Federal Law Enforcement Training Accreditation

FLETA

Procedures and Standards

2015 Edition

The materials contained in this manual are for the use of federal law enforcement agencies in the process of applying or completing the Federal Law Enforcement Training Accreditation (FLETA) process. The FLETA Board has authorized the FLETA Office of Accreditation to publish this manual. Updates to this manual will be provided in the Records of Changes section. Any use of this material, processes, standards, or terms unique to the FLETA for purposes other than as stated must be approved by the Executive Director, FLETA Office of Accreditation.

Throughout this manual, applicant is interchangeably referred to as the agency, academy, or program that has submitted a request for consideration and ultimate award of accredited status.

Forms and documents mentioned in this manual and not included in the manual may be found on the FLETA website or FLETA HSIN site.

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RECORD OF CHANGES

Approved at the November 2015 Board Meeting in Glynco, GA

The Board removed the following language from the Application section (pg. 9) of the procedures: "If a significant portion of the program/academy is provided by another agency, then the application must be signed by authorizing officials for both agencies."

Approved at the April 2016 Board Meeting in Glynco, GA

The Board approved revision of Standard 3.56 to encompass other personnel that may be solicited for feedback on graduates' performance. The standard and glossary term have been updated to reflect the revision.

INTRODUCTION

Over 30 years ago, the Presidential Commission Report, *The Challenge of Crime in a Free Society*[1], and a follow-up report, *The Challenge of Crime in a Free Society: Looking Back, Looking Forward*[2], contained recommendations to increase professionalism and standardization of training. In a January 2000 report to the Congress, the Commission on the Advancement of Federal Law Enforcement[3] reiterated and reinforced the need to develop and implement training standards. The Commission made it abundantly clear that core training in law enforcement functions, certification of the adequacy of training programs, and accreditation of agencies are all essential to maintaining public confidence in the professionalism of federal agents and officers. More recently, in March 2015, *The President's Task Force on 21st Century Policing*[4] recommended in its interim report that "The Federal Government …support the development of partnerships with training facilities across the country to promote consistent standards for high quality training." The Task Force reiterated its recommendation by saying that the starting point "…for changing the culture of policing is to change the culture of training academies."

Beginning in 2000, in an effort to increase the professionalism of federal law enforcement training, a task force of key training leaders from principal federal and state law enforcement agencies began work to collaboratively conduct research to establish a premier training accreditation model. In the development of the model, federal law enforcement training professionals established standards and procedures to evaluate the training academies and training programs used to train federal law enforcement agents and officers. The intent was to develop an independent accreditation process that provides law enforcement agencies with an opportunity to voluntarily demonstrate that they meet an established set of professional standards and receive appropriate recognition. This independent accreditation process has been developed and entitled Federal Law Enforcement Training Accreditation (FLETA).

The accreditation of a federal law enforcement academy or training program provides assurance to the citizens they serve that the agency has voluntarily submitted to a process of self-regulation and successfully achieved compliance with a set of standards that has been collectively established by their peers within their professional community. To accomplish this goal, trainers in the same discipline, working through a professional accrediting body, assist each other in evaluating and improving their professionalism. A high degree of public confidence in the competence and professionalism of federal agents and officers is an important outcome of this process. The focus of the effort is to accredit federal entry-level and advanced/specialized training programs, instructor training, and other programs that affect federal, state, and local law enforcement officers.

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[1]President's Commission on Law Enforcement and Administration of Justice. 1967. *The challenge of crime in a free society*. Washington, D.C.: U.S. Government Printing Office.

[2] Symposium on the 30th Anniversary of the President's Commission on Law Enforcement and Administration of Justice. 1998. *The Challenge of Crime in a Free Society: Looking Back, Looking Forward.* Washington, D.C.: U.S. Government Printing Office.

[3]*Law Enforcement in A New Century and A Changing World: Improving the Administration of Federal Law Enforcement.* Report of the [Webster] Commission on the Advancement of Federal Law Enforcement, January 2000.

[4] President's Task Force on 21st Century Policing. 2015. *Interim Report of the President's Task Force on 21st Century Policing*. Washington, DC: Office of Community Oriented Policing Services. First published March 1, 2015 Revised March 4, 2015.

ACRONYMS

(Used by FLETA and in this Manual)

Acronym	*Narrative Explanation*
AM	Accreditation Manager
AO	Authorizing Official
BRC	Board Review Committee
CAP	Corrective Action Plan
COOP	Continuity of Operations Plan
FLEAC	Federal Law Enforcement Accreditation Coalition
FLETA	Federal Law Enforcement Training Accreditation
ISCR	Individual Standard Compliance Report
ISD	Instructional System Design
JTA	Job Task Analysis
MOU	Memorandum of Understanding
NA	Not Applicable
OA	Office of Accreditation
PM	Program Manager (FLETA)
SAM	Self-Assessment Memorandum
SAT	Systematic Approach to Training
SME	Subject Matter Expert
SSC	Standards Steering Committee
TL	Team Leader

FLETA ACCREDITATION OPPORTUNITIES

Before academy accreditation , the basic training and basic instructor training programs must be FLETA accredited

Program Accreditation

Basic Training Program(s)

An entry-level program that is transitional to law enforcement service and provides training on critical competencies and responsibilities.

Successful completion of a Basic Training Program is generally a requirement for appointment to a law enforcement service job or job series

An agency may have multiple basic training programs.

Program Accreditation

Basic Instructor Training Program

A foundational training program designed to prepare new instructors for full-time assignment to a training academy.

The training should incorporate a number of instructional methodologies such as lectures, discussions, demonstrations, role-plays, facilitation, and practical exercises.

An agency may have a single instructor development training program that addresses all instructional areas or multiple programs addressing each instructional area.

Program Accreditation

Other Training Program(s)

Courses or groups of training sessions or learning activities conducted for specific audiences on a recurring basis, with the expectation that learning will occur and/or performance will improve, or that a prescribed level of proficiency will be achieved, as evidenced by an appropriate evaluation tool.

These programs may or may not have received their own program accreditation.

Supporting evidence comes from other training programs

Academy Accreditation

Academy Accreditation is the recognition that all training programs that an academy manages are administered, developed, and delivered according to the FLETA standards.

To be eligible for academy accreditation, a training organization must achieve accreditation for all law enforcement service basic training programs and either use a FLETA accredited basic instructor training program or achieve accreditation for its basic instructor training program.

FLETA STAKEHOLDERS

FLETA Board: The FLETA Board is comprised of senior law enforcement and training professionals from federal and independent agencies or organizations. The Board's primary focus is to promote excellence in law enforcement *operations* through FLETA accreditation of training programs and academies. The Board meets regularly to conduct business and to consider academies and programs for accreditation. The Board's mission is:

- To enhance the quality of federal law enforcement by establishing and maintaining a body of standards to protect the effective and efficient use of resources for federal law enforcement training;
- To administer an accreditation process based on those standards; and
- To ensure compliance and provide assistance with the accreditation process to instill public confidence in federal law enforcement.

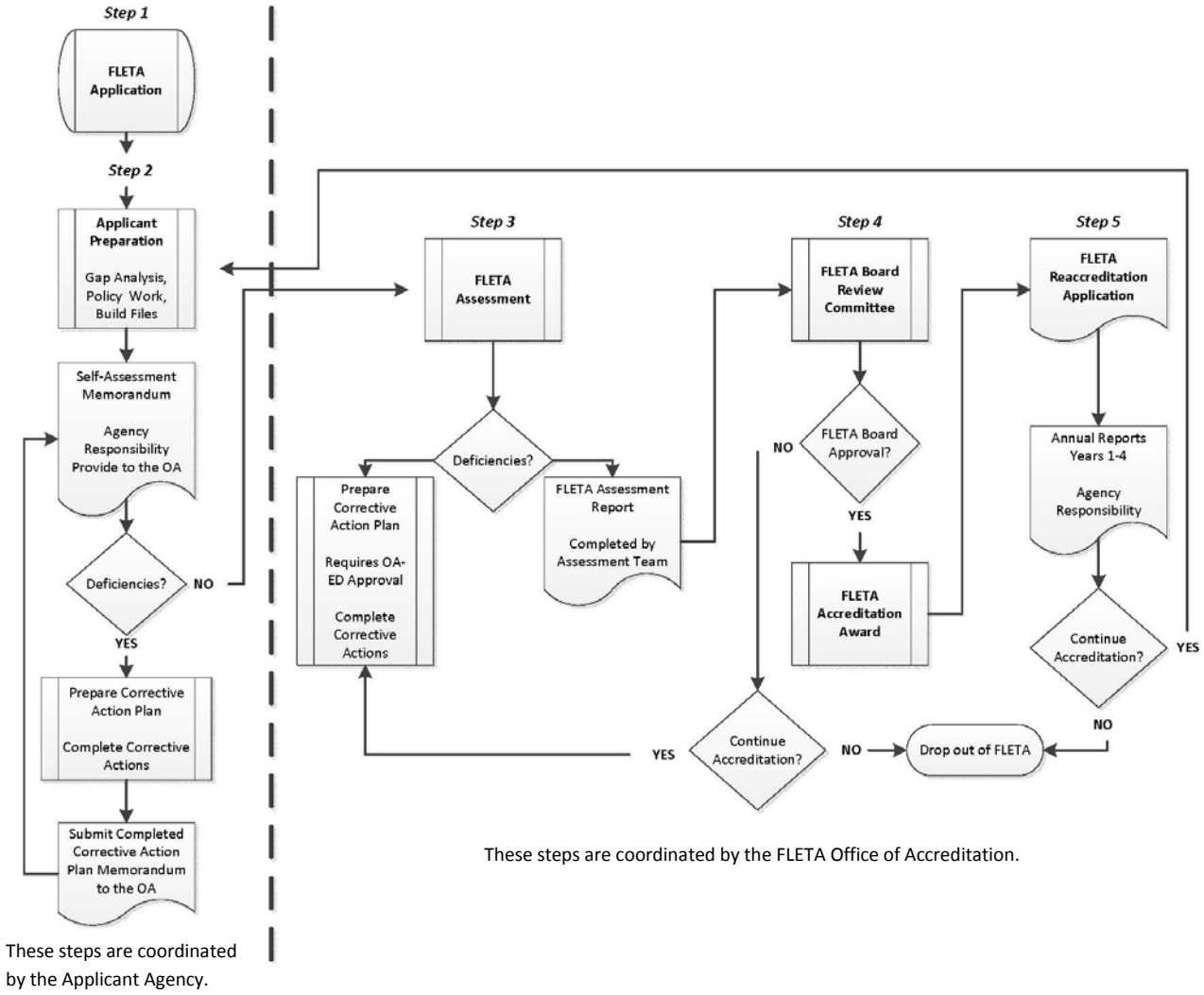
Office of Accreditation: The Office of Accreditation (OA) works as an agent of the FLETA Board to carry out the day-to-day operations of the Board. The OA is comprised of an Executive Director (who is also the Executive Secretary for the Board), Program Managers, a Program Analyst, and a Staff Assistant. The Executive Director assigns Program Managers (PM) to assist applicant agencies with the accreditation process, provide training for applicant agencies, and manage the assessment process.

Assessors: FLETA assessment teams are comprised of professional peers who volunteer to serve as *assessors*. Assessors have successfully completed the assessor qualification process which includes the FLETA OA's *Assessor Training Program* and on-the-job training. Qualified assessors should be *available* to perform a *minimum* of one assessment annually to maintain proficiency and to assist with the assessment workload.

Accreditation Managers: Accreditation Managers (AM) coordinate and manage the accreditation process for a program and/or academy. In most cases, an agency has only one AM; however, more than one AM may be required for agencies with multiple programs.

Accreditation Community: The accreditation community is made up of a diverse group of people from virtually every segment of the federal law enforcement training community. It includes accreditation managers, assessors, instructors, support staff and many others. These individuals participate in the FLETA process and share in the success of accreditation. Many of these stakeholders are members of the Federal Law Enforcement Accreditation Coalition (FLEAC).

ACCREDITATION STEPS



Step One: Application

- Agency assigns Accreditation Manager (AM)
- Agency prepares application and submits to Office of Accreditation (OA)
- Agency identifies personnel to be trained as assessors
- OA assigns Program Manager
- OA provides training to AM and agency staff, as requested

Step Two: Applicant Preparation

- Agency conducts a gap analysis of current policies/directives and FLETA standards
- Agency establishes/develops accreditation files
- Agency requests NA status from the OA Executive Director for standards that are not applicable
- Agency populates files with Individual Standard Compliance Reports (ISCR), directives/policies, and proofs of compliance

- Agency coordinates potential FLETA assessment dates with OA
- Agency convenes self-assessment team to conduct self-assessment
- Agency prepares self-assessment memorandum
- Agency submits self-assessment memorandum to the OA at least 60 days prior to FLETA assessment
- OA reviews agency self-assessment memorandum and discusses corrective action plan(s), if applicable
- Agency addresses deficiencies found during self-assessment

Step Three: FLETA Assessment

- OA schedules the FLETA assessment
- OA selects assessors and makes travel arrangements for the assessment team
- Agency coordinates assessors' access to facility through security officials, if necessary
- Agency provides an overview of the academy/program to the team
- The Assessment Team Leader (TL) will conduct a pre-assessment briefing with assessors
- TL/assessors conduct assessment
- TL/assessors conduct a closeout briefing with applicant regarding results of assessment
- Applicant prepares and implements Corrective Action Plan (CAP) for any deficiency identified during the assessment, if applicable
- Assessors prepare a report of FLETA assessment and submit to OA
- OA reviews FLETA Assessment Report with the Assessment Team and applicant; OA forwards final copy to the agency and FLETA Board Review Committee (BRC).

Step Four: FLETA Accreditation

- BRC members review the final FLETA Assessment Report
- Agency, TL, and an OA PM appear before the BRC for review
- BRC prepares recommendation and briefs the FLETA Board
- The Agency is advised of the Board's decision regarding the awarding of accreditation, and may appear for a formal awarding of accreditation during a FLETA Board meeting
- Agency submits an annual report to the OA on the subject of their current compliance with the FLETA standards. The report is due within 30 days of the first, second, third, and fourth anniversary of the accreditation award.

Step Five: Reaccreditation

- Within 30 days of the awarding of accreditation, the Agency submits an application for reaccreditation.
- The agency completes Step 2 through Step 4 of the FLETA assessment process.
- The agency coordinates reaccreditation assessment dates with the OA.

THE FLETA ACCREDITATION PROCESS

FLETA accreditation provides a framework of standards that promote the effective and efficient use of resources for federal law enforcement training. The FLETA process may not always validate an agency's current training operations. The intent of the FLETA process is to support agency development of a specific program/academy. In some cases, adherence to the FLETA standards could result in modification to agency policies, procedures, or operations.

There are five steps to the FLETA accreditation process: Application, Applicant Preparation, FLETA Assessment, FLETA Accreditation, and Reaccreditation.

APPLICATION

Applications for FLETA accreditation are available on the FLETA website (www.FLETA.gov), the FLETA HSIN site, or may be obtained from the FLETA Office of Accreditation (OA). The OA staff is available to provide assistance with the application process or to meet with prospective applicants to provide additional information.

Agencies applying for initial accreditation must complete the FLETA assessment within three years of application acceptance. If the academy/program has not completed the assessment within that period, the agency must submit an updated application. Applications for reaccreditation are good for the entire reaccreditation period.

Applications for accreditation must be signed by an Authorizing Official (AO). The AO must be a senior official that has the authority to enter into a written agreement on behalf of the agency. The AO should also have the authority to obligate funds, make budget decisions and make personnel assignments. The AO should consider the level of commitment required to achieve and maintain accreditation prior to submission of an application. While compensation is not provided to FLETA, the AO should recognize that personnel, facilities, and other resources will have to be dedicated to the accreditation process. For example, FLETA assessors are an integral part of the FLETA process as they serve as the eyes and ears of the Board when conducting assessments.

An agency may apply for accreditation of a *traditional, distance learning program,* and/or *academy*; however, a separate application must be submitted for each program and/or academy. [See Records of Changes Page] The basic requirements for each type of accreditation are provided below:

A. **Program Accreditation**: For a training program to be accredited, the applicant must show the following:

   1. In-person training programs must include program policies, procedures, and/or directives and address each applicable FLETA standard for sections 1-4.

   2. Training programs that include or are based solely on distance learning must include program policies, procedures, and/or directives and address each applicable FLETA standard for sections 1-5.

3. Supporting evidence must exist to indicate the training program is in compliance with each standard.

4. If the training program is exported or conducted at multiple sites, the facilities, resources, and training at each site must be in compliance with the standards.

5. Each location where the training program is presented on a regular basis must be identified in the application.

6. The training program is in compliance with all required FLETA program standards for traditional or distance learning programs.

7. Newly created training programs must be presented a minimum of one time beyond the program's pilot presentation before a FLETA Assessment will be conducted.

B. **Academy Accreditation**: Academy Accreditation is the recognition that all training programs an academy manages are administered, developed, and delivered according to the FLETA standards. To be eligible for academy accreditation, a training organization must:

1. Have all basic training program(s) and basic instructor training program(s) FLETA accredited (or use a FLETA accredited instructor training program).

2. Academy policies, procedures, and/or directives must address each applicable FLETA standard. Academy accreditation is a commitment that all policies, procedures, and/or directives are applied uniformly across all training programs under its authority; this includes training programs that have not been formally assessed through the FLETA process.

3. If the academy includes any distance learning and/or blended training programs, the academy will develop files for all academy standards and distance learning standards - Academy sections 1-5. Proofs of compliance for the distance learning and/or blended training programs must be included throughout the files, even if the distance learning/blended training program is not one of the programs selected to represent the academy. If the academy only has in-person training programs then only Academy sections 1-4 must be addressed.

4. If the academy trains at multiple locations, the sites must be identified in the application and the facilities, resources, and training at each site must be in compliance with the standards.

5. Supporting evidence must exist to indicate the academy is in compliance with each applicable academy standard. The goal is to show compliance with the FLETA standards throughout the academy. The number of training programs used for supporting evidence will be based on the number of training programs within the academy.

If the agency has less than ten training programs, beyond their basic training and basic instructor training programs, then supporting evidence will come from 50% of the other training programs. The agency will list the training programs that will be used for supporting evidence in the self-assessment memorandum.

If the agency has ten or more training programs, beyond their basic training and basic instructor training programs, then supporting evidence will come from five of the training other programs; if necessary, the agency may use more than five programs to demonstrate compliance. The agency will list the training programs that will be used for supporting evidence in the self-assessment memorandum.

When an academy does not have additional programs, evidence may be used from the basic training and basic instructor training programs to demonstrate compliance. The applicant must ensure this exception is noted in the application for academy accreditation and the self-assessment memorandum.

6. The academy is in compliance with all required FLETA academy standards.

APPLICANT PREPARATION

Role of the Authorizing Official

The AO must convey his/her full support and commitment to the accreditation process. Accreditation will have an impact on almost every aspect of the organization. Without the full support of the agency's leadership team, it is difficult to achieve and maintain accreditation. The AO should consider defining the agency's commitment and expectations to the stakeholders through an orientation of the FLETA process. The OA can assist the applicant with planning and conducting an orientation presentation.

One of the first decisions the AO must make after applying for accreditation is to select an Accreditation Manager (AM). As the agency's "hub" for the accreditation process, it is the AM's responsibility to manage and coordinate the agency's accreditation efforts. The AM should possess excellent human relations, project management, communication, planning, and facilitation skills. It is also important that the AM have experience with training that includes an awareness of a systematic approach to training. The AM should be someone who is innovative and open to change. Above all, the AM must want to do the job and be willing to make the commitment of time and effort required to achieve and maintain accreditation. The OA can provide applicants with a complete Job Task Analysis for AM duties and responsibilities.

Preparing for Assessment

There are many different tasks an applicant will complete in preparation for the FLETA assessment. While not all-inclusive, the following tasks are critical to the accreditation process:

A. *Gap Analysis:* The gap analysis is the first and one of the most important tasks associated with preparing a training program or academy for accreditation. The gap analysis provides the agency with an understanding of its relative compliance with the accreditation standards and identifies work that needs to be accomplished to be in compliance.

    1. During the gap analysis, the AM and other agency stakeholders will compare the current academy/program policies/directives with the FLETA standards. The analysis should identify any policy or directive that does not meet the FLETA standard.

    2. When the analysis reveals a gap between current policies/directives and a FLETA standard, the agency should develop a plan to modify an existing policy/directive or create one that addresses the standard. During the modification or creation process, the agency should consider the documentation required to support compliance with the standard.

    3. If the analysis does not reveal a gap between current policies/directives and a FLETA standard, the agency should move to creating standards files and locate documentation required to support compliance.

B. *Policy Revision:* The next step in the preparation process is the development and/or modification of directives/policies identified in the gap analysis. Policies should be written to explain *what* must be accomplished, *how* and *when* it will be carried out, and *who* is responsible. Agencies should consider forms and/or other documentation that may be used as supporting evidence for FLETA standards when creating new policies or procedures.

C. *Create Standards Files:* A separate file for *each* FLETA standard must be developed for *each* training program and/or academy. The files may be maintained in an electronic or hard-copy format. Regardless of the format used, it must be easy for an assessor to understand and access. Extraneous material should not be included in the file. Each individual file must contain:

1. *Individual Standard Compliance Report* (ISCR): The ISCR *(see FLETA HSIN site)* is a form used to document the directives/policies and other proofs of compliance used to support the standard. The applicant should include the names of individuals for potential interviews, observations, and/or key contact(s) that may assist assessors in validating compliance with the standard. The ISCR functions as the *table of contents* for the file. For reaccreditation, the standard files must contain the ISCR used during the last FLETA Assessment and an ISCR that documents the current status of the file.

2. *Proofs of Compliance*: Proofs of Compliance includes directives/policies and supporting evidence that the applicant uses to demonstrate compliance with the FLETA standards. The assessors review the applicant's proofs of compliance as part of the assessment process. In addition, assessors will conduct interviews and observations to support the proofs of compliance provided in the files. Interviews and observations are important to the assessment process, but may not stand alone.

    a. Directives/Policies: The file must contain the relevant sections of all directives/policies applicable to the standard. The directive/policy inclusions should clearly outline the process or procedure that must be followed to achieve and maintain compliance with the standard being addressed. Comprehensive directives/policies identify steps within the process, areas of responsibility and timelines for completion. The directives/policies should include guidance or provide examples of forms necessary to capture and document information critical to demonstrating compliance. The portion(s) of the directive/policy that applies to the specific standard should be highlighted and tabbed in the file. In addition to the directives/policies highlighted and tabbed in the file, the entire policy or procedure should be available for review, if necessary, during the assessment.

    For reaccreditation, the applicant must include current *and* superseded policies/directives that were in effect since the last assessment.

    b. Supporting Evidence: The file must contain supporting evidence in the form of documentation to clearly demonstrate that the applicant's directives/policies which are applicable to the standard are being followed.

One or more pieces of supporting evidence must be included in each FLETA standard file to support initial accreditation. In some cases supporting evidence in excess of three pieces may be necessary to demonstrate compliance in cases where agency policy calls for multiple steps or components, e.g., documentation necessary to prove the four criteria of an instructor qualification process were completed.

To achieve reaccreditation, the file must contain a *minimum* of one exhibit for each year under review. This should not be construed to mean only one exhibit is necessary. The evidence must be sufficient to demonstrate the applicant's adherence to relevant policy in support of accreditation maintenance.

c. Interviews: Interviews with applicant will be conducted. Interviews do not "stand-alone", but are used to supplement the proofs of compliance in the files. Interviews are valuable to the assessment process to provide the assessors comprehensive information, and can assist an assessor in clarifying a practice or procedure. A narrative describing the interview will be characterized in the FLETA Assessment Report.

d. Observations: Observations of aspects or activities associated with the academy/program will be conducted. Observations do not "stand-alone", but are used to supplement the proofs of compliance in the files. Observations are valuable to the assessment process to allow the assessor to put the procedure outlined in the file into context and "connect the dots". A narrative describing the observation will be recorded in the FLETA Assessment Report.

D. *Collection of Proofs of Compliance:* The AM must coordinate with various stakeholders to gather the evidence necessary to demonstrate the agency's compliance with directives/policies. Evidence may be collected throughout the preparation process.

E. *Requests for "Not Applicable" Status:* Although limited, a few standards may not apply to every academy and/or program. FLETA standards that may be considered "Not Applicable" (NA) contain the word, *"If…"* or *"When…"* in the standard. For example, *"If professional role players are used…"* or *"When used, professional role players are…"* Applicants may request that a standard be considered NA for a program or academy when the applicant does not perform the activity. Requests for NA status must be submitted in writing to the Executive Director of the FLETA OA as early as possible in the preparation process. The applicant will be notified in writing of the decision. A copy of the NA approval document must be maintained in the standard file.

F. *Extension:* Additional time granted to an applicant by the FLETA Executive Director and/or Board Chairperson to complete a step in the accreditation process that has been delayed due to unforeseen circumstances. Requests for an extension must be submitted in writing to the Executive Director of the FLETA OA as early as possible in the preparation process. The FLETA Executive Director may approve an extension of one Board meeting. If the extension will extend beyond one Board meeting, the full Board must review and approve the extension. The applicant will be notified in writing of the decision.

G. *Communication:* It is essential that key stakeholders communicate continuously with one another throughout the accreditation process. The AO may want to schedule regular meetings with the academy/agency staff to discuss milestones and deliverables. Because accreditation has an impact on the entire training organization, it is much more effective if everyone is aware of what others in the organization are doing. It is also helpful for the OA's PM to be kept "in the loop" so that appropriate assistance can be provided.

The Self-Assessment

The self-assessment is an opportunity for the applicant to conduct a rigorous internal review to determine if the academy/program is in compliance with the FLETA standards or if there are still areas that need improvement.

Applicants seeking academy and/or program accreditation must conduct a self-assessment and submit a Self-Assessment Memorandum (SAM) sixty (60) days prior to the date of the FLETA assessment. The SAM template can be accessed on the FLETA HSIN site.

The self-assessment team is selected by the applicant and is ideally composed of individuals who have knowledge and expertise in training and the FLETA standards. At the conclusion of the self-assessment, the team should identify all deficiencies and offer constructive suggestions.

If deficiencies are noted during the self-assessment, the applicant should develop a corrective action plan. The FLETA PM will work closely with the AM to ensure completion of the corrective actions. When the corrective actions are completed, an update to the SAM will be submitted to the FLETA OA and the FLETA Assessment date will be finalized.

FLETA ASSESSMENT

Scheduling the Assessment

The applicant must contact the OA to schedule the FLETA assessment. Newly created training programs must be presented at least one time beyond the program's pilot presentation before the FLETA assessment. The applicant should consider this when scheduling the FLETA assessment.

Planning the Assessment

The OA will begin the planning process after an assessment is scheduled. The first step in the process is to select a qualified assessment team. Prior to selecting the team, the OA will screen potential assessors to ensure there are no conflicts of interest. A conflict of interest exists if a potential assessor worked for the applicant agency within the last 18 months, has a spouse or close relative that works for the applicant agency, or was a member of the applicant's self-assessment team. The applicant agency may also identify assessors they believe pose a conflict of interest by submitting a written justification to the OA. The final determination of an assessor's eligibility will be made by the OA Executive Director.

Upon completion of the screening process, the OA will appoint a team to conduct the assessment. A FLETA assessment team is comprised of a team leader and an appropriate number of team members. The OA will designate one of the assessors as the Team Leader (TL) and make travel arrangements for the team in accordance with the *Federal Travel Regulation* and the *Travel Guidelines for FLETA Assessors (see FLETA website).* The OA will also ensure the following tasks are completed:

- Assessment Documents: The OA will ensure the TL and AM are provided with electronic copies of all documents required to complete the assessment.
- Travel Arrangements: The OA will ensure that travel arrangements are made for each team member. Each member of the team will be provided a copy of their Travel Authorization.

FLETA assessments are conducted on-site for all academy accreditations. Program accreditations should be conducted on-site whenever possible; an alternate site may be used for programs that do not have special requirements. When training is conducted at multiple sites, additional assessors may be deployed to those sites as well. Agency representatives at those sites should be prepared to support the assessment process for the AM. The AM must ensure that everything required for the assessment has been coordinated. Some of these tasks include:

- Entry Requirements: If the location for the assessment has entry authorization requirements, the AM must provide all required information for the assessment team members to security officials.
- Workspace: The AM must provide workspace, computers, and administrative support for assessors at the academy or the facility where the program is delivered. The location should be near the records and facilities where the program(s) is delivered.

- Standards Files: The AM must ensure accreditation files are readily accessible to the team. Directives/policies, manuals and other documents referenced, but not in the standard files, should be available for review.
- Stakeholders: The AM should ensure key stakeholders associated with the assessment are present. This includes making arrangements for the in-brief and out-brief with the AO.

The TL will coordinate all aspects of the team's visit with the OA and the AM, manage the assessment process, and prepare the final report. Some of the specific responsibilities are outlined below:

- Lodging: The TL should work with the AM to identify acceptable lodging accommodations in the local area. The TL should then contact the team members and request that each call the hotel to provide credit card and personal information required for reservations.
- Assessment Assignments: The TL should notify the team members of their individual assessment responsibilities as early as possible. This enables team members to review and prepare for the assessment.
- Transportation: The OA reserves the rental car(s) and works with the TL so that he/she may communicate with the team for ride-share. This includes transportation to/from the airport, if necessary.
- Equipment: The TL must coordinate with the AM and team members to ensure laptops and other necessary equipment are available for the assessment.
- Pre-assessment Meeting: The TL shall meet with the team prior to the in-brief to outline the plan for the assessment and to address concerns the team may have. Additionally, the TL should brief the team on dress code, confidentiality, conflict resolution procedures, and protocol for the assessment. The meeting may be held at the hotel the night before the assessment or on the morning of the first day before the in-brief.
- Additional guidance for Team Leaders is available in the Team Leader Handbook.

FLETA Assessment Protocols

To ensure FLETA assessments are conducted professionally and efficiently, all participants and stakeholders should understand what is expected. While this list is not all inclusive, the procedures detailed below will be followed for all FLETA assessments.

General

- The FLETA assessment will be conducted on-site. An alternate site may be used if previously arranged and approved by the FLETA Office of Accreditation (OA); the agency is required to provide proofs from the actual training site to support the review of the files. If the program or academy training is conducted at multiple sites, the assessment team or additional assessors may be used to conduct assessment activities at the satellite sites.
- All individuals associated with the assessment process are expected to conduct themselves professionally at all times. Disagreements should be brought to the attention of the Assessment Team Leader (TL). If the TL is not able to resolve the issue, the Office of Accreditation Program Manager (PM) should be notified of the situation. Under *no circumstances* should disagreements result in inappropriate conduct.

- All personnel involved in the process will keep the details of the assessment confidential. Any breaches of confidentiality should be reported to the FLETA OA Program Manager immediately.
- The OA Executive Director must be notified immediately of any situation that results in inappropriate conduct or behavior. The Executive Director may suspend or postpone the assessment if necessary to resolve the issue.
- The Assessment Team Leader (TL) and Accreditation Manager (AM) will coordinate an in-brief to discuss the assessment process and to introduce the team and key stakeholders. At a minimum, the TL will:
  - Introduce the assessment team
  - Provide an overview of the assessment process and anticipated schedule
  - Advise the applicant of any special needs or requirements
  - Address any issues or questions the applicant may have
  - Notify the applicant of any known interviews and/or observations that will need to be scheduled
  - Request that disputes be brought directly to the TL
  - Emphasize the confidentiality of the assessment
- The TL will keep the AM, and PM, apprised of any concerns that arise throughout the course of the assessment.
- The TL will brief the PM daily on the status of the assessment.
- Upon completion of the assessment, the TL will conduct a closeout meeting with the academy director or senior manager of the program. Additional staff may be invited to the meeting by the applicant. The TL will discuss any deficiencies, corrective actions, and concerns the attendees may have. No discussion of a "recommendation" should be addressed at this time; however, the TL should discuss the status of all standards.
- The TL will provide the academy director or senior manager of the program a hard copy of the draft report before departing.

Applicant

- The applicant will provide workspace and computers for each assessor at the facility where the program is delivered or at a mutually agreed-upon location. The team's work location should be near the records and facilities where the program is delivered.
- The applicant may provide the assessment team with electronic or hard-copy files. If the applicant provides electronic files the assessors must be able to access the files and the applicant must provide any technical support required.
- Applicants must provide a *minimum* of one exhibit of evidence for each standard. This should not be construed to mean that *only* one piece of evidence is required or appropriate. The applicant must provide enough evidence to demonstrate compliance with the standard. This applies to initial accreditation and reaccreditation assessments.
- If the applicant has a new directive/policy that has not been used to date as it relates to the standard, a memorandum signed by the AO attesting to that fact may be sufficient to show compliance.

Assessment Team

- FLETA assessment teams will be comprised of a TL and an appropriate number of assessors to complete the assessment.
- Business dress will be worn by all assessors throughout the assessment.
- The TL will ensure that individuals completing on-the-job-training to be qualified as an assessor do not conduct any assessor duties independently.
- The team will perform the assessment through a review of the files, interviews, and observations. If additional information is required to clarify the agency's process, the assessor may request additional evidence or conduct interviews or make observations. The assessor must be satisfied that the applicant is meeting the standard.
- Assessors must ensure files are evaluated within the scope of the standard. Personal opinions or bench-marks should not be used in the assessment process.
- Non-compliance issues should be brought to the attention of the TL upon discovery for team review and then to the AM and the PM as soon as potential non-compliance is determined.

FLETA File Evaluation Guidelines

- Is the directive/policy relevant to the standard and sufficient in detail to address the standard?
- Is the directive/policy authenticated and dated?
- Is the FLETA standard documented on the Individual Standard Compliance Report (ISCR) current?
- Is the supporting *documentary* evidence of sufficient quality to validate the agency follows its process and procedure? If not, can interviews and/or observations support and/or reinforce the documentary evidence? Please ensure all interviews and observations are thoroughly documented.
- Was a memorandum signed by the Authorizing Official placed in the file if the directive/policy relative to the standard was not implemented during the review period?

- Reaccreditation Only – Is the directive/policy for each year provided in the file? Note: Only the current policy is required if no changes were made that impact the standard.

- Reaccreditation Only – Is evidence for each year available for review? Does the evidence demonstrate the academy/program followed its own processes throughout the review period? Accumulating numerous proofs for one year but none for other years does not demonstrate that the agency follows its own processes as a routine practice. The agency has the option to include the last year's proofs of compliance into the previous year or create a separate year, depending on the length of the last year leading up to the reaccreditation assessment.

If the last year before the FLETA assessment is a partial year with less than six months, the agency may roll the proofs of compliance into the previous year; if the last year is greater than six months then it should be a separate year.

	Years Under Review **(Rolling years – Not calendar years)**					
Previous FLETA Assessment	First Year	Second Year	Third Year	Fourth Year	Fifth Year	FLETA Assessment
	12 months	12 months	12 months	12 months	Six to 12 months	

The FLETA Assessment Report

At the conclusion of the assessment, the TL will prepare the FLETA Assessment Report. A draft copy will be provided to the applicant for review to ensure names and titles are correct for personnel identified in the report. Corrections must be provided to the OA within five business days. The report, along with the team leader packet will be forwarded to the OA upon completion of the assessment. The OA will review the report and provide a final copy to the applicant and the FLETA Board Review Committee (BRC).

Model Practices

The team may identify a Model Practice during the assessment. A Model Practice is a policy, practice, or procedure that is notable as an efficient and effective method for meeting the agency's mission. Model Practices are successful at improving/delivering outcomes for a particular agency and may have the potential for achieving process improvement for other agencies as well. They are available for informational purposes and are not requirements.

Model Practices can be submitted by the agency or the assessment team. Once verified by the team and accepted by the FLETA Board, the Model Practice is eligible for sharing on the FLETA Model Practice Clearinghouse. For ALL practices being submitted for the FLETA Model Practice Clearinghouse, the agency will provide to the OA:

- A synopsis of how the practice is employed, supported, etc.
- A sanitized copy of the supporting policies, documents, etc.
- An agency POC that can answer additional questions on the subject.

Corrective Action Plan (CAP)

1. If the applicant is found to be *non-compliant* with any applicable FLETA standard(s), the TL will prepare a report and submit it to the OA and the CAP process will be followed. The FLETA Assessment Report will be forwarded to the BRC as part of the regular submission process with a note that no action will be taken until the CAP process is completed. The CAP must include:

   A. the standard number of each non-compliant standard

   B. the nature of the problem as delineated in the FLETA Assessment Report

C. the proposed corrective action

D. an assignment for completion

E. an estimated completion date

F. a process for periodic reporting of the status to a responsible person in the applicant agency and the OA.

2. The CAP will be reviewed by the agency's Program Manager (PM) at the OA to determine the feasibility and appropriateness of the plan to bring the academy/program into compliance with the FLETA standards. The plan must be approved by the OA's Executive Director.

3. The applicant will submit monthly reports to their PM on the progress being made to complete the CAP.

4. The applicant will have up to 180 days from the date of the FLETA assessment to complete the CAP and have a follow-up assessment completed. The follow-up assessment will address only those standards that were found to be non-compliant during the FLETA assessment.

5. Upon completion of the follow-up assessment, the TL will complete a supplemental report that documents the findings and submit it to the OA. The supplemental assessment report, along with the original report and the completed CAP, will be forwarded to the BRC. The BRC will follow its regular procedures to consider the academy/program for accreditation.

   If the CAP cannot be completed within the allotted time period, the applicant agency will be required to submit a new application for accreditation and complete the appropriate steps for accreditation.

6. If the academy/program under review is being considered for *reaccreditation* and the CAP cannot be completed prior to end of the five-year accreditation cycle, the agency should submit a request to the Board through the OA Executive Director for an extension to their accreditation. The applicant must complete the CAP and demonstrate compliance with the standards before the extension expires. If this does not occur, the applicant will lose their accredited status.

FLETA ACCREDITATION

FLETA Board Review Committee

The FLETA Chairperson will appoint board members to one or more Board Review Committees (BRC) and designate a BRC Chairperson to make recommendations regarding applicants who have completed the FLETA assessment process.

After the BRC Chairperson receives the applicant's FLETA Assessment Report, a BRC meeting will be scheduled at the next regularly scheduled Board meeting. The applicant, the TL/or a member of the team, and an OA representative are required to appear. The purpose of the hearing is to review and discuss the findings of the FLETA Assessment Report. Applicant staff and the TL should plan to respond to questions from the BRC regarding the assessment.

Accreditation Decision

After the BRC, the BRC Chairperson will present the review findings for the applicant to the entire Board during an Executive Session. The BRC Chairperson/review leader will make the BRC's recommendation to the Board in the form of a motion that the applicant be granted *accreditation/reaccreditation, provisional accreditation,* or *denial of accreditation.* Once the motion is received and seconded, the Board members will have the opportunity to discuss the recommendation.

At the next regularly scheduled meeting of the FLETA Board, the FLETA Board Chairperson will call the agency representatives designated to receive their Certificate of Accreditation. The Accreditation date of record and on the certificate will be the day the Board confirms accreditation by a majority vote. An opportunity for photographs will be provided to memorialize the event.

Should an applicant wish to appeal an action of the BRC or the Board, the applicant must address the issue in writing to the OA Executive Director. The Executive Director, with the concurrence of the FLETA Board Chairperson, will place the request on the agenda for the next regularly scheduled meeting of the FLETA Board.

Maintaining Accreditation

Accreditation is awarded for five years. During the five-year period, agencies are required to submit annual reports, through the FLETA OA, to the Board for each academy/program that is accredited. An annual review of the FLETA standards as a part of the agency's management oversight program will assist in completing the report(s).

The purpose of the annual report is to assure the Board and the agency that the accredited program/academy continues to meet the FLETA standards and to ensure consistent, high-quality training continues to be provided. To accomplish this objective, the agency must complete a thorough review and analysis of the directives/policies and other proofs of compliance relative to each FLETA standard. The annual report is an opportunity for the agency to show they are in continued compliance with all applicable FLETA standards and provides the agency an opportunity to highlight improvements and/or activities the agency has implemented.

The annual report must be submitted to the OA within 30 days of the anniversary date of accreditation or reaccreditation. The annual report template is available on the FLETA HSIN site. The report must address specific standards or information requested by the Board, and any major incident, event, or circumstance that may affect the agency's compliance with the standards. If the agency determines issues exist that could negatively impact the accreditation status of a program/academy, a CAP should be submitted with the report.

If situations arise or information is developed that indicates an academy or program is not in compliance with FLETA standards, the Board may direct the OA to facilitate an interim review and/or convene an assessment to review the academy or program. A full report of the review and/or assessment will be provided to the Board's Executive Committee. The Executive Committee may convene a special meeting of the Board to determine what, if any, actions should be taken.

REACCREDITATION

An accredited academy or program must be reaccredited every five years using the current standards and process. Reaccreditation is a *fresh* look at a program or academy to ensure continued compliance with the FLETA Standards. The assessment for reaccreditation is conducted essentially the same as an initial assessment, e.g., files addressing each standard must contain the written directive/policy and required proof(s) of compliance to demonstrate compliance. In the event the FLETA Board is not able to meet prior to expiration of the normal date to consider reaccreditation of a program/academy, the accreditation shall be extended until the FLETA Board meets to make a determination.

Compliance with FLETA accreditation standards is an ongoing process, therefore, the academy or training program should have a designated AM throughout all of the accreditation phases. The AM helps ensure that new policies and procedures adopted by the agency are in compliance with FLETA standards and one of the AM's responsibilities is regular maintenance of accreditation files. The AM should plan on reviewing each file on a regular basis and constantly look for proofs of compliance that can be used for reaccreditation. This continual analysis and evaluation will help streamline and expedite the reaccreditation process for the academy or program.

Within 30 days of the awarding of accreditation, the applicant must submit an application for reaccreditation. At the beginning of the fifth year, the agency will coordinate reaccreditation assessment dates with the OA. As part of the process, the agency must conduct a self-assessment and submit a Self-Assessment Memorandum to the OA at least 60 days prior to the FLETA assessment. A FLETA assessment, using the current standards, is required for reaccreditation.

The only significant distinction between initial accreditation and reaccreditation is that written directives/policies in affect during each year of the reaccreditation cycle and supporting evidence must be included in the file. Proofs of compliance for the years under review should come from each year of the reaccreditation cycle, beginning the day after the previous FLETA assessment concluded, e.g. if the previous assessment ended on November 5, 2015 the agency will begin collecting proofs of compliance for year one November 6, 2015 through November 5, 2016, and subsequent years' proofs of compliance based on the assessment. Accumulating numerous proofs for one year, but none for other years, is not acceptable. Files must include a *minimum* of one proof of compliance for each year since the previous accreditation. This should not be construed to mean that *only* one piece of evidence per year is required; agencies should include enough evidence to demonstrate compliance with the standard. In other words, if a single piece of evidence is enough to validate the applicant was in compliance with the standard for a specific year, one is sufficient; however, if additional evidence is required to demonstrate compliance then the evidence should be included.

As with initial accreditation, if the agency had no opportunity to employ a particular directive/policy as it relates to the standard for a specific year(s), a memorandum signed by the AO attesting to that fact is sufficient to indicate continued compliance.

ADDITIONAL GUIDANCE

Appeals

Applicant agencies may appeal any aspect of the FLETA process. The appeal must be submitted in writing to the FLETA Board through the OA Executive Director. The Board may elect to:

- Deny the appeal;
- Direct the OA to meet with the applicant to find an agreeable solution; or
- Direct the OA to conduct another assessment using different team members.

Waiver Requests

An applicant may request a waiver addressing a temporary condition that does not allow the program or academy to meet a standard. The request must be made in writing to the FLETA Board, through the Executive Director of the OA. The request must include an explanation of the limiting situation, a strategy to cope with the temporary issue, a plan to resolve the condition, and an estimated completion date. The Board may grant or deny the waiver request; if granted, the FLETA Board will establish an expiration date for the waiver.

Records Retention

The FLETA Board declines to establish a policy with respect to agency accreditation records retention; the Board views as an internal agency matter. However, the agency must include a copy of the previous ISCR in the reaccreditation file, along with the ISCR for the current assessment cycle. Proofs of compliance must be specific to the current accreditation cycle for which the academy/program is under review.

Use of the FLETA Accreditation Seal

The FLETA OA will provide the agency with an electronic version of the official FLETA accreditation seal. The official seal can be displayed on agency letterhead, web pages, or any other official documents to identify a FLETA accredited academy/program. The FLETA seal may be used as long as the agency maintains accreditation.

GLOSSARY

ACADEMY - A designated training organization, including staff, facilities, etc., that conducts basic training, specialized, and/or advanced law enforcement training for federal law enforcement personnel.

ACADEMY ACCREDITATION–Academy Accreditation is the recognition that all training programs that an academy manages are administered, developed, and delivered according to the FLETA standards. To be eligible for academy accreditation, a training organization must achieve accreditation for all law enforcement service basic training programs (as defined in the glossary) and either use a FLETA accredited basic instructor training program or achieve accreditation for its basic instructor training program. To be eligible for academy accreditation, a training organization without basic training programs must achieve accreditation for their primary program(s) and either use a FLETA accredited basic instructor training program or achieve accreditation for its basic instructor training program.

ACCREDITATION – The recognition of compliance with the FLETA standards by academies and training programs.

A**CCREDITATION MANAGER (AM) –** The individual assigned by the agency to manage accreditation activities for an applicant program or academy.

ADVISORY –Information provided with a FLETA standard to provide additional guidance.

AGENCY –Federal organization that trains personnel to perform and/or support a law enforcement mission.

ANNUAL REPORT – A report submitted annually by accredited academies and programs. The report advises the FLETA Board of any significant changes that would have an impact on accreditation status.

APPLICANT –An agency seeking accreditation for an academy or program.

AUTHORIZING OFFICIAL (AO) – A senior official of an applicant agency who has the authority to enter into a written agreement to apply for FLETA accreditation. The AO should have the authority to obligate funds, make budget decisions and policy changes, and assign personnel.

BASIC INSTRUCTOR TRAINING - A foundational training program designed to prepare new instructors for full-time assignment to a training academy. The training should incorporate a number of instructional methodologies such as lectures, discussions, demonstrations, role-plays, facilitation, and practical exercises.

BASIC TRAINING PROGRAM - An entry-level program that is transitional to law enforcement service and provides training on critical competencies and responsibilities. Successful completion of a Basic Training Program is generally a requirement for appointment to a law enforcement service job or job series.

BOARD REVIEW COMMITTEE (BRC) – Members of the FLETA Board designated to review programs and academies for FLETA accreditation. The BRC reviews the FLETA assessment

report, has an opportunity to ask questions of the applicant and FLETA assessment team leader, and provides recommendations for accreditation to the FLETA Board regarding academies/programs they review.

CONTINUITY OF OPERATIONS PLAN (COOP) – A plan developed by an applicant to continue operations during a period of business interruption due to unforeseen circumstances such as power outages, natural disasters, or terrorist attacks. The plan may be referred to by different names such as Disaster Recovery Plan or Business Resumption Plan.

CORRECTIVE ACTION PLAN (CAP) – Plan developed by the applicant to correct deficiencies identified during the self-assessment, FLETA assessment, annual report, or if granted Provisional Accreditation by the FLETA Board.

COURSE – See Training Program.

DIRECTIVE/POLICY – Any administrative document that is written and published with vested authority to control or direct processes and personnel within the organization.

DISTANCE LEARNING TRAINING PROGRAM – Courses or groups of training sessions delivered using electronic media and/or blending electronic with traditional delivery methods for specific audiences on a recurring basis. Distance Learning Training Programs have an expectation that learning will occur and/or performance will improve, or that a prescribed level of proficiency will be achieved, as evidenced by an appropriate evaluation tool.

EXTENSION – Additional time granted to an applicant by the FLETA Executive Director and/or Board Chairperson to complete a step in the accreditation process that has been delayed due to unforeseen circumstances.

FACILITY – A physical structure or property used to conduct law enforcement training or provide support for instruction.

FLETA ASSESSMENT – Process of reviewing the applicant's proofs of compliance with the FLETA standards. The FLETA Assessment is directed by the FLETA Office of Accreditation and uses a team of qualified individuals formally assess the applicant's academy or program in preparation for review by the Board Review Committee.

INDIVIDUAL STANDARD COMPLIANCE REPORT (ISCR) – A FLETA form completed by the applicant as part of the demonstration of compliance with an individual standard.

INHERENTLY DANGEROUS TRAINING – Training that has the potential to cause personal injury and/or damage to equipment/property.

INSTRUCTIONAL STAFF – Individuals who provide instruction on behalf of the agency. Instructors may be full-time, part-time, adjunct, facilitators, guest speakers, subject matter experts, and etc. as defined by the agency.

INSTRUCTIONAL SYSTEM DESIGN (ISD) – A systematic approach to training (SAT) that includes distinct interrelated phases. These phases include analysis, design, development, implementation, and evaluation.

ISD-ANALYSIS – An analysis conducted to identify the gap between present performance and the organization's goals/mission and what the performer needs to know in order to be successful. The

analysis includes a study of the job, processes, and environment to understand the gaps and resources/information necessary to ensure successful performance.

ISD-DESIGN – A process that produces documents that guide the creation of all training materials and describes the general instructional strategies and methods to be used. Design usually includes a description of the training program, training setting, target audience, program duration, learning objectives, testing requirements, description of the general instructional strategies, and the methods to be used.

ISD-DEVELOPMENT – The period when all training materials, documentation, and final evaluation materials are written and produced. This includes such items as lesson plans and student handouts.

ISD-EVALUATION – A process for measuring administrative and logistical support, measuring and assessing student mastery of course objectives, or assessing the effectiveness of an overall training program.

ISD-IMPLEMENTATION –The period when training is delivered as designed and student mastery of learning objectives is assessed. Training is conducted by instructors who are trained and qualified for the instruction they deliver.

JOB TASK ANALYSIS (JTA) – A formal process for developing a list of tasks for a specific job or part of a job (function) in which the duties, tasks, knowledge, skills, and abilities are determined for a set of job responsibilities for a particular position of employment. The analysis is usually developed in consultation with incumbent employees, supervisors, and others familiar with the job. All aspects of the job --mental, physical, and attitudinal-- are included in the analysis. The JTA provides reasonable assurance that tasks essential to a job are identified for training.

LESSON PLAN – A document that outlines a specific training plan guiding instructor and trainee activities, learning objectives, lesson content, and resources necessary for the consistent conduct of training.

LEVEL 1 (Kirkpatrick's Model) – Level 1 evaluation measures to what degree the participant reacts favorably to training. Student feedback or critique forms are usually used to collect Level 1 data.

LEVEL 2 (Kirkpatrick's Model) – Level 2 evaluation measures to what degree participants acquire the intended knowledge, skills, and attitudes based on their participation in the training. Written examinations and practical evaluations are examples of tools used to collect Level 2 data.

LEVEL 3 (Kirkpatrick's Model) – Level 3 evaluations measure to what degree participants apply what they learned when they are back on the job. Surveys and/or interviews with students and their supervisors or other personnel who directly observe the graduates' performance are examples of tools used to collect Level 3 data.

MODEL PRACTICE – A policy, practice, or procedure that is notable as an efficient and effective method for meeting the agency's mission. Model Practices are successful at improving/delivering outcomes for a particular agency and may have the potential for achieving process improvement for other agencies as well. They are available for informational purposes and are not requirements.

NON-COMPLIANCE –A determination that the process or actions associated with the standard does not meet the requirements (i.e., the system or process is absent or does not meet the requirements).

NOT APPLICABLE – A determination that a specific standard does not apply to an academy or program based upon the nature of operations of the academy or program. The words "If" or "When" identify standards that could be designated as Not Applicable.

OBJECTIVES - Descriptions of performance that learners must be able to exhibit before they are considered competent. Objectives outline:

- The desired performance – what must be done;
- The condition – the environment or circumstances in which the performance must be accomplished; and
- The standard – the level of proficiency required to demonstrate an acceptable level of competence for the task or job.

PROGRAM MANAGER (PM) – The individuals within the FLETA Office of Accreditation responsible for consulting with and assisting assigned applicants for FLETA accreditation.

PILOT PROGRAM – A trial offering of any training course/program on a representative sample of the target population to gather data on the effectiveness of instruction, criterion test performance, and time to complete the training.

PRACTICAL EVALUATION – An indoor or outdoor training session in which students, under the supervision/evaluation of an instructor(s), participate in a scenario or role-play, in- basket, hands-on, presentation, or other exercise/activity in which the student's use of the knowledge and skills learned is graded or evaluated.

PROFESSIONAL ROLE-PLAYER – Any person paid or contracted to be a role-player in law enforcement training scenarios.

PROGRAM ACCREDITATION – Program Accreditation is the recognition by the FLETA Board that a training program is administered, developed, and delivered according to the FLETA standards.

PROOFS OF COMPLIANCE – Evidence of adherence to a standard in the form of administrative controls and supporting evidence, which may be supported by interviews, and/or observations.

PROVISIONAL ACCREDITATION – Status granted by the FLETA Board when an applicant requires additional time, not to exceed the date of the next scheduled FLETA Board meeting, to successfully complete an approved Corrective Action Plan in order to be in compliance with all of the required FLETA Standards.

QUALIFIED ASSESSOR – An individual who has successfully completed the assessor qualification process which includes the FLETA OA's *Assessor Training Program* and on-the- job training.

REACCREDITATION –Reaccreditation is a fresh look at a program or academy to ensure continued compliance with the FLETA Standards. The assessment for reaccreditation is conducted essentially the same as an initial assessment, e.g., files addressing each standard must contain the written directive/policy and supporting evidence to demonstrate that the agency is adhering to its policy .

REVISION – A process for conducting, documenting, and approving the revision phase of the systematic approach to training.

RISK ASSESSMENT – An analysis conducted by an agency to determine the potential risks to personnel, property, and facilities. Academy management and/or those involved in program development should be aware of the risks associated with each training program and take appropriate and reasonable measures to mitigate risks identified through the risk assessment.

SELF-ASSESSMENT – A step in the accreditation process initiated and directed by the applicant in which a team of assessors selected by the applicant verifies compliance with the standards in preparation for the FLETA assessment.

SELF-ASSESSMENT MEMORANDUM (SAM) –A written certification that a self- assessment has been completed and that the applicant believes its academy or program for which accreditation is being sought is fully compliant with FLETA's standards. The SAM must be provided to the FLETA Office of Accreditation 60 day prior to the FLETA assessment.

SPECIALIZED/ADVANCED TRAINING – Training for special long-term assignments, special endorsements, or advanced skills, such as Special Weapons Action Teams, hostage negotiation, counter-terrorism, white-collar crime, etc. These programs may be provided for a single agency or to multiple agencies that share the law enforcement responsibility.

STANDARD – A criterion established by authority, custom, or general consent, and used as a model or example.

SUBJECT MATTER EXPERT (SME) – An individual with the special skill or knowledge representing mastery of a particular subject.

SYSTEMATIC APPROACH TO TRAINING (SAT) – A systematic method for establishing and maintaining training programs. Using a systematic approach to training ensures that essential knowledge and skills are identified, taught, and evaluated for successful job performance.

TEAM LEADER (TL) – An individual appointed to lead the assessment team through all phases of the assessment.

TRAINING PROGRAM - Courses or groups of training sessions or learning activities conducted for specific audiences on a recurring basis, with the expectation that learning will occur and/or performance will improve, or that a prescribed level of proficiency will be achieved, as evidenced by an appropriate evaluation tool.

WAIVER – Granted by the FLETA Board for a temporary condition that does not allow the program or academy to meet a standard.

FLETA STANDARDS

The FLETA standards are the direct result of a committee process involving representatives from numerous federal law enforcement training organizations. The standards are intended to describe "what" must be accomplished by the applicant. The academy or agency determines "how" compliance with the standard will be accomplished. Applicants are expected to work under properly approved administrative controls and guidelines and must follow their own written guidance.

A Standards Steering Committee (SSC) reviews the standards on an annual basis and makes recommendations to the Board for revisions, additions, and deletions to the standards. The FLETA Board authorizes the OA to publish revisions to the standards, as appropriate. The OA staff provides consultation and assistance with the interpretation of standards and the determination of applicability.

Each standard is composed of the s*tandard statement* and the *advisory.* The *standard statement* identifies single or multiple requirements that must be met by the applicant. The *advisory* provides clarifying information when deemed necessary and does not outline additional requirements. An *advisory* is not included for *standard statements* that are self-explanatory. The applicant organization is responsible for determining how the standard will be met.

PROGRAM STANDARDS

Section 1 – Program Administration

Section 1 standards are intended to ensure the applicant organizes, staffs, and manages the training process.

1.01 Ethics Training

If the training program is a basic law enforcement program it includes ethics training.

Advisory: Potentially not applicable.

1.02 Shared Responsibility Agreements

If full-time instructional staff or training facilities span multiple organizations, a written agreement/policy is in place specifying the authority and responsibilities of each party.

Advisory: Potentially not applicable.

1.03 Program Security Measures

The applicant has implemented security measures specific to the program.

Advisory: The intent of this standard is the focus on program-specific security measures (e.g., weapons, explosives, hazardous materials, equipment, classroom security, controlled substances, etc.).

1.04 Risk Assessment Process

When conducting inherently dangerous training as identified by the agency, the applicant assesses risks and prescribes the use of safety equipment and procedures to mitigate those risks.

Advisory: Potentially not applicable.

1.05 Training Equipment Maintenance

Training equipment is properly maintained in accordance with organizational policy or industry standards.

Advisory: None.

1.06 Suspension of Hazardous Training

The applicant suspends or discontinues training activities that become hazardous due to exigent circumstances.

Advisory: The intent of this standard is to address such things as inclement or adverse weather conditions, accidents, equipment failure, power outage, etc.

1.07 Copyrighted Material

The applicant complies with applicable licensing and copyright laws.

Advisory: None

1.08 Program Recordkeeping

The applicant maintains records for each offering of the training program. At a minimum each record will include:

.01 - Curriculum content (syllabus, lesson plans and other training materials);

.02 - A listing of all instructors and other instructional personnel indicating the actual class in which each presented or participated;

.03 - Inclusive dates the program is conducted and actual dates and times when each segment of training occurs;

.04 - Roster of participants in each iteration; and

.05 - Practical evaluations and/or written examinations and keys.

.06 - If electronic records are maintained, there are procedures for security, including access, storage of files, backup, and equipment.

Advisory: The last bullet is potentially not applicable.

1.09 Student Recordkeeping

The applicant maintains records for each student attending the program. At a minimum each record will include:

.01- Documentation that verifies the student met all prerequisites for attending the training course;

.02 - A complete record of the students' training evaluations (grades, scores, final results);

.03 - Documentation of any exceptions or waivers requested or granted to the student; and

.04 - Documentation that verifies the student successfully completes the training course.

.05 - If electronic records are maintained, there are procedures for security, including access, storage of files, backup, and equipment.

Advisory: The last bullet is potentially not applicable.

1.10 Training Records Management

The applicant follows procedures for the physical security, management, retention, release, and destruction of training-related records.

Advisory: None.

1.11 Training Program Expenditures

The applicant projects and tracks expenditures for the training program.

Advisory: None.

1.12 Medical Clearance Process

If physical activity is a required part of the curriculum, the agency has a medical clearance process.

Advisory: Potentially not applicable.

1.13 Student Misconduct Process

The applicant provides notification, adjudication, and redress for allegations of student misconduct.

Advisory: None.

Section 2 – Program Training Staff

Section 2 standards are intended to ensure training staff receive the training and management oversight necessary to provide effective training.

2.01 Staff Orientation

The applicant provides written information and an orientation to training staff that includes:

.01 - Agency and academy mission and vision

.02 - Program goals and objectives

.03 - Code of conduct

.04 - Violations and consequences of prohibited conduct

.05 - Organizational Structure

.06 - Safety rules/regulations and procedures

Advisory: None.

2.02 New Instructors Monitored

The applicant monitors and mentors newly assigned instructors.

Advisory: None.

2.03 Basic Instructional Training

The applicant ensures and documents that instructors receive basic instructional skills training.

Advisory: None.

2.04 Instructors Maintain Expertise

The applicant ensures instructors maintain current expertise in the subject matter through operational participation, field observation, or specialized training.

Advisory: None.

2.05 Instructor Professional Development

The applicant ensures and documents professional development of its instructor staff, either formal or informal, that provides instruction/training in specialty areas in instruction and advanced instructional competencies.

Advisory: None.

2.06 Instructor Quality Checks

The applicant has specific criteria and documented supervisory quality checks of instructor preparations, class preparations, and performance.

Advisory: None.

2.07 Guest Presenter Quality Assurance

The applicant ensures training quality is maintained when using guest presenters.

Advisory: None.

2.08 Instructor Qualification Guidelines

The applicant adheres to instructor qualification guidelines for all types of instructors utilized.

Advisory: None.

Section 3 – Program Training Development

Section 3 standards are intended to ensure training programs are developed, implemented, and reviewed using an industry-recognized systematic approach to training.

3.01 Curriculum Development Archive

The applicant uses an archiving system to store and retrieve program and curriculum development documents.

Advisory: The documents associated with each phase of the course development process are maintained with archived course development materials.

3.02 Evaluation/Examination Security

Practical evaluations and written examination question banks are developed, approved, secured, administered, and maintained for the program.

Advisory: None.

3.11 Document Review Process

The applicant reviews program-specific documents such as current agency policies, procedures and manuals, operational reports, and program-related materials.

Advisory: None.

3.12 SME's Used

The applicant uses subject matter experts to determine:

.01 - the tasks to be trained

.02 - the organization/grouping of job-related tasks

.03 - the special conditions under which tasks will be performed

Advisory: None.

3.13 Task Validation

The applicant defines and validates tasks in sufficient detail to derive training objectives.

Advisory: None.

3.21 Learning Objective Development

Learning objectives are derived from job tasks (job requirements).

Advisory: A task-to-objective matrix may be used to demonstrate this relationship.

3.22 Learning Objectives Sequenced

Learning objectives are sequenced to facilitate student progress from one level of skill and knowledge to another.

Advisory: None.

3.23 Students Evaluated on Objectives

Students are evaluated on each learning objective. All written examination questions and practical evaluation criteria are referenced to one or more learning objectives.

Advisory: An objective-to-test item matrix may be used to demonstrate this relationship.

3.24 Program Cost Estimate

Program design documents identify instructional strategies, methodologies, and resources in sufficient detail to estimate program costs.

Advisory: Documents from the analysis, design, development or evaluation phases may be used to demonstrate compliance.

3.31 Lesson Plans

Lesson plans describe learning activities in sufficient detail to ensure consistent delivery of instruction.

Advisory: None.

3.32 Appropriate Safety Protocols

The training program is developed with appropriate safeguards (e.g., safety and environmental) as identified by the agency.

Advisory: None.

3.33 Review/Approval of Training Materials

Lesson plans, training guides, and other training materials are reviewed and approved prior to their use.

Advisory: None.

3.41 Pilot Completed

Prior to formal delivery of training, the program is pilot tested using a sample of the target population generating data to support evaluation and potential revision.

Advisory: The pilot requirement addresses new or revised programs. Periodic revisions to lesson plans do not require a full pilot. The program revision requirement is addressed in Standard 3.57.

3.51 Pass/Fail (Cut) Score

The applicant sets the pass/fail (cut) score consistent with the purpose of the credential and the established standard of competence for the profession, occupation, role, or skill.

Advisory: None

3.52 Equivalent Written Examinations

When written examinations are used, multiple versions must be available and evaluate the same objectives.

Advisory: An objective-to-test item matrix is one way of showing this. Potentially not applicable.

3.53 Equivalent Practical Evaluations

When different versions of practical evaluations are used, the evaluated objectives must remain the same.

Advisory: An objective-to-test item matrix is one way of showing this. Potentially not applicable.

3.54 Student Reaction Survey – Level 1

The applicant conducts, compiles, and reviews student reaction surveys (Level 1 of the Kirkpatrick model or an equivalent) to identify opportunities to improve the program, instruction, support and administrative elements of the training received.

Advisory: None.

3.55 Summative Evaluations - Level 2

The applicant reviews the results of the program's student examinations (Level 2 of the Kirkpatrick model or an equivalent) to identify gaps in instruction, student materials or deficiencies in test item construction.

Advisory: None.

3.56 Program Effectiveness Evaluations - Level 3

The applicant gathers and reviews feedback (Level 3 of the Kirkpatrick model or an equivalent) from graduates and their immediate supervisors but may also include subordinates, peers, and/or others who often observe the graduates' behavior to evaluate the effectiveness of the program.

Advisory: None

3.57 Comprehensive Program Evaluation

Training programs are comprehensively evaluated within a five-year period to include data gathered from Levels 1-3 of the Kirkpatrick model or an equivalent.

Advisory: None.

Section 4 – Program Training Delivery

Section 4 standards are intended to ensure processes are established and used for effective delivery of training.

4.01 Lesson Plans Are Followed

Lesson plans or equivalent training guides are followed for all instruction conducted in the program.

Advisory: None.

4.02 Access to Learning Resources

Students have access to learning resource materials and program-related equipment and receive training in its proper use.

Advisory: None.

4.03 Training Space/Equipment

The applicant provides appropriate training space, equipment, and materials identified in the training documents to support the program.

Advisory: None.

4.04 Student Orientation

The applicant provides an orientation to students that include:

.01 - Course goals and objectives

.02 - Training schedules

.03 - Performance expectations

.04 – Practical evaluation and/or written examination requirements

.05 – When training is conducted in person, students receive information on fire and emergency procedures, and safety rules and regulations

.06 - Code of conduct rules and requirements

.07 - Disciplinary procedures

Advisory: .05 is potentially not applicable.

4.05 Remedial Training and Reevaluation

The applicant adheres to its policy for student remediation and retesting.

Advisory: This standard does not apply to prerequisite requirements.

4.06 Role Player Preparation

When used, role players are prepared to perform roles required by the training program.

Advisory: Potentially not applicable.

Section 5 – Distance Learning

Section 5 standards are intended to ensure processes are established and used for effective electronic or blended training.

5.01 Appropriate Resources

The program utilizes resources, platforms, instructors, and support services appropriate for distance education.

Advisory: None.

5.02 On-line Learning Orientation

The applicant provides an on-line learning orientation program that includes policies on academic integrity specific to the on-line learning.

Advisory: None.

5.03 Student Identification Protocol

On-line courses and examinations employ appropriate protocols to verify student identity.

Advisory: None.

5.04 Technical Assistance

Technical assistance is available to instructors and on-line students.

Advisory: None.

ACADEMY STANDARDS

Section 1 - Academy Administration

Section 1 standards are intended to ensure the applicant organizes, staffs, and manages the training process.

A1.01 Vision, Missions, Goals

The academy has established vision, mission, goals, and objectives.

Advisory: None.

A1.02 Directives Procedures

The academy establishes, promulgates, and reviews directives, policies, and procedures.

Advisory: None.

A1.03 Organizational Structure

The academy has documented an established organizational structure.

Advisory: None.

A1.04 Definition of Responsibilities

The academy clearly defines, in writing, the responsibilities, authority, and accountability of personnel involved in managing, supervising, and implementing training.

Advisory: Position descriptions or similar documents exist.

A1.05 Training Needs Determined

The academy determines the short and long-term training needs of its customer base.

Advisory: The intent of this standard is to determine such things as facility requirements, workload requirements, staffing levels, or projected student throughput.

A1.06 Shared Responsibility Agreements

If full-time instructional staff or training facilities span multiple organizations, a written agreement/policy is in place specifying the authority and responsibilities of each party.

Advisory: Potentially not applicable.

A1.07 Risk Assessment Process

The academy ensures that a risk assessment process identifies and mitigates training risk

Advisory: None.

A1.08 Facility Security

The academy has implemented facility security measures for its academy.

Advisory: Controls are in place for such things as facility access, protection of property, and identification of individuals.

A1.09 Environmental/Occupational Safety

The academy establishes environmental, fire, and occupational safety guidelines for training facilities, and compliance is documented annually.

Advisory: Inspections are completed to ensure training is conducted in facilities that are safe from environmental, safety, and fire hazards. Evidence may include copies of inspection reports or completed check sheets.

A1.10 COOP

The academy has in place and reviews a Continuity of Operations Plan (COOP).

Advisory: The plan documents how to continue/resume operations in response to an unforeseen catastrophic event.

A1.11 Security of Computerized Records

If a computerized training record system is used, the academy ensures protocols are followed for computerized training-related records. These protocols include security access, backup, and storage of files and equipment.

Advisory: Potentially not applicable.

A1.12 Dissemination of Information

The academy controls the dissemination of sensitive and need to know information.

Advisory: This includes personal information, law enforcement sensitive information, Privacy Act, Freedom of Information Act, and other forms of sensitive, but unclassified information.

A1.13 Budget and Accounting Process

The academy projects and tracks expenditures for each training program.

Advisory: None.

A1.14 Training Equipment Maintenance

Training equipment is properly maintained in accordance with organizational policy or industry standards.

Advisory: None.

A1.15 Suspension of Hazardous Training

The applicant suspends or discontinues training activities that become hazardous due to exigent circumstances.

Advisory: The intent of this standard is to address such things as inclement or adverse weather conditions, accidents, equipment failure, power outage, etc.

A1.16 Copyrighted Material

The applicant complies with applicable licensing and copyright laws.

Advisory: None

A1.17 Program Recordkeeping

The applicant maintains records for each offering of the training program. At a minimum each record will include:

.01 - Curriculum content (syllabus, lesson plans and other training materials);

.02 - A listing of all instructors and other instructional personnel indicating the actual class in which each presented or participated;

.03 - Inclusive dates the program is conducted and actual dates and times when each segment of training occurs;

.04 - Roster of participants in each iteration; and

.05 - Practical evaluations and/or written examinations and keys.

.06 - If electronic records are maintained, there are procedures for security, including access, storage of files, backup, and equipment.

Advisory: The last bullet is potentially not applicable.

A1.18 Student Recordkeeping

The applicant maintains records for each student attending the program. At a minimum each record will include:

.01- Documentation that verifies the student met all prerequisites for attending the training course;

.02 - A complete record of the students' training evaluations (grades, scores, final results);

.03 - Documentation of any exceptions or waivers requested or granted to the student; and

.04 - Documentation that verifies the student successfully completes the training course.

.05 - If electronic records are maintained, there are procedures for security, including access, storage of files, backup, and equipment.

Advisory: The last bullet is potentially not applicable.

A1.19 Training Records Management

The applicant follows procedures for the physical security, management, retention, release, and destruction of training-related records.

Advisory: None

A1.20 Medical Clearance Process

If physical activity is a required part of the curriculum, the agency has a medical clearance process.

Advisory: Potentially not applicable.

A1.21 Student Misconduct Process

The applicant provides notification, adjudication, and redress for allegations of student misconduct.

Advisory: None.

Section 2 - Academy Staff

Section 2 standards are intended to ensure training staff receive the training and management oversight necessary to provide effective training.

A2.01 Staff Orientation

The applicant provides written information and an orientation to training staff that include:

.01 - Agency and academy mission and vision

.02 - Program goals and objectives

.03 - Code of conduct

.04 - Violations and consequences of prohibited conduct

.05 - Organizational Structure

.06 - Safety rules/regulations and procedures

Advisory: None.

A2.02 New Instructors Monitored

The applicant monitors and mentors newly assigned instructors.

Advisory: None.

A2.03 Basic Instructional Training

The applicant ensures and documents that instructors receive basic instructional skills training.

Advisory: None.

A2.04 Instructors Maintain Expertise

The applicant ensures instructors maintain current expertise in the subject matter through operational participation, field observation, or specialized training.

Advisory: None.

A2.05 EEO/Sexual Harassment/Other Training

The academy requires all training staff to successfully complete required training on EEO, Sexual Harassment, and other mandated training.

Advisory: None.

A2.06 Instructor Qualification Guidelines

The applicant adheres to instructor qualification guidelines for all types of instructors utilized.

Advisory: None.

A2.07 Approved Instructors Used

The academy verifies and documents that only approved instructors are used for program delivery.

Advisory: None.

Section 3 - Academy Training Development

Section 3 standards are intended to ensure academy training programs are developed, implemented, and reviewed using an industry-recognized systematic approach to training.

A3.10 Uses Systematic Approach

The academy uses an industry-recognized, systematic approach to training development.

Advisory: None.

A3.11 Archiving System

The academy maintains an archiving system for all program and curriculum development documents.

Advisory: None

A3.12 Evaluation/Examination Security

Practical evaluations and written examination question banks are developed, approved, secured, administered, and maintained for all programs.

Advisory: None.

A3.21 Learning Objectives Sequenced

Learning objectives are sequenced to facilitate student progress from one level of skill and knowledge to another.

Advisory: None.

A3.22 Students Evaluated on Objectives

Students are evaluated on each learning objective. All written examination questions and practical evaluation criteria are referenced to one or more learning objectives.

Advisory: An objective-to-test item matrix may be used to demonstrate this relationship.

A3.31 Lesson Plans

Lesson plans describe learning activities in sufficient detail to ensure consistent delivery of instruction.

Advisory: None.

A3.32 Review/Approval of Training Materials

Lesson plans, training guides, and other training materials are reviewed and approved prior to their use.

Advisory: None.

A3.41 Pilots Completed

Prior to formal delivery of training, programs are pilot tested using a sample of the target population generating data to support evaluation and potential revision.

Advisory: The pilot requirement addresses new or revised programs. Periodic revisions to lesson plans do not require a full pilot.

A3.51 Pass/Fail (Cut) Score

The applicant sets the pass/fail (cut) score consistent with the purpose of the credential and the established standard of competence for the profession, occupation, role, or skill.

Advisory: None.

A3.52 Equivalent Written Examinations

When written examinations are used, multiple versions must be available and evaluate the same objectives.

Advisory: An objective-to-test item matrix is one way of showing this. Potentially not applicable.

A3.53 Equivalent Practical Evaluations

When different versions of practical evaluations are used, the evaluated objectives must remain the same.

Advisory: An objective-to-test item matrix is one way of showing this. Potentially not applicable.

A3.61 Student Reaction Surveys – Level 1

The academy compiles, reviews, and reports the results of student reaction surveys (Level 1 of the Kirkpatrick model or an equivalent).

Advisory: None.

A3.62 Comprehensive Program Evaluation

The academy ensures that training programs are comprehensively evaluated within a five-year period and revised if necessary. A comprehensive evaluation consists of, at a minimum, Levels 1-3 of the Kirkpatrick model or an equivalent.

Advisory: None.

Section 4 – Academy Training Delivery

Section 4 standards are intended to ensure processes are established and used to for effective delivery of training.

A4.01 Students - Access to Learning Resources

Students have access to learning resource materials and program-related equipment and receive training in its proper use.

Advisory: None.

A4.02 Training Space/Equipment

The applicant provides appropriate training space, equipment, and materials identified in the training documents to support programs.

Advisory: None.

A4.03 Student Orientation

The applicant provides an orientation to students that include:

.01 - Course goals and objectives

.02 - Training schedules

.03 - Performance expectations

.04 – Practical evaluation and/or written examination requirements

.05 – When training is conducted in person, students receive information on fire and emergency procedures, and safety rules and regulations

.06 - Code of conduct rules and requirements

.07 - Disciplinary procedures

Advisory: .05 is potentially not applicable.

A4.04 Remedial Training and Reevaluation

The applicant adheres to its policy for student remediation and retesting.

Advisory: This standard does not apply to prerequisite requirements.

A4.05 Role Players

If professional role players are used, the academy has a process for acquiring, preparing and evaluating them. Potentially not applicable.

Advisory: None.

Section 5 – Academy Distance Learning

Section 5 standards are intended to ensure processes are established and used for effective electronic or blended training.

A5.01 Appropriate Resources

The academy utilizes resources, platforms, instructors, and support services appropriate for distance education.

Advisory: None.

A5.02 On-line Learning Orientation

The applicant provides an on-line learning orientation program that includes policies on academic integrity specific to the on-line learning.

Advisory: None.

A5.03 Student Identification Protocol

On-line courses and examinations employ appropriate protocols to verify student identity.

Advisory: None.

A5.04 Technical Assistance

Technical assistance is available to instructors and on-line students.

Advisory: None.

End of FLETA Procedures and Standards 2015 Edition