

2022

# Cleveland Division of Police Needs Assessment



Mark T. Maguth  
Bureau of Support Services, Commander

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## Introduction

It is the intention of the Cleveland Division of police to conduct a thorough needs assessment to assist in guiding an effective and realistic training plan to guide the Division's annual training. This needs assessment seeks to identify areas in which training would assist in aligning individuals' performance and skills to the contemporary organizational mission and goals for providing professional and respectful service in a constitutionally afforded manner. Equally as important as identifying these apparent shortcomings, is the need to identify effective training methodologies which serve to improve members' knowledge and performance in the field. The intention of this needs assessment is to provide training strategies which reduce or eliminate the gaps between organizational goals and expectations to individual Division members' performance.

This assessment incorporates a wide range of source information, including but not limited to:

- Historical Data and Trends
- Member and Community Feedback
- Training evaluations
- Training Review Committee input and feedback
- Continued Professional Education requirements
- Ohio Police Officer Training Academy mandates

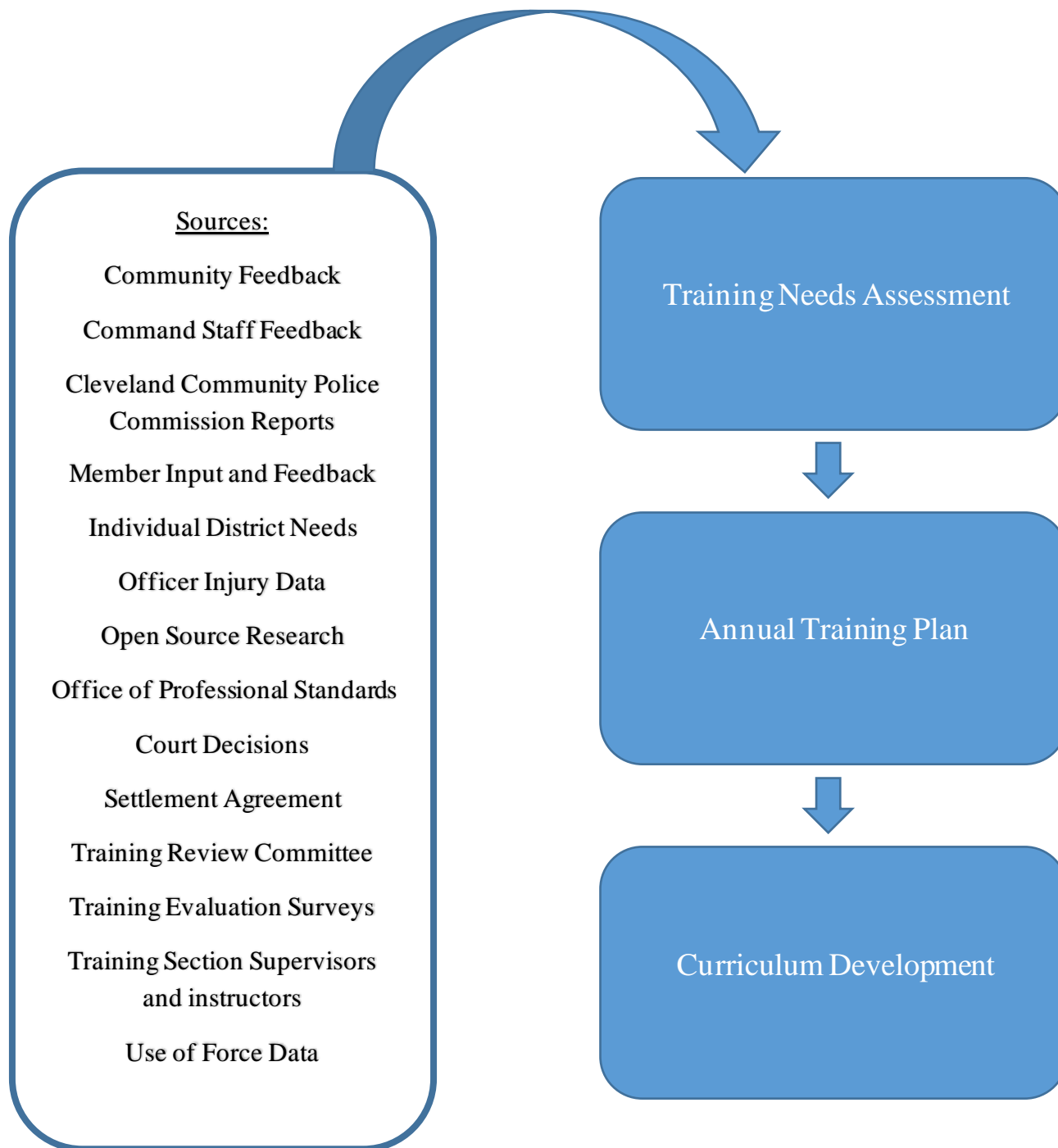
While it utilizes existing data sources to suggest the need for specific training regarding important training topics, the report also incorporates responses collected through survey information and input from divisional members, experienced personnel, and Training Section members to allow for ground level insight into training development. Finally, this assessment incorporates feedback and responses from community reports, providing a voice for community partners from throughout the City of Cleveland, and assists in guiding annual training topics. The training needs assessment is an area which will be improved through community surveys and solicited feedback from community meetings and events.

This report is categorized according to CDP's five core law enforcement training disciplines:

1. In-service and Continuing Professional Training
2. Recruit and Lateral Entry Training
3. Supervisor Training
4. Probationary Police Officer Field Training
5. Technical Skills Training

While this report is designed to be all inclusive, it is understood that all specialized units, such as Special Weapons and Tactics (SWAT), K-9, and Investigative Units develop and conduct specialized training specific in their discipline. In these circumstances, the Unit OIC's are responsible for providing a Standardized Unit Training Form to the Training Section prior to the training, where it will be reviewed and assessed for the training's compliance with divisional policies, procedures and current training standards.

## Curriculum Development Flow Chart



## Mandated Annual In-service Training for CDP Officers

### *Identified Mandated 2022 Annual In-service Training for CDP*

Topic / Skill Area	Hours	Notes
Pistol and Shotgun Requalification	16 hours	Certification Req. and SA para 60
Patrol Rifle Requalification	Semi-Annual	Certification Requirement
Use of Force	Q/Q/T/S	SA para 42
Search and Seizure	Q/Q/T/S	SA para 174
CPOP	Q/Q/T/S	SA para 30
ASP Requalification	2 hours	Certification requirement
OC Spray Requalification	2 hours	Certification requirement
Bias-Free Policing	Q/Q/T/S	SA para 42
ABLE Refresher	1 hour	Early Intervention
Crisis Intervention Training	Q/Q/T/S	SA Para 143
TASER Requalification/Transition	8 hours	Certification requirement
*Diversity, Equity, and Inclusion	4 hours	OPOTC mandated course
*Responding to Mental Health	4 hours	OPOTC mandated course
*Use of Force	4 hours	OPOTC mandated course
*Legal Updates	4 hours	OPOTC mandated course
*Domestic Violence	4 hours	OPOTC mandated course
*Responding to Sexual Assaults	4 hours	OPOTC mandated course

*\*Indicates course may be provided asynchronously through OPOTA Online  
Q/Q/T/S = training must be adequate in quality, quantity, time, and scope.*

### *Annual Training Requirements Mandated by Ohio Administrative Code and Cleveland Administrative Code*

- Rule 109.801 Annual firearms requalification program requires that all members must complete the OPOTC approved requalification course annually to carry and use division issues firearms.
- Cleveland Administrative Code §135.37 Annual Police In-service Training Program requires that the Division of Police provides forty hours of curricula, which includes, but not limited to, such subjects as community relations, individual and group psychology, crowd control, race relations, proper procedures in evidence gathering and preservation, basic legal instruction regarding constitutional law and laws relating to apprehension and arrest of persons and the lawful obtaining of evidence, and such other job-related skill training and skill upgrading in basic police crime prevention and detection techniques, utilizing the latest available and most effective police science techniques.

***Annual Training Requirements Mandated by the Ohio Peace Office Training Academy***

- Sworn officers who graduated from an Ohio Peace Office Basic Academy in 2021 or earlier will be required to take 24 hours of advanced training in 2022. The Ohio Peace Officer Training Commission (OPOTC) has approved a broad list of topics in which the required training must be completed. Sixteen hours of Continuing Professional Training (CPT) must come from the following list (the first category plus three of the other):
  - Diversity, Inclusion, Equity: 4 hours (mandatory)
  - Responding to Mental Health: 4 hours
  - Use of Force: 4 hours
  - Legal Updates: 4 hours
  - Officer Personal Wellness: 4 hours
  - Responding to Sexual Assaults: 4 hours
  - Domestic Violence: 4 hours
- For the final eight hours of training:
  - Categories may come from the two of the remaining three categories that are listed above.
  - Categories may come from the Ohio Collaborative Community-Police Advisory Board standards (categories already named in the top list are not repeated here):
    - Law Enforcement Response to Mass Protests/Demonstrations
    - Standards for Law Enforcement Vehicular Pursuit
    - Investigation of Employee Misconduct
    - Bias Free Policing
    - Law Enforcement Telecommunicator Training
    - Body Worn Cameras
- According to the OPOTA website, agencies may offer or provide training in multiple ways:
  - OPOTA will provide pre-approved curricula relating to the seven general categories approved by OPOTC. Agencies may develop and conduct their own trainings based upon those curricula.
  - OPOTA will be updating its 2022 in-person course offerings on a regular basis to provide a large variety that satisfy 2022 CPT requirements.
  - In the first and second quarters of 2022, OPOTA will post courses covering each of the OPOTC-approved categories on OPOTA Online. Law enforcement agencies may choose to take some or all of the 24 hours of required training through these free courses.
  - Agencies may create their own courses in the approved categories, per the framework provided for in Ohio Administrative Code 109:2-18-03. Those courses and instructors must be approved before the courses are taught. Directions and forms for requesting approval will be posted here in the near future.



The Cleveland Division of Police will develop and facilitate its own curriculum in addition to the mandatory training required by the Ohio Peace Officer Training Commission (OPOTC). It is anticipated that CDP's training hours will exceed that required by OPOTC. However, should the state mandate additional hours or not accept credit for CDP's curriculum, then CDP will use OPOTA Online to fulfill OPOTC's requirements. Regardless, OPOTC mandated topics are not intended to replace or supplement Divisional planned training.

***Annual Training Requirements Required by the Department of Justice Settlement Agreement***

The Settlement Agreement incorporates several annual training requirements for the Division. However, the intention of these requirements are not to establish a minimum or mandatory number of hours. Instead, it serves to incorporate a holistic approach to impart meaningful change within the division, as well as, provide guidance towards training in critical law enforcement areas. Therefore, this needs assessment looks to not only adhere to the guidance established by the Settlement Agreement, but also incorporate essential training which serves to promote meaningful and transformational training to the Division. However, it is equally important to acknowledge that the practicality and available resources are not always available to deliver all identified training areas. This specific reason is why future needs assessments and training plans will incorporate a multiyear perspective to help build upon intended progress.

It is evident that divisional training has made tremendous improvements since the Settlement Agreement was implemented. Several critical areas, such as use of force, search and seizure, and procedural justice, are now defined through policy and have been not only introduced but reinforced through annual in-service training. Historically, this training has been provided in individual silos to ensure understanding and assessment of each topic area. Further, each member was assessed through scenarios and assessments within an individual topic silo. While this proves beneficial through an instructional lens, it is not practical or realistic to circumstances faced by the contemporary Cleveland officer. Therefore, the modern approach to training and assessment is to find a functional medium between evaluating multiple critical areas within their respective silos, and provide a blended scenario and training format incorporating multiple critical areas, which is in line with reality. This reality-based scenario format strives to provide a realistic approach to training, while still allowing the Training Section to evaluate each critical policing area in its individual silo.

The intention is to continue to reinforce policy and best practices through in-person instruction and asynchronous e-learning delivery, and to incorporate this blended format incorporating realistic scenario-based training and assessment. The intention is to provide evaluative assessments of members' performance, more in line with what would be displayed in the field, rather than in a classroom.

According to the SA and Needs Assessment, the annual training areas/topics are:

- Community and problem-oriented policing training, to include: methods and strategies to improve public safety and crime prevention through community engagement; training that

promotes the development of new problem-solving partnerships between the police and the community, targeting problem-solving and crime prevention; leadership, ethics, and effective communication and interpersonal skills; community engagement, including how to establish partnerships and actively engage civilians and community organizations, including youth, LGBT, homeless, and mental health organizations and communities; principles of procedural justice and its goals; conflict resolution and verbal de-escalation of conflict; and cultural competency and sensitivity training (para. 30).

- Bias-free policing that is adequate in quality, quantity, and scope, as well as, supervisor training that includes: how to identify biased police practices when reviewing investigatory stop, arrest, and use of force data; how to respond to a complaint of biased police practices, including conducting a preliminary investigation of the complaint in order to preserve key evidence and potential witnesses; how to evaluate complaints of improper pedestrian stops for potential biased police practices; and engaging the community and developing positive relationships with diverse community groups (para. 41 and 42).
- Sixteen hours of firearms training which includes pistol, shotgun, and policy training. This training should include night, reduced light, and stress training for officers (para. 60).
- Annual recertification of Electronic Control Weapons to include: physical competency; weapon retention; and policy updates (para 74).
- Use of force training that is adequate in quality, quantity, and scope, as well as annual supervisor training for all ranks, which includes: training in conducting use of force investigations; strategies for effectively directing officers to minimize uses of force and to intervene effectively to prevent or stop unreasonable force; and supporting officers who report unreasonable or unreported force, or who are retaliated against for attempting to prevent unreasonable force (para. 84 and 86).
- Supervisor Training around UOF of all ranks, as a part of annual in-service, training in conducting use of force investigations; strategies for effectively directing officers to minimize uses of force and to intervene effectively to prevent or stop unreasonable force, or who are retaliated against for attempting to prevent unreasonable force.
- Force Investigation Team will receive annual training that is adequate in quantity, quality, and scope (para. 113).
- Annual Crisis Intervention Training (CIT) that is adequate in quality, quantity, type, and scope, and will include the circumstances in which a specialized CIT officer should be dispatched or consulted and how situations involving individuals in crisis should be addressed if a specialized CIT officer is not immediately available (para. 143).
- Specialized CIT officers must receive eight hours of annual in-service crisis intervention training (para. 147).



- Annual search and seizure training that is adequate in quality, quantity, and scope (para. 174). While the content is unspecified, guidance can be obtained from Paragraph 173 which states:

The Training will address the requirements of Fourth Amendment and related law, CDP policies, and this Agreement, including: the difference among the scope and degree of intrusion associated with different types of police contacts; the difference between probable cause, reasonable suspicion, and mere speculation; and the difference between voluntary consent and the mere acquiescence to police authority; the types of facts and circumstances that may be considered in initiating, conducting, terminating, and expanding an investigatory stop; the level of permissible intrusion when conducting searches, such as “pat-downs” or “frisks”; the permissible nature and scope of searches incident to an arrest; procedures for executing searches, including handling, recording, and taking custody of seized property and evidence; and the principles of procedural justice and the effect that differing approaches to investigatory stops, searches, and arrests can have on community perceptions of police legitimacy and public safety. (p. 42)

- Internal Affairs investigators will receive annual training related to conducting misconduct investigations that is adequate in quality, quantity, and scope (para. 181).
- Fulfill all in-service training required by the SA agreement, which will require at least 40 hours of in-service training annually (para. 271).

#### ***Annual Training Requirements for American Heart Association Certification***

- The American Heart Association requires individuals to receive re-certification on basic first aid including tourniquet application, CPR, AED and Narcan administration every two years. The Division received re-certification in 2021 and therefore will not be required to complete recertification until 2023. However, the intention is to continue to reinforce the duty to provide medical aid; self-aid and buddy-aid; and wound management and tourniquet application during use of force training. This is especially important during training regarding the use of deadly force.

#### ***Annual Training Requirements for Axon TASER Certification***

- The Division intends to upgrade to Axon’s TASER 7 from the X-26P model currently in use. This deployment of a new tool will require 12 hours of training, instead of the two hours necessary for requalification. There are significant differences between the two models and this additional training is necessary to ensure officers understand the functioning of TASER 7, as well as develop motor skills necessary for its successful operation. The plan is to provide four hours of asynchronous e-learning through the Learning Management System, to include basic understanding of nomenclature, functioning, operations, differences between the X-26P and TASER 7, and divisional policy regarding CEW and Use of Force. An additional 8 hours will involve face-to-face instruction and include practical and demonstrative skills and assessments to ensure members are able to safely and appropriately utilize this model. Further, the training will

incorporate scenarios requiring probe deployments (or simulated). The intention is to take advantage of this required transition training and further support the holistic training approach for officers. This allows the Training Section to build in reality-based training scenarios and pushing outside the traditional silo approach to training. Utilizing this approach will allow for use of force relevant training to be presented during Session II and Session III for 2022. Finally, should the Division not transition to TASER 7 next year for an unforeseen reason, the current X-26P model will be used to carry out this scenario-driven training and achieve annual mandated training.

***Annual Training Requirements Mandated by Active Bystandership for Law Enforcement Officers (ABLE)***

- In order to continue to meet ABLE program standards, officers must obtain meaningful training, which includes up to two hours for annual refresher training. The training material and facilitator guide are provided by ABLE and the Division is obligated to use these lesson plans which is of high quality and exceeds expectations. The training covers the relevant social science, the inhibitors to active bystandership, and the strategies and tactics of giving and receiving an intervention. The principles of active bystandership will be incorporated into relevant Academy (recruit and in-service) courses, including, among others, Use of Force, Stop/Search/Arrest, Report Writing, Traffic Stops, and Vehicle Pursuits.

## Community Input and Concerns

### *Identified training need for addressing community input and concern*

Topic / Skill Area	Recommendations / Findings	Implementation Strategies
UOF / De-Escalation / Search & Seizure	Include: measurable assessments; emotional trauma due to excessive force to civilians & witnesses	Develop evaluative matrix to assess performance; utilize outside resources, such as, victim advocates to aid in developing course or awareness during annual in-service.
Bias-Free Policing	Contract out Bias-Free policing training	Partnering with a local college or organization to develop curriculum; incorporate into all aspects of scenario training.
District Awareness Training	Reduce classroom and increase field exposure	Video presentations and guest speakers will be used for future training; institute program similar to recruit “Reverse Ride Along”
Supervisor Training	Include importance for de-escalation techniques; incorporate practical written report review	De-escalation is incorporated and will continue to be incorporate into all training; incorporate scenarios into supervisor annual in-service; provide practical report review course during annual supervisor in-service

To incorporate community input and feedback regarding divisional training, the agency should actively solicit information through a wide range of sources, such as community meetings and surveys and establish a procedure in which this information is continually related to the Training Section and Training Review Committee for on-going training considerations. However, it is worth noting that establishing such a practice can be time consuming and delay the availability of this feedback. While processes will be implemented in the future to incorporate direct community feedback, for this needs assessment, the Division relied on existing resources to help aid the Division to incorporate perspectives from the public. The annual reports prepared and published by the Cleveland Community Police Commission (CPC) provides a source of valuable community feedback that were considered in developing and establishing potential training topics, learning objectives, and training methodologies. This Needs Assessment looks at recent CPC reports and the applicable recommendations to incorporate community input and concerns into the Divisional training curriculum development.

The first report from the CPC was released in March of 2020. The CPC contracted with the Tesser Group to provide a review of the Cleveland Division of Police Training Curricula and the progress towards meeting community expectations and the mandate of the 2015 Settlement Agreement negotiated with the United States Department of Justice. The report recommends ways to improve training curricula by “expanding the scope, altering the content delivery methods to improve retention and application, incorporating guest speakers and community members, rewriting objectives to ensure they are measurable, and creating evaluations to measure each objective.” Additionally, the report recommended “...that a consultant be brought in to lead the efforts to align the curriculum and evaluation methods so that training impact and effectiveness can be determined in the future.” Further, the report suggests that experts in the field should be used to supplement in-house trainers. When applicable, the curriculum should include a notation when an expert or community member should be utilized, as well as, any required qualifications.

Finally, the report provided guidance and recommendations for future divisional training. These recommendations are summarized below.

#### **Use of Force/De-escalation/Search & Seizure**

- The training should include discussion of the emotional trauma that is experienced by a civilian if excessive UOF is used and the impact it has on bystanders witnessing it. Use of force training should include measurable objectives, as the training review suggested there were no identified or measurable objectives for the training.

#### **Bias-Free Policing Training**

- It is recommended that Bias-Free policing be contracted out based on community feedback to an entity with demonstrated expertise in the areas of implicit/unconscious bias. Further, peer-reviewed and research-based articles and studies should be used during the class to share the impact bias has on policing and proven strategies to use to decrease the negative impact of bias in the workplace.

#### **District Awareness Training**

- The recommendation from the CPC is to reduce classroom time for this training and provide more time in the field. Videos should be incorporated into the training of individuals sharing their culture and history. The training should incorporate face to face opportunities, to allow groups or individuals to ask and answer questions, serving to build rapport.

#### **Supervisor Training**

- Based on community feedback, the scope of supervisor training should be expanded to include the importance of, and techniques to use to deescalate a situation when subordinates call supervisors to the scene. This training could utilize existing body camera footage and show instances of supervisors doing a masterful job and contrast those with videos of supervisors that made missteps. Finally, training relating to evaluate

reports should incorporate practical applications allowing the students to evaluating their past reports incorporating the established criteria for a report that was set. Supervisors would grade and score the evaluation reports of peers based on some or many parts/components that are missing from the report.

The second report was released in March of 2021. The Cleveland Community Police Commission produced a findings report reflecting a 2020 Community Satisfaction Survey. This survey was interrupted by COVID-19 resulting in a delayed release. Key findings reported by the Commission were:

- Respondents are split over how satisfied they are with the performance of CDP officers and if there has been any improvement in performance over the last two years.
- Many respondents are not yet comfortable making a fully informed assessment. Many respondents state explicitly that they are not seeing progress.
- Respondents suggested that the CDP still needs to put more effort into trainings relating to the Settlement Agreement. Issues like Biased Policing, Use-of-force, De-escalation, Crisis Intervention, Community Engagement, and District Awareness, are still training curricula that respondents think need to be improved on.
- When asked about personal interactions with officers, some respondents described them in glowing terms; others, however, describe harassment, discrimination, and unconstitutional policing practices.

This report is described as the first of what will be a series of annual surveys aimed to assess changes in the community's satisfaction with the CDP and its officers. While this report provides useful information, it will be the follow up survey reports that will aid in evaluating the impact on-going annual training is providing to CDP and its officers, especially relating to community perception and feedback.

## Problematic Uses of Force

### *Identified training need for problematic uses of force*

Topic / Skill Area	Recommendations / Findings	Implementation Strategies
De-escalation Strategies	Providing training to improve officer's verbiage and eliminate the phasing "relax" during de-escalation	Verbiage is addressed in current De-escalation training; add instructor notes and evaluative matrix to address poor phrasing during scenario training.
Subject Control	Training relating to subjects spitting at officers	Incorporate training relating to application and monitoring of face coverings (spit socks) and control of subjects
Intermediate Weapons	Incorporate additional close Range CEW deployment training	Utilize a close deployment scenario during TASER requalification or transition
Supervisor	Training to improve supervisors ability to control scenes involving officer UOF	Explore using tabletop or video exercises demonstrating successful or unsuccessful supervisor scene control incidents
Procedural	Training to improve the activation of Wearable Cameras during UOF	Incorporate evaluation to reinforce WCS activation during all scenario training

*\*Information obtained from quarterly Force Review Board*

The Division's Force Review Board (FRB) ensures that investigations of use of force incidents are thorough, comprehensive and of the highest quality. This is accomplished through quarterly meetings where the FRB reviews all Force Investigation Team (FIT) investigations, all level 2 investigations with a finding of misconduct, and a random sample of all level 2 force where there was no misconduct finding. As a result of this process, the Bureau of Compliance Commander forwards recommendations to the Training Review Committee where gaps in training or potential improvement areas were identified through its review process.

These recommendations are useful to provide insight and recommendations into potential areas or patterns of concern relating to members' reported uses of force. Five incidents were forwarded by the FRB to the TRC for consideration, resulting in four recommendations regarding potential training considerations:

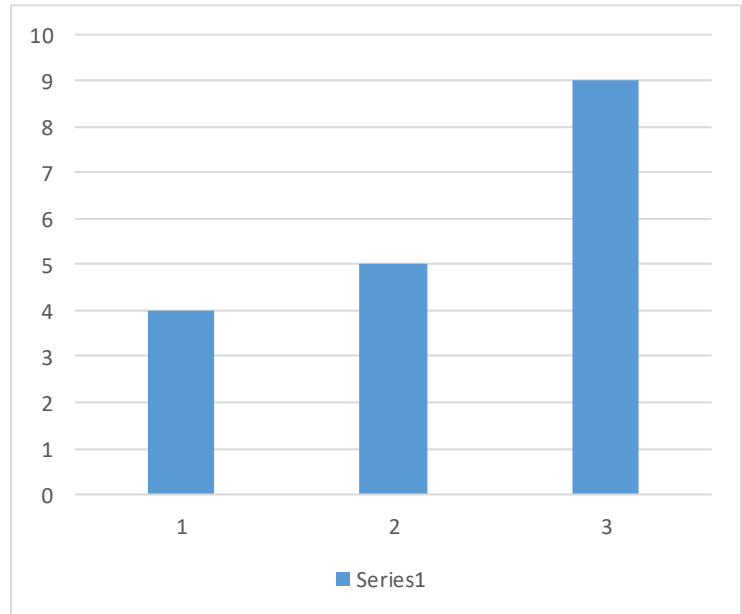
1. Provide training relating to subjects spitting at officers
2. Address the saying of "relax" during de-escalation and provide alternatives
3. Incorporate close range CEW deployment considerations during CEW training



#### 4. Supervisory control of scenes involving officer uses of force

In addition to the recommendations provided by the FRB, statistics are used by the Data Collection and Analysis Coordinator to provide other potential training areas. An apparent issue is the limited number of categories. While the data is not statistically significant, this information is still beneficial to help supplement other areas, as well as, an area that can be further defined and evaluated to assist in the future iterations.

The first area examined regarding problematic uses of force are incidents where the Internal Affairs Unit found policy violations involving Use of Force. An area which stands out are violations related to the utilization of WCS during UOF incidents. While this concept is reinforced during recruit training, it is not typically assessed during annual in-service. Again, this is a low number, but a potential area that can be evaluated and reinforced through scenario training, which may lead to a decline in WCS policy violations during use of force incidents reviewed by IAU.



**Figure 1**

Going forward, the intention is to incorporate feedback and input from the Superintendent of the Internal Affairs Unit, the Inspector General, and the IAU Officer in Charge to provide timely and relevant input regarding potential areas of problematic uses of force being investigated. This information would be relayed to the Training Section OIC and presented to the Training Review Committee for consideration during the annual needs assessment.

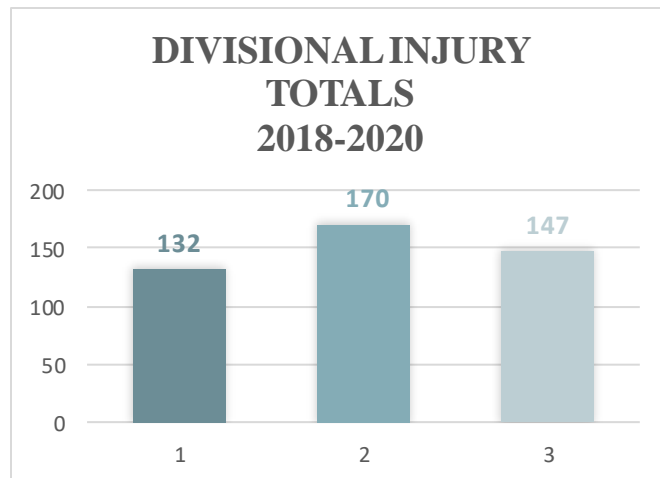
## Officer Safety Issues

### *Identified training needs for officer safety issues*

Topic / Skill Area	Recommendations / Findings	Implementation Strategies
Emergency Vehicle Operations	Providing training relating to emergency response and pursuit driving	Develop and implement LMS Modules conveying strategies and policies relating to emergency vehicle operations and pursuit driving
Subject Control	Provide updated subject control techniques.	Incorporate contemporary subject control practices into annual in-service training for all Division members
Officer Wellness	Provide suicide awareness and prevention training	Contract and Conduct Question. Persuade. Respond. training for entire Division during annual in-service training

*\*Information obtained from IA Pro*

Law enforcement officers face several challenging, dangerous, and stressful situations in the line of duty. While some of these dangers are obvious, such as gun violence, many are not. These hidden dangers, such as fatigue and stress, are common and can greatly hinder officer performance. While division data is examined in this category, it is important to acknowledge its limitations. First, the data collected does not necessarily provide detailed accounts of the circumstances in which officer injuries occurred. The intention going forward is to review incidents to provide more detailed accounts regarding officer injuries. Second, these figures represent reported injuries to the Division and do not take into account incidents where significant risks of injury or officer safety concerns existed and no injury occurred. Therefore, it is important to supplement this information with member feedback through focus groups and surveys going forward.

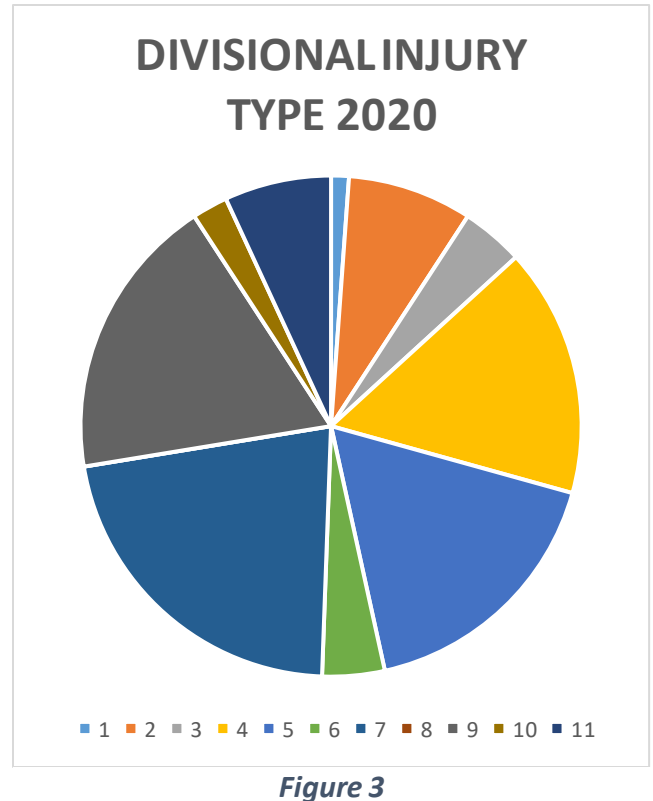


**Figure 2**

As seen in Figure 2, between 2019 and 2020, the CDP experienced a slight decrease in the number of reported injuries. While, the decline from 2019 to 2020 may not be statistically significant, the data remains important and worthy of analysis. The highest percentage of division wide injuries in 2020 were related to motor vehicle collisions (38) making up 22 percent

of injuries. Additionally, of the 174 reported injuries reported in 2020, less than 7 percent (12) were related to use of force. However, historical totals would provide better insight and will be incorporated into future needs assessments.

Figure 3 illustrates that nearly a quarter of all CDP injuries in 2020 were related to motor vehicle collision, the greatest type of all injuries reported. Moving forward, it would be important to delineate between the manner in which these collisions occurred, such as officers in emergency response or just through normal operations. While preliminary examination appears a majority of collisions occur during normal operations, collisions involving emergency response carries the potentially to response in significantly increase severities of injury. Therefore, there is a heightened need for the division to provide emergency response and pursuit driving training. Further, this need has been conveyed and stressed by command and frontline officers through verbal testimony to Training Section personnel.



A gap exists among members of CDP in their skills with subject control. There have been significant changes relating to subject control techniques instructed during the Basic Peace Officer Academy. Therefore, it is important to convey these changes and updates to officers during annual in-service for three specific reasons. First, it provides an update regarding the modern techniques being used and to reinforce or convey the elimination of ineffective or improper techniques. Second, it allows current officers to understand and have knowledge of the techniques and strategies being used by Probationary Patrol Officers during field training. This understanding serves to bridge the divide between Training Officer and student. Finally, this course could be used as a foundation for subject control knowledge. Presented techniques and strategies could be practiced in hands-on training in following years to enhance officer performance relating to subject control.

## Trends in Misconduct Complaints

### *Identified training needs for officer misconduct complaints*

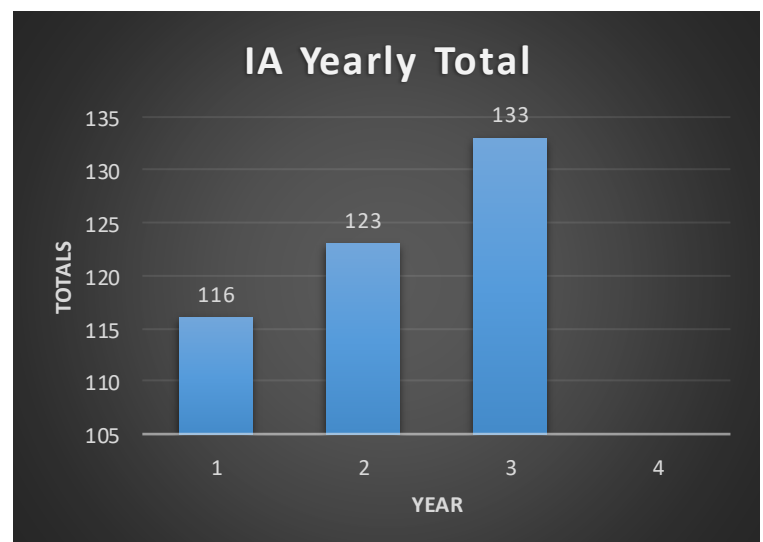
Topic / Skill Area	Recommendations / Findings	Implementation Strategies
Criminal Misconduct	A large proportion of policy violations involved criminal misconduct.	Continue implementing ABLE training; Provide Updated Wellness Services
WCS Operation	A large proportion of policy violations involved WCS operations.	Incorporate and assess proper WCS operation during Scenario-Based Training

These topics and recommendations stem from information gained from the Division's Data Analyst from CDP's internal databases regarding trends of misconduct. This information is reviewed and examined by Training Section staff and the TRC to formulate implementation strategies to address potential issues founds.

Similar to the data review of officer injuries, the data may be overly broad or not well defined. However, while the data may not be statistically significant, it does allow for useful interpretation along with other information. Additionally, this information can be expanded upon through focus groups or surveys and serve to supplement other areas of this needs assessment to help guide potential training topics and learning objectives for divisional annual training.

## Internal Affairs

Figure 4 represents investigations assigned to the Internal Affairs Unit (IA). It provides insight that IA investigations have slightly increased over the past three years. However, policy changes in February of 2020 required any misconduct, other than minor, to be assigned and reviewed by the Internal Affairs Unit. Therefore, this increase may be heightened due to this procedural adjustment.



**Figure 4**

When reviewing the finalized dispositions in Figure 5, no statistically significant inference can be made. However, 24 or 18% were sustained, 2 or 1.5% were found not within policy, and 4 or 3% were referred to OPS. Additionally, 67 or 51% were found within policy, unfounded, and not sustained. Finally, other represents a significant total of misconduct complaints.

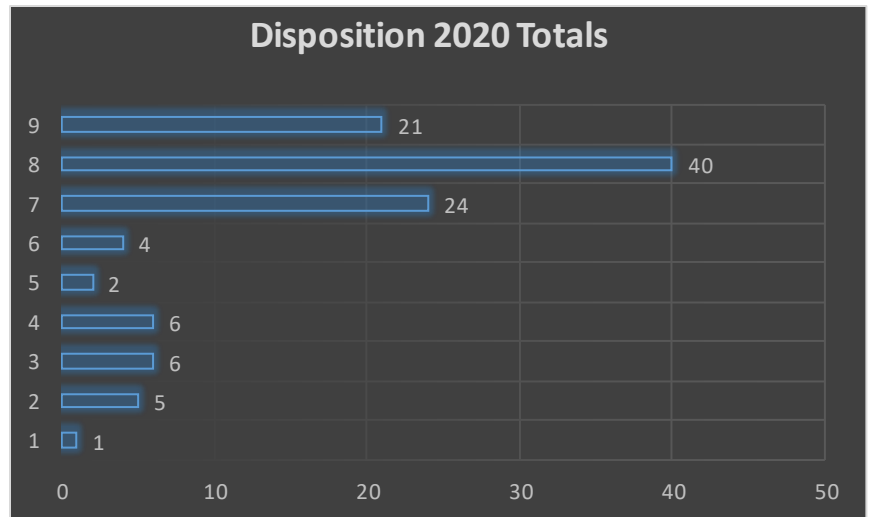


Figure 5

Again the category “other” in Figure 6 represents a significant number of policy violations in 2020. It would be beneficial to expand the reported categories of misconduct or review each case to interpret potential training considerations. Additionally, criminal misconduct represented a significant amount of policy violations making up 41 percent. This category may be an area of interests as the division has just implemented ABLE and other officer wellness initiatives. Further, Wearable Camera Violations (WCS) stands out and represents 7 percent of violations in 2020. While the specifics are not represented in this review, it does suggest that providing an evaluative matrix during reality-based training may help reduce or alleviate these violations. Finally, collaboration with the IA Superintendent, IAU OIC, Training Section members, focus groups, or surveys could provide additional insight into this category going forward.

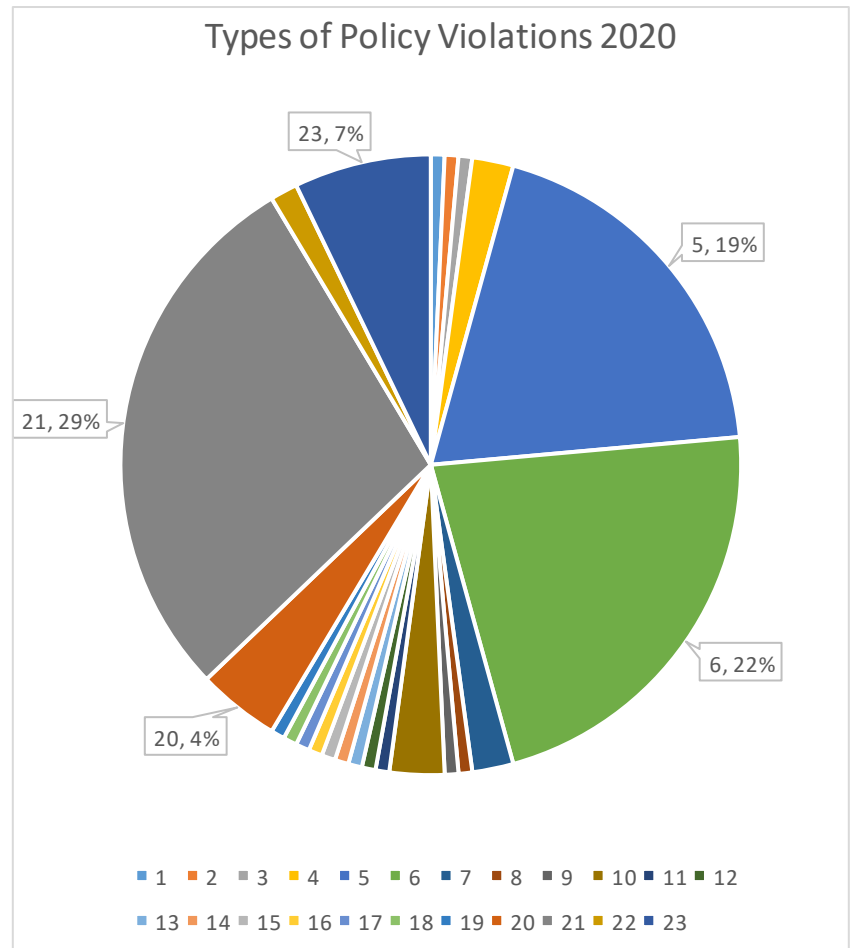


Figure 6

### Input from CDP Members

Topic / Skill Area	Recommendations / Findings	Implementation Strategies
Scenario-Based Training	Continue to incorporate scenario-based training when feasible.	Scenario-based Training has been implemented and will be enhanced during annual in-service training. This training should provide realistic incidents and student performance should be assessed using defined measurables.
Firearms Training	Incorporate high stress deadly force firearms scenario-based in conjunction with proficiency assessments	Provide realistic scenario-based training that incorporates shoot and don't shoot scenarios as well as, reinforce CDP policy regarding reporting, duty to provide aid/intervene.
Crisis Intervention Training	Improve coordination between MHRAC and CDP Training Review committee	Officer safety trends are distributed through divisional notice
CPOP Training	Decrease downtime between scenarios / incorporate videos using CDP members	Students should be provided worksheets that accompany similar scenarios to help alleviate downtime or watch a video prompt and respond in writing how to proceed according to policy and training; additionally, CDP Training Section should utilize CDP's WCS videos demonstrating positive CPOP encounters and missed CPOP encounters.
Use of Force Training	Incorporate video assessments with discussions; and provide updated Divisional use of force statistics	Video scenarios with group discussion should continue to be supplemented as a module, along scenario training; The Divisions Data Analyst should provide an updated report prior to UOF and presented during training.
Search & Seizure Training	Provide enhanced lecture with Prosecutor support; Decrease downtime between scenarios	Utilize outside counsel to assist with S&S lecture-based instruction; however, explore adding Defense Attorney's or other counsel to assist; as with CPOP – utilize similar strategies to minimize student downtime.



## **Officer Reaction to and Satisfaction with Received Training**

The Training Section collected trends and reactions to division annual training using the online platform SurveyMonkey. The following discusses the results of the surveys and the improvements incorporated by the Training Section to improve the delivery of training material to student officers.

### **Scenario-Based Training**

Scenario-based training should be incorporated when feasible to improve student learning, attitude towards training, and provide valuable insight into potential gaps in performance and training. An important finding through surveys was that a majority of student officers (51%) rated “strongly agree” that trainings utilizing scenarios resulted in them having an understanding of course material. Additionally, evidence-based research suggests that adult learning and retention is improved through scenario-based training. Finally, assessing performance during scenario training allows the Division to gain valuable insight into officer(s) behavior and performance, which allows for identification of potential existing performance and training gaps.

### **Firearms**

Division members overwhelming agreed (85%) that firearms training was a valuable training topic. However, roughly 42 percent of members reported they would neither agree nor disagree they would perform differently in the field based upon the training received. Firearms training is without a doubt a critical training topic for law enforcement. While proficiency is certainly important, training must incorporate high-level assessments not only towards performance, but also the officers’ decisions when to deploy deadly force. According to the SA para 60, factors such as night, reduced light, and stress training should be incorporated into firearms training. The intention should be to mimic reality in a training environment. Therefore, firearms training should continue to assess proficiency, but incorporate high stress deadly-force decision making aspects to improve officer cognitive ability when encountering similar circumstances in the field.

### **Crisis Intervention Training**

Crisis Intervention Training was rated valuable by division members following 2020 in-service. This training is developed in collaboration with members of the ADAMS board along with the CIT Coordinator. This training is developed by mental health professionals who also assist in teaching this information to the Division. The CIT Coordinator is involved in the development of CIT curriculum and previously updated the Bureau of Support Commander regarding curriculum progress. However, this process is being strengthened by incorporating a member of the TRC into the MHRAC Training Subcommittee. The intent is to ensure the Training Section oversees and coordinates with the MHRAC Training Subcommittee with the development and facilitation of Crisis Intervention Training for CDP. Finally, through discussions and collaboration with the CIT Coordinator, it was conveyed that homelessness was the topic to facilitate for 2022 annual in-service.

### **Community Problem Oriented Policing**

A majority of Division members reported they agreed or strongly agreed that Community Problem Oriented Policing training was valuable. Additionally, two themes were identified in survey responses to improve future training. These recommendations include:

- Decrease downtime in scenario-based training. with Training Section provided built in scenarios in a handout for student officers to complete while they are waiting. This can be done as an individual exercise or a small group discussion. The lead instructor goes over the handout at the end of the module as a large group discussion.
- Included more video-based assessments in all trainings, this includes videos with CDP officers acting during traffic stops.

### **Use of Force Training**

A high proportion (67%) of CDP members agreed or strongly agreed that use of force training was valuable. Additionally, student input suggested that training would be improved by:

- Incorporating additional video assessments allowing for large group discussion
- Providing updated CDP use of force statistics

### **Search and Seizure**

Search and Seizure was co-instructed along with the City and County Prosecutor's office. Training Section instructors explained and clarified the Division's new search and seizure policies, while the Prosecutor's Office attorneys discussed case law and its interaction with Division policy. This collaborative approach allowed a licensed attorney and legal professional to help clarify questions and identify potential misapplications of law during training. Overall, this training was highly successful. Further, input from CDP's community partner the Cleveland Community Police Commission suggested adding defense attorney's during annual search and seizure training to provide an alternative perspective.

Almost 80 percent of Division member's expressed that Search and Seizure training increased their knowledge and learning. Additionally, 83 percent expressed that the course used realistic and practical information in the training. Further, 81 percent expressed that they will apply the information learned in the field. While only 64 percent reported they would perform differently in the field, an additional 27 percent reported they neither agreed nor disagreed that they would perform differently. One respondent, which proclaimed to be a detective unit supervisor, explained that they already possessed similar knowledge regarding the content, but felt it was valuable to patrol officers. Similar beliefs among surveyed members may be the result of this diminished reporting. Additionally, the question itself may contribute to it, as it may suggest a need for change may already exists, leading to respondents' lack of agreement. Regardless, the Training Section should ensure that concepts being instructed in search and seizure related training meets the challenges of the contemporary law enforcement officer and provides valuable information to CDP members within various specialties of the Division.

## Legal Updates and Law Enforcement Trends

### *Identified training needs for legal updates and law enforcement trends*

Topic / Skill Area	Recommendations / Findings	Implementation Strategies
Search and Seizure	592 U.S. ____ <i>Torres v. Madrid</i> (2021) a person is seized when police apply physical force to the body, but do not subdue the person.	Incorporate the ruling of <i>Torres v. Madrid</i> into annual S&S in-service training.
Search and Seizure	593 U.S. ____ <i>Caniglia v. Strom</i> (2021) the Community Caretaking provision in Cady does not create an open-ended license to perform “safe-guarding” seizures anywhere.	Incorporate the ruling in <i>Caniglia v. Strom</i> into annual S&S in-service training.
Search and Seizure	594 U.S. ____ <i>Lange v. California</i> (2021) pursuit of a fleeing misdemeanor suspect does not always justify a warrantless entry into a home.	Incorporate the ruling in <i>Lange v. California</i> into annual S&S in-service training.
MVC Investigations	<i>State v. Bryant</i> , 2012-1698 individuals may leave the scene of an accident after waiting a reasonable amount of time.	Provide LMS or Roll Call training relating to the ruling established in <i>State v. Bryant</i>
Traffic Enforcement	<i>State v. Turner</i> , 2019-1674 driving on white edge line is not a violation of R.C. 4511.33	Provide LMS or Roll Call training relating to the ruling established in <i>State v. Turner</i> , 2019-1674
Policy Training	Stop Forms GPO 2.02.05	Incorporate procedure of Stop Form requirement into annual in-service and supervisory in-service training
Policy Training	Animal Incidents GPO 2.01.09	Incorporate animal incident policy into annual in-service training

It is important to consider legal updates and current law enforcement trends as these areas affect several critical Division training topics. Above is a summary of just a number of updates and trends which affect CDP operations and should be incorporate into 2022 annual in-service training. Going forward, this list should be extended to include input from legal experts, professional organizations, community partners, and internal CDP members.

## Supervisor Training

Topic / Skill Area	Recommendations / Findings	Implementation Strategies
GPO 1.07.08 Bias-Free Policing / Investigations	Incorporate Bias-based policing investigations for all Division supervisors to include, identifying bias-based practices, responding to complaints, and ensuring members engage in bias-free policing	Develop and provide training specific for supervisors who are tasked with investigation bias-based policing complaints
Force Review Board	Expand availability of FRB selection pool through FBR training among all supervisors	Facilitate initial FRB training for all Division supervisors during in-service training
Use of force	Providing training incorporating strategies for effectively directing officers to minimize uses of force and to intervene effectively to prevent or stop unreasonable force, or who are retaliated against for attempting to prevent unreasonable force.	Develop and provide training specific for supervisors to effectively promote de-escalation strategies and intervention practices to prevent or stop unreasonable force. As well as practice for those retaliated against for attempting to prevent unreasonable force.
Initial Promotional Training	Update current promotional training	Undertaking revision process of current Promotional Training and incorporate adult-learning theory, scenario training, and rank specific courses.

According to G.P.O. 1.07.08 Bias-Free Policing, supervisors shall receive training that is adequate in quality, quantity, type, and scope, including but not limited to, training on how to identify biased police practices; respond to and evaluate complaints of biased policing, and supervisors' responsibilities ensuring that CDP members engage in bias-free policing. It is important to provide this meaningful training to ensure supervisors have the knowledge, skills, and ability to respond to and investigate allegations of bias-based policing. Additionally, it is important to supervisors to be able to identify and respond to potential bias-based policing.

Force Review Board is a significant process of review for CDP. Providing this higher-level investigatory training to all CDP supervisors provides two specific benefits to CDP. First, every supervisor will gain understanding of the detailed process in which uses of force are reviewed by the FRB, improving their understanding of the process potentially leading to higher quality initial investigations. Second, this allows the pool of potential candidates to serve on the FRB to increase significantly. This improves availability and the opportunity for supervisors to serve on the FRB.

Finally, Supervisory promotional training courses should be revised and revised to incorporate contemporary instructional techniques, utilizing adult-learning strategies and scenario-based learning. Areas such as pursuit, use of force, and other investigatory functions should incorporate a practical component using real-life scenarios to help improve supervisory students understanding of the material. Further, training related to the transition between ranks should be incorporated into initial promotional training.

## Recruit and Lateral Entry Training

### *Identified mandatory changes for Ohio Peace Officer Basic Training*

Topic / Skill Area	Recommendations / Findings	Implementation Strategies
2-2O Other Offenses	Emergency update and Handout #8 (formerly Handout #7) impacted; Handout #6 & Worksheets #2.1, #2.1A removed, with corresponding renumbering of other handouts and worksheets; number of SPOs unchanged	Update Instructors teaching the affected topic.
3-8 Responding to Victims' Needs & Rights	Emergency update (SB126 – R.C. 2903.31); number of SPOs unchanged	Update Instructors teaching the affected topic.
11-7 Drug Awareness	Emergency update (HB9 – R.C. 2925.62); number of SPOs unchanged	Update Instructors teaching the affected topic.
11-11 Lineups	Emergency update (clarification and technical corrections); number of SPOs unchanged	Update Instructors teaching the affected topic.
11-12 Gambling	Emergency update (HB110 – R.C. 2915.01); number of SPOs unchanged	Update Instructors teaching the affected topic.
2-1 Legal Basics	Emergency update (HB133 – R.C. 2913.11); number of SPOs unchanged	Update Instructors teaching the affected topic.
2-2E Crimes Against Property	Emergency update (HB133 – R.C. 2913.11); number of SPOs unchanged	Update Instructors teaching the affected topic.
2-2K Crimes Against the Admin. of Safety & Justice	Emergency update (HB8 – R.C. 2152.75; R.C. 2901.10; R.C. 2921.45); number of SPOs unchanged	Update Instructors teaching the affected topic.
2-3 Arrest, Search & Seizure	Emergency update (U.S. Supreme Court Decision – Lang v. California – “hot pursuit”); number of SPOs unchanged	Update Instructors teaching the affected topic.
2-6 Civil Liability & Use of Force	Emergency update (HB8 – 2152.75; R.C. 2901.10; R.C. 2921.45); number of SPOs unchanged	Update Instructors teaching the affected topic.
3-4 Crisis Intervention	Emergency update (Excited Delirium disclaimer; removal of Excited Delirium handout); number of SPOs unchanged	Update Instructors teaching the affected topic.



4-1 Handgun	Emergency update (combat breathing reference change); number of SPOs unchanged	Update Instructors teaching the affected topic.
6-1 Subject Control Techniques	Emergency update (HB8 – 2152.75; R.C. 2901.10; R.C. 2921.45); number of SPOs unchanged	Update Instructors teaching the affected topic.
8-1 Patrol Aspects & Overview	Emergency update (U.S. Supreme Court Decision – Lang v. California – “hot pursuit”); number of SPOs unchanged	Update Instructors teaching the affected topic.
8-4 Building Searches	Emergency update (U.S. Supreme Court Decision – Lang v. California – “hot pursuit”); number of SPOs unchanged	Update Instructors teaching the affected topic.
10-4 Traffic Crash Investigation	Emergency update (Correction and clarification made on Worksheets #4 and #4A); number of SPOs unchanged	Update Instructors teaching the affected topic.
11-15 Interview & Interrogation	Emergency update (HB 8 - R.C. 2933.81); number of SPOs unchanged	Update Instructors teaching the affected topic.
12-2 Critical Incident Stress Awareness	Emergency update (combat breathing reference changed); number of SPOs unchanged	Update Instructors teaching the affected topic.

While the above table presents the OPOTC mandated topic changes, it is more important to the Training Section to consider the need for academies in the short-term, as an inherent need exists to facilitate new hire training. Therefore, consideration must be given to de-conflict CDPs resources and ensure both entry training and other CDP annual training can be facilitated efficiently and effectively. Further, the existing Cleveland specific course, need to be reviewed to ensure they are relevant to current policies and practices within CDP. This review process has begun informally and should continue through a formal review through the TRC when time and circumstances allow it.

CDP conducts recruit and lateral entry classes to maintain sufficient staffing within the Division. It is without question that recruitment and retention are serious issues facing law enforcement agencies nationwide, and CDP is no different. By looking at current staffing deficits and forecasting potential departures, the Training Section can predict the number of officers necessary to fill this void and plan accordingly. The division will have roughly 170 departures by the end of 2021, which equates to around 14 members separating per month. As of November 2021, CDP needs to fill 168 vacancies to meet its budgeted total of 1640 members. Taking December into account, CDP will have approximately 182 vacancies by the end of 2021. In addition to the 182 vacancies in 2021, it is practical to assume another 182 members will

separate from the Division in 2022. Therefore, conservatively, CDP will need to hire 364 members by the end of 2022 to meet its budget of 1640 members. While these numbers serve as rough estimates and are expected to fluctuate both ways, it is appropriate to use them to guide recruit and lateral class planning.

Taking into account the anticipated vacancies, CDP will need to increase class size to meet this high demand. However, this relies heavily on the number of candidates available for the Academy. While CDP's academy is currently capable of handling recruit classes of up to 96 members, the division has been unable to onboard a class of that size. It is anticipated that the 150<sup>th</sup> Recruit Class will have 35 members. Additionally, the 151<sup>st</sup> Recruit Class, undergoing testing, may result in a similar number of candidates. Therefore, these two classes will result in a total of 70 members, CDP will need to onboard a significant number, in addition to Class 150 and 151, next year to meet budgeted staffing.

Therefore, the Training Plan should anticipate the maximum allotted recruits for two in-house academies next year, in addition to two transitional academies of 40 members. While lateral academies are potential sources of members, CDP has been unsuccessful with recruiting sufficient numbers in the past. The 149<sup>th</sup> Lateral class is anticipated to yield three laterals and is not seen as a viable source of candidates as of now. However, laterals serve as a potential source and the plan should anticipate at least one class of 20 laterals for 2022.

While this does not meet the anticipated vacancies by the end of 2022, it would make significant progress to closing this increasing gap. However, more importantly, onboarding this number of members would require significant recruitment and incentives. Regardless, CDP Training Section will plan accordingly anticipating the greater number of classes and recruits, as a reduction in class size or classes does not hinder operations.

Therefore, there is a clear need to conduct entry level training during 2022. Currently, the 150<sup>th</sup> Class consisting of 26 recruits is slated to begin December 2021. Additionally, the 151<sup>st</sup> Recruit Class is undergoing candidate applications and background investigations and has a potential Academy start date of May 2022. As the Division has moved to open sign-up and testing, the next class cycle "the 152<sup>nd</sup>" is expected to be established by March 31, 2022. This potentially may result in an academy class beginning in October of 2022.

### Probationary Police Officer Field Training

Topic / Skill Area	Recommendations / Findings	Implementation Strategies
Probationary Police Officer Training	Incorporate community and problem-oriented policing principles, and problem-based learning methods into the Field Training Program	Undertake revision project to improve and enhance the training and learning of PPOs during the Field Training Program
Initial FTO/STO Training	Incorporate management and supervision; community-oriented policing; effective problem-solving techniques; and field communication (SA para 295)	Similar to Supervisor Training, initial training should incorporate adult-learning strategies and realistic scenarios into training. Further, students should be assessed using defined measurables.
Annual FTO/STO Recertification Training	CDP is required (SA para 295) to conduct refresher training for certified FTO/STOs every three years.	Provide updated information relating to substantive changes to FTO policies and practices, relating to revision project.

Through surveys of PPOs completing the Field Training Program, it was evident that the training officers within the Division are meeting and exceeding the expectations set out through the Program. However, there have been significant changes over the past five years. Therefore, it is highly beneficial to conduct a thorough review of the current program and incorporate contemporary strategies to modernize the Field Training Program. These strategies should incorporate the Division's vision and direction towards Community and Problem-Oriented policing, as well as introduce problem-based learning methods. Finally, these changes should not only focus on the Field Training Program structure itself, but also the certification and course work which given to potential and recertifying FTOs and STOs. These certification courses need to incorporate adult-learning theory and practical scenarios to allow the student officers to understand and practice effective strategies when training the contemporary PPO.

## Technical Skills Training

### *Identify training needs for technical skills training*

Topic / Skill Area	Recommendations / Findings	Implementation Strategies
Mobile Field Force Training	Limited training and MFF training for Patrol Section; Updated policies are imminent	Incorporate annual MFF training for all members assigned to Patrol Section.
Patrol Rifle Operator (PRO) Certification and Recertification	Provide initial and biannual requalification for current PROs	Annual requalification is completed at the Ordnance Unit
Force Review Board (FRB)	Provide annual training for current FRB members	Annual training is completed at the force review board

Technical skills training is a generalized category established to evaluate training, which does not constitute other training areas identified within this annual needs assessment. This training typically utilizes subject matter experts who specialize in skills and techniques useful to Division members. While some topics encompass a Division level scope, there are some which may not be available to entire groups of members. In these circumstances, it is important to ensure these courses are offered on a multi-year basis, not only to ensure all members have the ability to attend, but also to recertify or instill the organizational culture intended through the training.

### **Mobile Field Force Training**

The need to facilitate Division-wide Field Force Training is evident through internal dialogue, law enforcement trends, recent community events, and the Cleveland Police Monitoring Team's Ninth Semiannual Report. On May 30, 2020, the City of Cleveland experienced a significant civil disturbance event in light of nationwide protests relating to the death of George Floyd, an African American man who died at the hands of police officers in Minneapolis, Minnesota five days earlier. It was revealed in the after-action report that some members of the Patrol Section had not received Mobile Field Force (MFF) Training and had not practiced the use of their Personal Protective Equipment. Additionally, there was no prior joint division training relating to crowd management between Cleveland Division of Fire and Cleveland Emergency Medical Services. Finally, CDP is currently drafting updated GPO's relating to crowd management and disturbances. Therefore, a need exists to ensure members assigned to the Patrol Section are afforded the opportunity to training with the equipment and techniques required for MFF operations.

### **Force Review Board**

Members of the Force Review Board are required to attend training annually. According to G.P.O. 2.01.08 members shall receive annual training directly relevant to their role and service on the FRB which may include but is not limited to: Legal updates regarding use of force; updates to CDP policies; use of force investigations best practices; and curriculum utilized by the Training Section regarding the use of force.

## Summary of Training Needs

### *Identified In-service and Continuing Professional Training for 2022*

Topic / Skill Area	Hours / Frequency
Pistol and Shotgun Requalification	8 hours
Patrol Rifle Requalification	Semi-Annual
Subject Control Updates	2 hours
ASP Requalification	2 hours
OC Spray Requalification	2 hours
Use of Force Preload	LMS delivery
Search and Seizure Preload	LMS delivery
Bias-Free Policing	Q/Q/T/S
Integrated Reality Based Training	Q/Q/T/S
Mobile Field Force Training	40 hours
ABLE Refresher Early Intervention	2 hours
QPR Officer Wellness	2 hours
CIT Training	Q/Q/T/S
High Stress Critical Thinking Firearms	8 hours
TASER Requal/Transition	8 hours
Diversity, Equity, and Inclusion	*OPOTA Online delivery
Responding to Mental Health	*OPOTA Online delivery
Use of Force	*OPOTA Online delivery
Legal Updates	*OPOTA Online delivery
Domestic Violence	*OPOTA Online delivery

***Identified Recruit and Lateral Entry Training for 2022***

Topic / Skill Area	Hours / Frequency
148 <sup>th</sup> Class Entry Academy	Graduation Date: March 4, 2022
149 <sup>th</sup> Class Lateral Academy	Graduation Date: March 4, 2022
150 <sup>th</sup> Class Entry Academy	Graduation Date: August, 2022
151 <sup>st</sup> Class Entry Academy	Anticipated Start: May of 2022
152 <sup>nd</sup> Class Entry Academy	Anticipated Start: October of 2022
153 <sup>rd</sup> Class Entry Academy	Anticipated Start: January of 2023

***Identified Supervisory Training for 2022***

Topic / Skill Area	Hours / Frequency
Bias-Based Identification/Invests	Q/Q/T/S (anticipated 8 hours)
Force Review Board	4 hours
Use of Force Investigations	4 hours
Enhancing Officer Performance	LMS Delivery

***Identified Field Training Program Training for 2022***

Topic / Skill Area	Hours / Frequency
PPO Field Training	27 Weeks
FTO/STO Certification Training	40 hours
FTO/STO Recertification	LMS/8 hours