	0.20	0.5
Less-lethal weapons	0.56	0.75	0.4
Legal			
Criminal/constitutional law	0.10%	0.17%	0.7 hrs.
Juvenile justice law and procedures	0.25	0.41	0.2
Traffic law	0.28	0.24	0.5
Community policing			
Applying research methods to study crime and disorder	0.81%	2.19%	2.5 hrs.
Community building	0.76	0.77	0.5
Cultural diversity/human relations	0.39	0.35	0.3
Mediation/conflict management	0.76	0.99	0.5
Problem-solving approaches	0.79	0.94	0.9
Using crime mapping to analyze community problems	0.78	2.23	0.6
Self-improvement			
Basic foreign language	0.75%	1.20%	0.5 hrs.
Communications	0.57	0.55	0.7
Ethics and integrity	0.16	0.19	0.7
Health and fitness	0.19	0.23	1.1
Professionalism	0.56	0.94	1.5
Stress prevention/management	0.52	0.39	0.6
Special topics			
Active shooter response	0.50%	0.51%	0.2 hrs.
Clandestine drug labs	0.87	2.01	0.2
Crimes against children	0.49	0.56	0.2
Cyber/internet crimes	0.86	2.11	0.1
Domestic violence	0.22	0.20	0.2
DUI/sobriety	0.44	0.54	0.3
Elder abuse	0.75	0.78	0.2
Emergency management	0.70	0.86	0.3
Gangs	0.71	0.86	0.1
Hate/bias crimes	0.63	0.55	0.1
Human trafficking	0.62	1.05	0.1
Opioids	0.60	0.87	0.2
Public order/protest management/mass demonstrations	0.69	0.93	0.2
Responding to persons with mental illness/behavioral health issues	0.21	0.22	0.3
Sexual assault	0.42	0.39	0.1
Sexual harassment	0.73	1.05	0.1
Terrorism	0.68	0.92	0.2
Victim response	0.53	0.70	0.2

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2022.

APPENDIX TABLE 4**Standard errors for table 3. Academy resources available to basic training recruits, 2022**

Resource type	Number of academies	Percent of academies	Percent of recruits
Driving-related			
Driving simulator	5	0.64%	1.30%
Vehicle operation range/driving track	4	0.51	0.65
Educational			
Commercial web or online training content	7	0.90%	1.69%
Computer lab	6	0.79	1.44
Internet/online classes	6	0.80	1.24
Laptop/electronic tablet/iPad	6	0.78	1.12
Media lab/video production facility	5	0.73	1.14
Mobile data terminals	6	0.76	2.03
Resource center/library	6	0.81	1.62
Video conferencing classes	6	0.85	1.86
Fitness and health			
Fitness facilities (e.g., gym, weight room)	3	0.41%	0.43%
Mental health services	5	0.70	1.27
Obstacle course	7	0.89	1.53
Swimming pool	5	0.71	2.20
Living arrangements			
Dormitory/residential facilities	5	0.64%	1.43%
Weapons/self-defense			
Defensive tactics room	3	0.39%	0.36%
Indoor firearms range	6	0.79	2.00
Outdoor firearms range	4	0.55	0.99
Scenario training room/facility	4	0.52	0.43
Use-of-force training simulator	6	0.82	1.09

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2022.

APPENDIX TABLE 5**Standard errors for table 4. Weapons training that academies offered and recruits received during basic training, 2022**

Type of weapons training	Number of academies	Percent of academies	Percent of recruits
Firearms			
Revolver	5	0.71%	1.09%
Semiautomatic pistol	2	0.29	0.39
Shotgun (any type)	5	0.72	2.16
Manual rifle	4	0.59	0.87
Semiautomatic rifle (e.g., AR-15)	7	0.88	1.78
Fully automatic rifle (e.g., M-16, AK-47, or MP5)	3	0.41	0.38
Less-lethal weapons			
Baton	3	0.44%	0.57%
Blunt force projectile (e.g., bean bag or rubber bullet)	5	0.68	1.04
Chemical agent projectile (e.g., CS/tear gas or OC pellet)	7	0.89	1.69
Conducted energy device (e.g., Taser, stun gun, or Stinger)	6	0.83	1.52
Explosives	5	0.61	0.76
Flashlight	5	0.67	0.78
Knife/edged weapon	7	0.90	1.84
OC spray/foam	5	0.63	0.72
Other weapons	1	0.15%	0.37%

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2022.

APPENDIX TABLE 6

Standard errors for table 5. Special firearms training that academies offered and recruits received during basic training, 2011–2013, 2018, and 2022

Type of special firearms training	Percent of academies, 2022	Percent of recruits, 2022	Percent of recruits, 2018	Percent of recruits, 2011–2013
Use-of-force training simulators	0.85%	1.23%	0.81%	1.15%
Nighttime/reduced light conditions	0.27	0.21	0.11	1.04
Nonlethal live fire (e.g., simunitions or paintball)	0.72	0.88	0.81	1.00
Simulated stressful conditions	0.31	0.40	0.11	0.68
Training with off-duty weapons	0.76	1.35	1.03	1.16

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2013, 2018, and 2022.

APPENDIX TABLE 7

Standard errors for table 6. Control and defensive tactics training that academies offered and recruits received during basic training, 2022

Type of control/defensive tactics training	Number of academies	Percent of academies	Percent of recruits
Closed hand techniques	3	0.43%	0.49%
Full body restraints	7	0.89	1.81
Hold/neck restraint (e.g., carotid hold)	6	0.77	1.26
Knife/edged weapon defense	5	0.66	1.10
Leg hobble/other restraints (excluding handcuffs)	7	0.90	1.81
Martial arts training (e.g., jujitsu)	6	0.85	1.18
Pressure point control	4	0.55	0.98
Speed cuffing	6	0.76	1.22
Other	4	0.48	1.26

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2022.

APPENDIX TABLE 8

Standard errors for table 7. Role-play scenario and activity training that academies offered and recruits received during basic training, 2022

Type of role-play scenario training	Percent of academies	Percent of recruits
Any	0.12%	0.17%
Active shooter response	0.54	0.60
Arrest control tactics	0.27	0.24
Firearms	0.74	0.83
Interviews/interrogation	0.60	0.53
Less-lethal weapons	0.69	0.80
Public order/protest management/mass demonstrations	0.88	1.53
Responding to persons with mental illness/behavioral health issues	0.39	0.33
Self-defense	0.43	0.32
Threat assessment	0.76	0.96
Use-of-force continuum/situational use of force	0.42	0.32
Vehicle pursuit	0.77	2.19
Verbal tactics	0.38	0.29

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2022.

APPENDIX TABLE 9

Standard errors for table 8. Types and average number of formal assessments required by training academies, 2022

Type of formal assessment	Percent of academies	Average number of assessments
Scenario-based	0.58%	0.5
Written	0.40	0.3
Oral	0.89	0.9
Skills/proficiency	0.30	0.5
Physical fitness	0.42	0.2
Other	0.46	2.5

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2022.

APPENDIX TABLE 10

Standard errors for table 9. Training to identify or respond to other officers' use of excessive force that academies offered and recruits received during basic training, 2022

Type of academy	Percent of academies	Percent of recruits
All	0.48%	0.38%
State POST/equivalent	0.00	0.00
State police/highway patrol	1.15	1.39
Sheriff's office	1.45	0.82
County police	1.81	3.45
Municipal police	0.87	0.58
4-year college/university	2.99	2.96
2-year college	0.90	0.89
Technical school	2.57	2.95
Special jurisdiction	4.17	10.02
Multiagency	0.86	0.19

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2022.

APPENDIX TABLE 11

Standard errors for table 10: Community member involvement in basic training academy curriculum, operations, and oversight, by general type of academy, 2022

Type of community member involvement	Percent of academies		
	All academies	Law enforcement-operated academies	College-/technical school-operated academies
Curriculum			
Establishment/modification of training curriculum	0.73%	0.94%	1.16%
Participation as an instructor or guest lecturer	0.87	1.12	1.36
Participation in role-play scenarios	0.88	1.17	1.34
Participation in community competency or cultural programs/events	0.81	1.04	1.28
Operations and oversight			
Establishment/modification of the academy director recruitment and selections process or requirements	0.54%	0.64%	0.91%
Establishment/modification of instructor recruitment and selections process or requirements	0.52	0.60	0.88
Evaluation of instructor proficiency	0.54	0.62	0.95
Provision of academy oversight	0.72	0.85	1.22

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2022.

APPENDIX TABLE 12

Standard errors for table 11. Number of instructors at state and local academies that trained law enforcement, by employment status, 2022

	Full-time instructors		Part-time instructors	
	Number	Percent	Number	Percent
Total	602	~	603	~
Employed by the academy	358	3.22%	544	1.03%
Sworn personnel	346	2.84	440	0.95
Retired law enforcement personnel	24	0.36	198	0.58
Nonsworn/civilian personnel	47	0.60	79	0.25
Not employed by the academy	493	3.32%	372	1.06%
Sworn personnel	431	2.95	326	0.95
Retired law enforcement personnel	7	0.07	58	0.18
Nonsworn/civilian personnel	106	0.90	61	0.19

~Not applicable.

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2022.

APPENDIX TABLE 13

Standard errors for table 12. Law enforcement experience and education that academies required of full-time and part-time instructors, by general type of academy, 2022

Type of instructor and general type of academy	Law enforcement sworn officer experience		Education required					
	Required	Average amount required	Graduate degree	Bachelor's degree	Associate's degree	Some college	High school diploma/equivalent	None
Full-time instructor requirements								
All academies	0.74%	0.1 yrs.	0.45%	0.67%	0.53%	0.52%	0.92%	0.70%
Law enforcement-operated	0.98	0.1	0.17	0.48	0.46	0.70	1.17	0.94
College-/technical school-operated	1.13	0.3	1.12	1.51	1.14	0.77	1.41	1.03
Part-time instructor requirements								
All academies	0.89%	0.1 yrs.	0.12%	0.32%	0.52%	0.59%	0.96%	0.78%
Law enforcement-operated	1.32	0.1	0.25	0.38	0.50	0.75	1.30	1.10
College-/technical school-operated	1.18	0.1	~	0.52	0.91	0.91	1.42	1.12

~Not applicable

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2022.

APPENDIX TABLE 14

Standard errors for table 13. Certifications that academies required of full-time and part-time instructors, by type of academy, 2022

Type of academy	Full-time instructors			Part-time instructors		
	State/POST certification	Academy or instructor certification	Qualified subject matter expert	State/POST certification	Academy or instructor certification	Qualified subject matter expert
All	0.71%	0.61%	0.50%	0.86%	0.80%	0.52%
State POST/equivalent	1.68	1.68	1.68	1.73	2.31	1.66
State police/highway patrol	2.58	2.58	1.15	3.80	3.80	3.21
Sheriff's office	2.21	1.88	1.34	3.30	2.98	2.22
County police	2.49	2.96	1.81	4.47	4.75	2.55
Municipal police	1.29	1.09	1.16	2.27	2.34	1.88
4-year college/university	3.87	2.81	3.18	3.42	2.26	1.87
2-year college	1.33	1.21	1.03	1.29	1.23	0.53
Technical school	3.60	2.43	1.76	3.44	2.49	1.18
Special jurisdiction	8.09	6.61	0.00	8.09	6.61	0.00
Multiagency	1.93	1.82	1.03	1.99	2.31	1.01

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2022.

APPENDIX TABLE 15

Standard errors for table 14. Academies that provided refresher training on general instruction to instructors, by general type of academy, 2022

Refresher training provided	All academy types	Law enforcement-operated	College-/technical school-operated
Not provided	0.83%	1.05%	1.33%
Provided	0.83%	1.05%	1.33%
Internally	0.83	1.10	1.25
Externally	0.50	0.45	0.98
Both internally and externally	0.84	1.16	1.19

Source: Bureau of Justice Statistics, Census of Law Enforcement Training Academies, 2022.

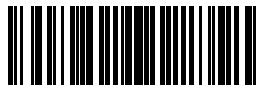


The Bureau of Justice Statistics of the U.S. Department of Justice is the principal federal agency responsible for measuring crime, criminal victimization, criminal offenders, victims of crime, correlates of crime, and the operation of criminal and civil justice systems at the federal, state, tribal, and local levels. BJS collects, analyzes, and disseminates reliable statistics on crime and justice systems in the United States, supports improvements to state and local criminal justice information systems, and participates with national and international organizations to develop and recommend national standards for justice statistics. Kevin M. Scott, PhD, is the acting director.

This report was written by Emily D. Buehler, PhD. Elizabeth Davis verified the report.

Joshua Hickman edited the report. Jeffrey Link produced the report.

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