

U.S. Department of Justice  
Office of Justice Programs  
*Office of the Police Corps and Law Enforcement Education*

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# The Police Corps

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A Report to the President,  
the Attorney General and  
the Congress



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**U.S. Department of Justice**

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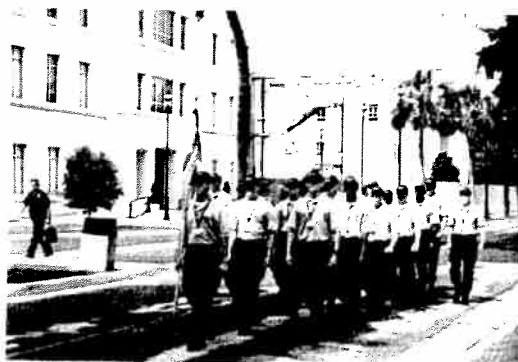
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## *Police Corps Mission*

The mission of the Office of the Police Corps and Law Enforcement Education (OPCLEE) is to increase the professional capabilities and stature of law enforcement officers through training and education. By engaging these officers with distinct communities, we will increase trust and respect between law enforcement and all of our citizens, thereby creating safer communities while protecting individual liberties.

Police Corps officers are specially trained to:

- Be a peacemaker in a democratic society;
- Be advocates for social justice;
- Be role models for youth;
- Be community leaders in multi-cultural settings.



## *Police Corps Values*

- We are committed to: providing leadership to promote law enforcement training that is challenging and innovative and the product of rigorous curriculum development. Police Corps training will foster a lifelong commitment by law enforcement officers to the highest ethical standards and respect for the dignity of all persons and the principles embodied in our Constitution. Focusing on ethics, leadership, communications, judgment, and problem solving, this training will develop officers with the physical, moral, and analytical capabilities to actively work with all citizens to improve public safety and the quality of life in our communities.
- We are committed to: working with states, local units of government, and communities to recruit and train law enforcement officers who are committed to serving their communities with courage and integrity, consistent with the principles of the Police Corps. These officers will be deployed to law enforcement agencies, which are equally committed to working in partnership with citizens to improve the quality of life for all.
- We are committed to: responding rapidly and accurately to all requests for assistance with the utmost professionalism and fairness.
- We are committed to: leading by example. We will call upon the rich diversity of human and technological resources available to us to accomplish our mission. We will encourage maximum creativity in working with our partners to solve problems and meet challenges. We will continuously search for opportunities to give more to the individuals and organizations we serve to meet today's needs, as well as those of the future.
- We are committed to: constantly engaging in self-assessment. We will solicit and listen to feedback from the individuals and organizations we serve. We will actively use the information we receive to develop the Office of the Police Corps and Law Enforcement Education into the strongest possible partner for promoting public safety throughout our nation.

## Executive Summary

The September 2000 edition of "Law Enforcement News" included a retrospective look at law enforcement and the administration of justice over the last 25 years in America. Law enforcement executives, scholars, and leading practitioners were asked to describe, in their view, what has gone right, what has gone wrong, and where do we need to be going in the administration of justice.

The Reverend David C. Couper, former Chief of the Madison, Wisconsin Police Department said: "Police in a democracy should be well educated and intensely trained; above reproach as to their honesty and integrity; representative of the community they serve; committed to the problem-solving method and organized to deliver services at the neighborhood level preventing crime rather than responding to it; respected and trusted by their leaders; experimenting with innovative strategies; building organizations led by leaders who see the big picture, who intelligently and compassionately speak out on social problems, and who resist efforts to use police improperly; and, finally, police should be front-line defenders of our nation's Constitution and Bill of Rights."

The Office of the Police Corps and Law Enforcement Education (OPCLEE) is dedicated to a mission and core values that reflect those principles. The Police Corps program is rooted in the belief that police officers prepared for service by higher education and intense training will have the skills, confidence, and proper spirit to develop trust with the communities they serve and thus help those communities become safer.

During 2000, the Office of the Police Corps and Law Enforcement Education (OPCLEE) continued to strengthen the value-based pillars of Police Corps training: leadership, communications, problem-solving in multi-cultural settings, race relations, youth relations, ethics, use of discretion, character and use of force. The result has been an increase in the

number of participating states and law enforcement agencies, an increase in the number of undergraduate participants preparing for their service, a near-doubling in the number of Police Corps officers serving on patrol, and broader awareness of the program nationwide.

As successful as this second full year of Police Corps operation at the Office of Justice Programs has been, the Office of the Police Corps' ongoing efforts will ensure even more significant gains in the future.

The Office of the Police Corps will continue to address the following priorities in 2001:

- Developing a technical assistance capacity;
- Fully utilizing our state advisory groups;
- Solidifying the training approval process;
- Developing a Management Information System for the national office; and
- Working with the National Institute of Justice to initiate an impact assessment of the Police Corps as we reach the 1,000 participant mark.

The state plan and budget approval process for FY 2002 will be streamlined, and will take place in early FY 2001. We will publish a Police Corps newsletter, produce a recruitment poster for colleges and law enforcement agencies, and begin a recruitment video. OPCLEE will also run a full-page advertisement in the Congress on Racial Equality's *Core Magazine*.

The office will conduct two national conferences in 2001. The Annual Police Corps Spring Conference will take place in Salt Lake City, Utah in early April 2001. This conference will focus on training development. The annual Police Corps' Fall Conference will be held in Washington, D.C., and will focus on the role of advisory groups.



# **Police Corps Background**

The Police Corps was created by the Violent Crime Control and Law Enforcement Act of 1994 to address violent crime by helping state and local law enforcement agencies increase the number of officers with advanced education and training assigned to community patrol. The program is federally supported within states that have submitted an approved state plan. It is designed to motivate highly qualified young people to serve our nation's municipalities, counties and states as police officers and sheriff's deputies. It does this by offering Federal scholarships on a competitive basis to college students who agree to serve on community patrol for at least four years.

## ***The Police Corps program has three central components:***

1. The Police Corps provides scholarships on a competitive basis to students who agree to earn their bachelor's degrees, complete approved Police Corps training, and then serve four years as patrol officers with law enforcement agencies in areas of great need.
2. The Police Corps provides funds to regional or state training facilities to develop and provide 16 to 24 weeks of rigorous residential Police Corps training intended to include and go beyond existing state-approved basic training in depth and scope. Where the Peace Officer Training and Standards Board in a state mandates 480 hours of training, the Police Corps' 16-24 week requirement allows the depth to be increased to 960 hours and allows the scope to include more topics such as constitutional law, 1<sup>st</sup> responder training, or advanced ethics.
3. Police and sheriffs departments that employ Police Corps participants receive \$10,000 per participant for each year of required service, or \$40,000 for each participant who fulfills the four-year service obligation. By statute, however, no department may receive this payment for any year in which the average size of its force (excluding Police Corps participants) has declined by more than two percent since January 1, 1993, or in which it has laid off officers.

Police Corps participants may, but need not, remain in policing after they serve four years. Many will choose policing as their career; others may return to civilian life and pursue other professions. Officers who return to civilian life will become a vital resource – they will represent a reservoir of informed citizens who understand “from the inside” the challenges of modern policing and the many demands officers must satisfy.

Scholarship funds are available to dependent children of law enforcement officers killed in the line of duty in participating states with an approved state plan. These scholarships may be applied to any course of study, without any service or repayment obligation. An eligible dependent may receive up to a total of \$30,000 for undergraduate study at any accredited institution of higher education in the United States. Dependent children incur no service or repayment obligation. The application process is noncompetitive.

As of the end of 2000, the Office of the Police Corps has provided scholarships to 60 dependents of fallen officers from Arkansas, Connecticut, Indiana, Kentucky, Maryland, Nevada, North Carolina, and Oregon.

## **Police Corps Timeline**

1. Legislation to establish the Police Corps was first introduced in Congress in 1989.
2. In 1994, the Police Corps was authorized as Title XX of the Violent Crime Control and Law Enforcement Act, Public Law 103-322 (42 U.S.C. 14091 et seq.).
1. Funding first became available in 1996, when Congress appropriated \$10 million for the Police Corps.
2. Regulations for the Police Corps were first published in interim form in September 1996, and finalized in December 1996.
5. In 1998, the Police Corps Act was amended to give participating states the option of adding up to 8 weeks to the minimum 16 weeks of Federally funded Police Corps training. The amendment also extended the authorization of appropriations.
6. In December 1998, the Police Corps was transferred from the Office of Community Oriented Policing Services (“the COPS Office”) to the Office of Justice Programs. The move to OJP from COPS increased the authorized staffing for the Office of the Police Corps from three to the current seven positions. Today, the office is fully staffed. All seven authorized positions are filled.
7. In June 1999, in response to suggestions from participating states who frequently had trainee-officers with young children, an interim rule was published to accelerate the reimbursement of educational expenses to serving Police Corps officers. In February 2000, the Interim Final Rule became and made possible certain advance payments to participants during training.

## Overview of the Year 2000

The Police Corps experienced significant growth during Calendar Year 2000. With the addition of Alaska, Arizona, Minnesota and Virginia, 30 states and territories now participate in the Police Corps program.

As awareness of the program continues to increase, so does the interest and involvement on the part of students and state and local law enforcement agencies. At the beginning of 2000, the Police Corps had approximately 400 participants in the program nationally. As of December 31, 2000, there were 767 participants, with more than 380 serving as sworn officers on community patrol. Police Corps graduates are serving with 120 different law enforcement agencies and the composition of the serving officers increased from 13.2 to 14.5 percent female and from 10.3 to 16.6 percent racial/ethnic minority.

In Calendar Year 2000, its fourth full year of operations, the Police Corps made steady progress on all key aspects of the program:

- the effectiveness of recruiting;
- the breadth and scope of Police Corps training;
- the level of consultation within and among participating states, and
- the responsiveness of the Federal Office of the Police Corps and Law Enforcement Education to emerging issues and needs.

### States and Territories in the Police Corps (as of December 2000)

Alaska\*  
American Samoa  
Arizona\*  
Arkansas  
Colorado  
Connecticut  
Florida  
Georgia  
Idaho  
Illinois  
Indiana  
Kentucky  
Maryland  
Massachusetts  
Michigan  
Minnesota\*  
Mississippi  
Missouri  
Nevada  
North Carolina  
Ohio  
Oklahoma  
Oregon  
South Carolina  
Texas  
Utah  
Virginia\*  
Washington  
Wisconsin  
Virgin Islands

\* new in calendar 2000

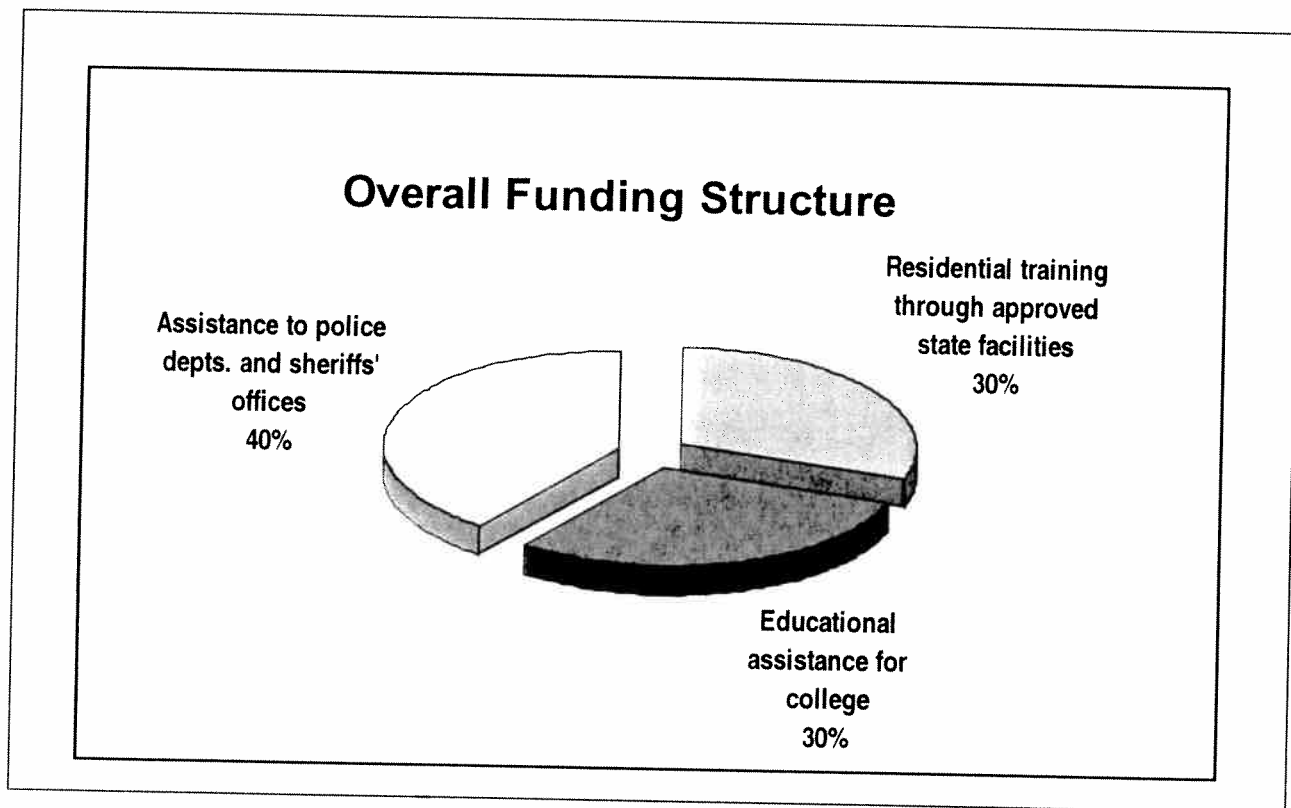
In Calendar Year 2000 the Police Corps developed the first Train the Trainer program, which is scheduled for Spring 2001 in Mississippi. The program evolved to a 2-week session to orient instructors to Police Corps values, training methodology, and focal subject matter areas. The goal is to have all full-time Police Corps instructors go through both basic and advanced Train the Trainer sessions.

This year, the office began the process of enhancing its technical assistance capability, which is expected to be in full operation by spring 2001. A pool of technical assistance consultants will address issues including, but not limited to: recruitment, site selection, web design, curriculum development, marketing/outreach, advisory groups, and training assessment. OPCLEE is identifying the initial cadre of consultants. Police Corps directors and staff, and individual consultants will be available to provide expert technical assistance in areas of importance to the Police Corps. The goal of the technical assistance pool is not to remove OPCLEE staff from assisting the states, but rather to bring a cross section of people from the field who can be of maximum assistance, particularly to new states.

The General Accounting Office (GAO) completed its study (GGD-00-69) of the Police Corps during 2000. The report gave the Office of Justice Programs high marks for its administration of the program. Many state offices were interviewed by the GAO for this study, as was the staff of the Office of Justice Programs. GAO pointed out the need for the Police Corps to redouble its efforts to bring well-planned Police Corps academies on line in newer states and to increase recruitment. GAO maintained that both goals must be accomplished consistent with the standards set forth in the Police Corps Act, regulations, and guidelines.

## **Police Corps Funding in 2000**

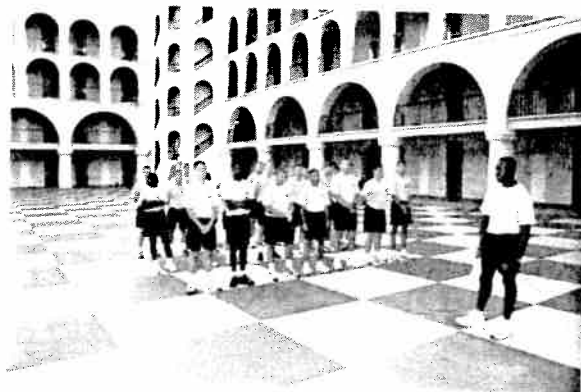
Congress appropriated \$30 million for the Police Corps in FY 2000, and \$29.5 million for Fiscal Year 2001 after the .22 percent recission for the Department of Justice. The majority of Federal funds go to training costs and payments to local police departments, sheriffs' offices, and state police agencies. The remainder goes to universities, colleges, and individual Police Corps participants for educational assistance.



## Year 2000 Results

The Police Corps expanded during Calendar Year 2000. With the addition of Alaska, Arizona, Minnesota, and Virginia, 30 states (including American Samoa and the Virgin Islands) now participate in the Police Corps program (see Appendix 1 for Participating States). As of December 31, 2000, the participating states have been authorized to fill 1,942 slots by the end of Fiscal Year 2001. As of December 31, 2000, 767 of those slots were filled, including 313 participants attending college as undergraduates, 44 participants training in Police Corps academies, and 380 Police Corps participants serving as Police Corps officers on community patrol (see Appendix 2 for Participant Status). Police Corps officers are on the streets in Arkansas, Florida, Georgia, Indiana, Kentucky, Maryland, Michigan, Mississippi, Missouri, North Carolina, Oregon, South Carolina, Utah, and Washington. These Police Corps officers serve primarily in low-income urban areas and isolated rural areas in 120 local police departments, sheriffs' offices, and state police agencies.

Police Corps participants attend or attended more than 250 colleges and universities around the nation. In addition to the colleges and universities in Police Corps states, participants have attended institutions of higher education in Alabama, California, New Jersey, New York, Pennsylvania, Rhode Island, and West Virginia.



## **State Participation**

Selection to the Police Corps is highly competitive, and begins at the state level. The program is open to states that submit a state plan approved by the Office of the Police Corps. State plans are submitted by the “lead agency” designated by the Governor. (See Appendix 3 for a list of state lead agencies). In general, interested states must demonstrate a broad understanding of and commitment to the goals of the program, as well as the capacity to satisfy the special consultation, outreach, and training requirements of the Police Corps.

State plans are approved for specific numbers of participants. Depending on the state plan, participants are selected during their freshman, sophomore, junior, or senior years of college, or as recent graduates. Each state’s federal funds are based on the number of approved participants and cover three major types of expenses – scholarship, training, and payments to participating agencies.

The Police Corps continues to use Interagency Agreements with the participating states to simplify the administrative process, provide more control to the state lead agency, provide faster payments to students and hiring agencies, and thus allow more federal focus on leadership and technical assistance. The Interagency Agreements include a modest implementation services payment to help defray the costs associated with outreach, recruiting, and administration.

Once applicants are evaluated at the state level, the top-ranked applicants are reviewed by eligible law enforcement agencies for a tentative assignment. Prospective agencies evaluate each applicant according to their own hiring standards. In essence, the Police Corps participants must satisfy two distinct sets of standards – the selection standards for admission to the Police Corps program, and the hiring standards of the agency with which they intend to serve.



Police Corps participants become members of police or sheriff's departments in geographic area that have the greatest need for additional police officers. Each participant is tentatively assigned to an interested police or sheriff's department at the time he or she is accepted into the Police Corps. Prospective participants must meet all requirements (other than age) for admission as a trainee to the department in which he or she will serve. No more than 10 percent of a state's participants may be assigned to a statewide law enforcement agency.

Police Corps participants must be placed on community patrol. Wherever feasible, they must serve all four years on community patrol. The program encourages states to design their plans so that, where practical, participants can be assigned to areas of great need that are near their homes.



# Training

Police Corps training is the most crucial element of the program. All Police Corps participants must satisfactorily complete a rigorous 16-24 week training program.

## **Excerpts from Police Corps Guidelines for Training**

1. Develop the knowledge, skills, attitudes essential to effective service on community patrol;
2. Develop the physical, moral and analytical capabilities of the participants; and
3. Teach self-discipline and organizational loyalty.

Police Corps training is intended to go well beyond traditional recruit training in experience, range, and realism. Designed to develop the physical, moral, and analytical capabilities of the trainees, Police Corps training places special emphasis on leadership, integrity, fitness, effective communication, understanding the social context of crime, problem solving in multi-cultural settings, and commitment to the principles embodied in the Constitution, including respect for the dignity of all people.

The Police Corps emphasizes training approaches that accurately reflect the complex situations and challenges that confront patrol officers in communities hard hit by crime, poverty, or social disorder. Recruits routinely train in uniform, with gear similar to what they will use on patrol. Since patrol officers often face their most serious challenges at night and on weekends, significant training takes place at these times. Since understanding the community is vital to good judgment, recruits go into the community during training; work with community youth; hear from victims, community leaders, service agencies, and outstanding rank and file officers; and study issues relating to community and social context as training progresses. To develop skills and judgment, recruits handle increasingly complex and realistic hands-on scenarios.

For states interested in such approaches, the Police Corps offers an opportunity to develop, test, and refine innovative basic training at minimal cost to the state. Police Corps training

must satisfy both the pertinent state Peace Officer Training and Standards (POST) Board requirements and the Police Corps *Guidelines for Training*. All Police Corps training must be approved in advance by the Office of the Police Corps. Approval requires that the proposed training site and staff demonstrate how the Police Corps training will enhance and supplement strong POST training within the state to meet the goals and aims established in the Police Corps Act. Once a state has conducted an approved Police Corps training, approval of subsequent training sessions requires a demonstration of how the subsequent session will build upon and enhance not only current POST training, but also the previous Police Corps training session.

### **“Train the Trainer”**

The Police Corps *Guidelines for Training* call for basic law enforcement training for participants that goes beyond traditional recruit training. Directors of a number of state Police Corps programs, as well as the Office of the Police Corps, have identified the need to develop training specifically designed to prepare key state Police Corps staff and instructors to provide the recruit training called for by the *Guidelines for Training*. Directors have also expressed the desire for training that can be offered to front-line supervisors in participating law enforcement agencies to orient these supervisors to the mission and values of the Police Corps and to better prepare them to work with, guide, and support Police Corps officers.

The Mississippi Police Corps, based at and operated through the University of Southern Mississippi (USM) as lead agency, has begun to address these needs for advanced police education and training in the Police Corps program. The Mississippi Police Corps developed and delivered a one-week pilot/developmental “Train the Trainer” program in November 2000 in preparation for an expanded two-week “Train the Trainer” program in spring 2001.

## **Leadership Training**

Following completion of a series of wide-ranging consultations, the Mississippi Police Corps will also plan and draft, over the next 12 months, an initial training plan for a residential academy in Mississippi for front-line supervisors from agencies that employ Police Corps participants in various states. The initial projected length of the supervisory academy is 12 weeks.

## **Police Corps and Youth**

At the heart of the Police Corps training is the basic idea that officers must know how to talk to people, especially young people, in the communities in which they serve. The Police Corps *Guidelines for Training*, which were revised in March 2000, call for Police Corps training programs to teach participants strategies for working and communicating with children and youth (1) on the street and in day- to-day encounters (2) at school, and (3) in emergency or crisis situations, as well as in enforcement situations. These training guidelines go beyond common requirements for police recruit training, even recruit training that includes communications instruction. Police Corps youth communications training will rely heavily on personal contact integrated with training in a social context and with more traditional training.

Also during CY 2000, a training program for the Police Corps was developed that emphasized communicating with inner-city youth, in particular adolescents and young men who are members of racial and ethnic minority groups. As part of the development process, the National Council on Crime and Delinquency (NCCD) worked directly with four Police Corps states that were conducting Police Corps training.

## **STATE HIGHLIGHTS**

The Police Corps Act, regulations, and guidelines call for states to implement their Police Corps programs in consultation with interested chiefs and sheriffs, representatives of police labor organizations, outstanding rank and file officers, state POST agencies, and others including community representatives. Broad ongoing consultation – on Police Corps selection standards, outreach, selection of participating agencies, training, deployment, and other issues – is essential to successful implementation.

State programs have developed or are in the process of developing a basic core curriculum for their recruits. Examples of elements in core curricula include: Introduction to Community Policing; Problem Solving for Community Policing Officers; Spanish Immersion; School Violence; Hate Crimes; Retail Crime Investigation; Verbal Judo; and Gang Awareness.

States also develop community outreach programs. Examples include distributing food to the elderly and poor and working with victims of domestic violence. Examples of the many organizations state Police Corps programs partner with include: Habitat for Humanity; Big Brothers/Big Sisters of America; New Beginnings; Special Olympics; Juvenile Center for Drug Dependent Children and Pretrial Detention Facilities; and Boys and Girls Clubs of America.

## *Examples of State Participation*

### **Colorado**

The Colorado Police Corps is developing a signature program to train participants on issues relating to police and the mentally ill. This training emphasizes the importance of law enforcement and mental health professionals' collaboration to provide police officers with the necessary tools to use appropriate discretion and work effectively with mentally ill individuals. The instruction addresses minimizing the use of force by teaching participants how to decide whether to take a mentally ill person into custody for evaluation and how to assess whether someone is capable of taking care of himself or herself. The instruction is interactive-field based training driven by realistic scenarios involving participants and actors portraying individuals exhibiting various levels of mental illness.

### **Illinois**

During the summer of 2000, Illinois Police Corps participants completed half of their 160-hour Arrest and Control Tactics Course. During the session, participants learned about the level of force to apply in particular situations, weapons disarmament, communicating with suspects, and body mechanics. One of the main goals of the Arrest and Control Tactics training is to teach participants how to react in stressful situations. To simulate a stressful work environment, participants were required to showcase the skills they learned in various environments such as extreme heat, slippery ground, blaring sirens, and flashing lights. Training in different environments helps trainees determine what techniques are most and least effective in different conditions.



As part of their Training Academy, Illinois Police Corps participants assisted with the Illinois Special Olympics program. Police Corps participants took part in the Annual Torch Run and supported Special Athletes in their preparation for events at the Olympic Games.



## Kentucky

The Kentucky Police Corps held a class project involving disadvantaged youth from a local agency named Madison Towers. The recruits spent two-nights-per week working with the youth and escorting them on outings such as a visit to a planetarium and a session on the dangers of drugs and alcohol abuse.

## **Maryland**

During 2000, the Maryland Police Corps participated in many endeavors that helped enriched the participants' training. Some of these included: participating in Outward Bound, where participants spent a weekend living outdoors and working on teamwork exercises; visiting a center that treats victims of child abuse, where participants were afforded the opportunity to meet with advocates, a medical doctor, child abuse detectives, and a representative from the department of social services; participating in 32 hours of training in leadership, which included a day-trip to the battlefields at Gettysburg, where leadership styles of Civil War soldiers were discussed; hearing members of various ethnic backgrounds and from local community groups discuss race and police/citizen relations; and spending one day at the Holocaust Museum in Washington, D.C., which included a private meeting with a survivor after touring the museum.

On March 15, 2001, Officer Justin Reynolds of the third Maryland Police Corps class was recognized as Officer of the Year for the Southern District of the Baltimore Police Department.

## **Michigan**

The Michigan Police Corps established Police Corps Partners. In cooperation with the local school system, Police Corps recruits are paired with junior high school aged youth at the beginning of the academy program. Recruits are expected to spend at least four hours-per-week mentoring their assigned youth, and the young people are granted access to selected Michigan Police Corps training sessions and activities. The goal of the Police Corps Partners program is to promote communication and understanding between the recruits and their assigned youth, and foster an improved relationship between police officers and the young people of their communities.



## **Mississippi**

The Mississippi Police Corps became the first law enforcement training program in the country to receive national certification for its emphasis on ethics instruction. The certification was provided by the National Institute of Ethics (NIE). NIE certification standards require development of a 3-year integrity plan, integrity instruction throughout the training curriculum, presentation of ethics seminars, integrity within the student assessment process, and a certification audit to confirm compliance with all standards. Until the Mississippi Police Corps received national certification, the NIE program had focused only on law enforcement agencies, rather than training academies.

## **Missouri**

The Missouri Police Corps' Academy was accredited by the State as a "stand-alone" police training academy. After a probationary period of one year, Governor Bob Holden designated it as a Certified Training Center. It is the first Police Corps Academy in any state to receive this accreditation. Typically, Police Corps Academies operate under the license of, for example, the Baltimore Police Training Academy (Maryland) or the Mineral Area College Law Enforcement Academy (Missouri). The Missouri Police Corps has passed a milestone by receiving this distinction.

Specifically, the Missouri Police Corps completed several steps required by the Missouri Peace Officers Standards and Training Commission to receive certification. An academy must show evidence of the need for an additional training center by providing information such as: letters of support from area law enforcement executives, professional associations, citizen's groups and governmental officials; a description of the geographic area and departments to be served; the expected number of trainees per year and an estimate of the expected cost of training per student for the basic training course; an explanation addressing why training needs are not being adequately met by existing certified training centers and how the proposed

training center will meet those training needs; and an evaluation of the impact of the establishment of the proposed training center on the operation of existing certified training centers serving that area.

In addition, after the Missouri POST Commission reviewed the proposal and provided permission to proceed, the Missouri Police Corps selected a training facility, wrote academy and student policy and procedures manuals, presented completed Instructor Application Forms for review, and developed the administrative and general business organization of the training facility, advisory board, director files, instructor files, guest lecturer files, master files, facility working files, and advisory board files.

### **North Carolina**

The North Carolina Police Corps conducted a Police Corps Academy in July 2000. During the training, it increased the time allotted for practical exercises to enhance classroom instruction. The practical skills training was intensified with use of simunitions technology, which allows the students to use real firearms with converted barrels that propel actual projectiles. Using this technology enabled the staff to gauge shot placement and accuracy. It also helped train the participants using scenarios with “use of force” options in a wide variety of law enforcement situations up to and including deadly force applications. Because the marking cartridges are different colors, the instructors were also able to assess not only how the cadets reacted, but also how well they used their officer safety and contact/cover techniques during each scenario.



## **Oregon**

Oregon issued its report assessing lessons learned from the first Police Corps training cycles in the state. Through candid interviews with graduates, field training officers, first-line supervisors, and command level officers, Oregon has shared important information with all other Police Corps academies on what works best to prepare law enforcement leaders in the 21<sup>st</sup> century.

## **South Carolina**

As its signature program, the South Carolina Police Corps developed a cooperative venture with the South Carolina Educational Television Network (SCETV). SCETV will provide legal updates and police training programs via closed circuit television at state college sites convenient to participants throughout in the state. After viewing the program, the student will complete a written test. For those students living elsewhere, copies of each monthly program will be videotaped and mailed, along with testing material and additional written assignments. This interactive distance learning format will insure participant enrichment between training sessions, providing the latest in court decisions and tactical information. This partnership says much about the interest already generated throughout the state law enforcement training community for the Police Corps program in South Carolina.

## **Texas**

The Texas Police Corps is developing a signature program focusing on community relations, raising awareness of multi-cultural and youth-related issues, and providing an extensive orientation to the Texas juvenile justice system. This program is divided into three distinct areas:

- Extensive involvement with the Texas National Guard, Youth Challenge program. Participants will learn how to communicate and interact with young people through discussions, work assignments, and mentoring of the member of the Youth Challenge Program.
- Community and cultural immersion. Participants will become part of a community in an "area of great need." The participants will broaden their cultural awareness by getting to know the people that live in the community, by meeting them, talking with them, attending their churches, and performing a community service project.
- Capstone experience, an in-depth orientation to the Texas juvenile justice system. Participants learn about the system that processes juvenile offenders by becoming a newly sentenced offender. They will experience the entire intake and incarceration process, from start to finish. They will also spend a few days as an inmate in a Texas youth correctional facility.

## **Utah**

The Utah Police Corps strives to bring reality into its program. Trainees hear from people who have actually received a death notification and how the experience felt for them. They are instructed on the proper procedure to give a death notification and on various responses they may encounter.

Juvenile justice is taught separately from other/adult law to emphasize differences. Visits are made to lock-up facilities for serious youth offenders where each participant is paired up with an offender and communicates with them for one hour. Students complete a test on the knowledge participants received and a 2-page paper on the experience upon returning to class.

## Washington

One distinction of the Washington Police Corps' training is the extensive amount of after-hours learning, more than 240 hours during the 5 ½ month academy. Recruits participate in weekly student-facilitated book discussions. Topics include: excellence in character; the mission of police; the fundamentals of character and training; and the spirit of public service. Participants also attend weekly "Heroes Series" discussion groups, which are designed to introduce the students to people from all walks of life who have experienced extraordinary events and survived physically, emotionally, and psychologically. The setting is informal, but the discussions are blunt and often emotionally charged. Additionally, recruits participate in presentations by law enforcement executives who discuss the development of policies and procedures from a leader's perspective and the political and community aspects of today's policing.



# Outreach

Effective outreach to college students is vital to a successful Police Corps program.

Successful national outreach efforts during 2000 included:

- OPCLEE continued to develop its Web site, [www.ojp.usdoj.gov/opclee.gov](http://www.ojp.usdoj.gov/opclee.gov), including an interactive map with state contact information for states with Web addresses. The office also has submitted the addresses of state Police Corps Websites to various search engines to make them more visible to students searching the Internet.

## **Police Corps Web Sites**

USDOJ/OJP	<a href="http://www.ojp.usdoj.gov/opclee">www.ojp.usdoj.gov/opclee</a>
Alaska	<a href="http://www.uaf.edu/akcorps">www.uaf.edu/akcorps</a>
Arkansas	<a href="http://www.ualr.edu/~cjdept/polcorps.html">www.ualr.edu/~cjdept/polcorps.html</a>
Colorado	<a href="http://www.cdpsweb.state.co.us/policecorps/">www.cdpsweb.state.co.us/policecorps/</a>
Connecticut	<a href="http://www.post.state.ct.us/police%20corps.htm">www.post.state.ct.us/police%20corps.htm</a>
Florida	<a href="http://www.floridapolicecorps.com">www.floridapolicecorps.com</a>
Georgia	<a href="http://www.gapolicecorps.org">www.gapolicecorps.org</a>
Illinois	<a href="http://www.ptb.state.il.us/policecorps/">www.ptb.state.il.us/policecorps/</a>
Indiana	<a href="http://www.state.in.us/cji/policecorps/index.htm">www.state.in.us/cji/policecorps/index.htm</a>
Maryland	<a href="http://www.policecorps.com">www.policecorps.com</a>
Massachusetts	<a href="http://www.masspolicecorps.com">www.masspolicecorps.com</a>
Michigan	<a href="http://www.ferris.edu/htmls/colleges/educatio/centers/mpc/">www.ferris.edu/htmls/colleges/educatio/centers/mpc/</a>
Minnesota	<a href="http://www.dps.state.mn.us/patrol/policecorps/">www.dps.state.mn.us/patrol/policecorps/</a>
Mississippi	<a href="http://www.mississippipolicecorps.org">www.mississippipolicecorps.org</a>
Missouri	<a href="http://www.mocorps.org">www.mocorps.org</a>
Nevada	<a href="http://nevadapolicecorps.state.nv.us">nevadapolicecorps.state.nv.us</a>
North Carolina	<a href="http://www.ncpolicecorps.org">www.ncpolicecorps.org</a>
Oklahoma	<a href="http://www.dps.state.ok.us/policecorps/">www.dps.state.ok.us/policecorps/</a>
Oregon	<a href="http://www.oregonpolicecorps.com">www.oregonpolicecorps.com</a>
South Carolina	<a href="http://www.citadel.edu/scpolicecorps">www.citadel.edu/scpolicecorps</a>
Utah	<a href="http://www.policecorps.state.ut.us">www.policecorps.state.ut.us</a>
Virgin Islands	<a href="http://www.islands.vi/~vilepc/Policecorps1.html">www.islands.vi/~vilepc/Policecorps1.html</a>
Washington	<a href="http://www.wa.gov/cjt/policecorps/">www.wa.gov/cjt/policecorps/</a>
Wisconsin	<a href="http://oja.state.wi.us/static/pcorp.htm">oja.state.wi.us/static/pcorp.htm</a>
Washington	<a href="http://www.wa.gov/cjt/policecorps.html">www.wa.gov/cjt/policecorps.html</a>

- During fall 2000, work began on OPCLEE's strategic communication plan and national outreach efforts. Efforts focus on evaluating the current communications environment, interviewing stakeholders in participating states, developing long-term communications strategy and plan, and developing an implementation plan. The objectives were all to strengthen stakeholder and constituent relationships, share and support successful public awareness and recruitment strategies and tactics with local affiliate organizations at the state and community level, and improve recruitment levels.
- The Police Corps is focused on ensuring the field is aware of its objectives and purpose. Stage one centers around interviewing individuals from any state who declined an invitation to participate in the Police Corps. The information gathered from these interviews will be used to guide future decisions about recruitment techniques to include the identification of audiences, messages, and vehicles for delivering the Police Corps' messages:

**Most recruits were initially attracted to the program by one or more of the following reasons:**

- Financial assistance for higher education
- The desire to be a police officer
- A guaranteed job upon graduation
- The prestigious training

**Reasons for not proceeding with the program included:**

- Desire to work in another field
- Reluctance to make a 4-year commitment to a police force, or an 8-year commitment to the Police Corps program

- In addition to the many newspaper articles regarding the Police Corps that ran during the year, the January 2001 *Reader's Digest* ran an article, "A New Breed of Cop," which highlighted the Police Corps program.

- The Office of the Police Corps developed a one-page, full-color display advertisement suitable for national publications. A version of the advertisement was published in the January/February 2000 issue of the Southern Christian Leadership Conference National Magazine. The advertisement also ran in the National Organization of Black Law Enforcement Officers' (NOBLE) Magazine, Alpha Phi Sigma (Criminal Justice Honor Society) newsletter, and the Congress on Racial Equality (C.O.R.E.) magazine.
- The Office of the Police Corps continues to disseminate information to state offices through a monthly medium, *Corps Communication*. *Corps Communication* describes new developments in law enforcement training and education; news from the national office; research findings and news from sources such as the FBI and the National Law Enforcement Officer's Memorial; and other issues about training and the Police Corps' office.
- During 2000, the Office of the Police Corps initiated and/or maintained ongoing communication with a wide range of national organizations. For example, in April 2000, the Office of the Police Corps held a 2-day national conference focused specifically on the challenges of recruiting. Outreach to women and racial/ethnic minorities received special emphasis. A number of national organizations participated in the conference, including the NOBLE, the National Latino Peace Officers Association (NLPOA), the National Center for Women & Policing (NCW&P), and the National Asian Peace Officers Association (NAPOA).
- The Office has also maintained relationships with the following organizations: The American Indian Higher Education Consortium; the National Sheriffs' Association; The International Association of Directors of Law Enforcement Standards and Training; the Academy of Criminal Justice Sciences; the NCW&P; the NOBLE; the National Association of Women Law Enforcement Executives; the NLPOA; the NAPOA; the Hispanic American Police Chiefs and Officers Association; the Southwestern Law Enforcement Institute; the National Managers of Law Enforcement Training; and the National Center for Rural Law Enforcement.



## **Future Directions**

Section 14102 of the Police Corps Act requires recommendations for changes in the program. The following issues and opportunities will be addressed by the Office of the Police Corps:

- During Fiscal Years 2001 and 2002, the office will work with the National Institute of Justice to carry out an impact assessment of the Police Corps Program. Specifically, there are now a sufficient number of Police Corps graduates working in local communities around the country to allow for a deliberate assessment of their performance. The results will inform future legislative requests, policy making, operations, and curriculum development at the national and state levels.
- Resources permitting, the Office would like to work with the International Association of Directors of Law Enforcement Standards and Training (IADLEST) to develop and disseminate a monograph on best practices in law enforcement basic training.
- OPCLEE, in conjunction with Partners in Education, will develop a national directory of law enforcement career academies based in high schools for dissemination to Police Corps academies and state lead agencies.
- Resources permitting, we will continue to offer regional trainings on weaponless arrest and control for Police Corps academy staff and instructors from law enforcement agencies hiring Police Corps graduates. Beyond legal considerations in the use of force, these trainings look at ethical and moral considerations. In addition, experience suggest that when police officers have a high confidence level in their weaponless arrest and control skills, they are less likely to react to adverse situations purely out of fear and by resorting to the use of weapons.
- We are working with participating states to develop a self-assessment training checklist that will provide greater uniformity in the review of states' proposed training curricula, document signature programs, and assist in conveying training expectations.

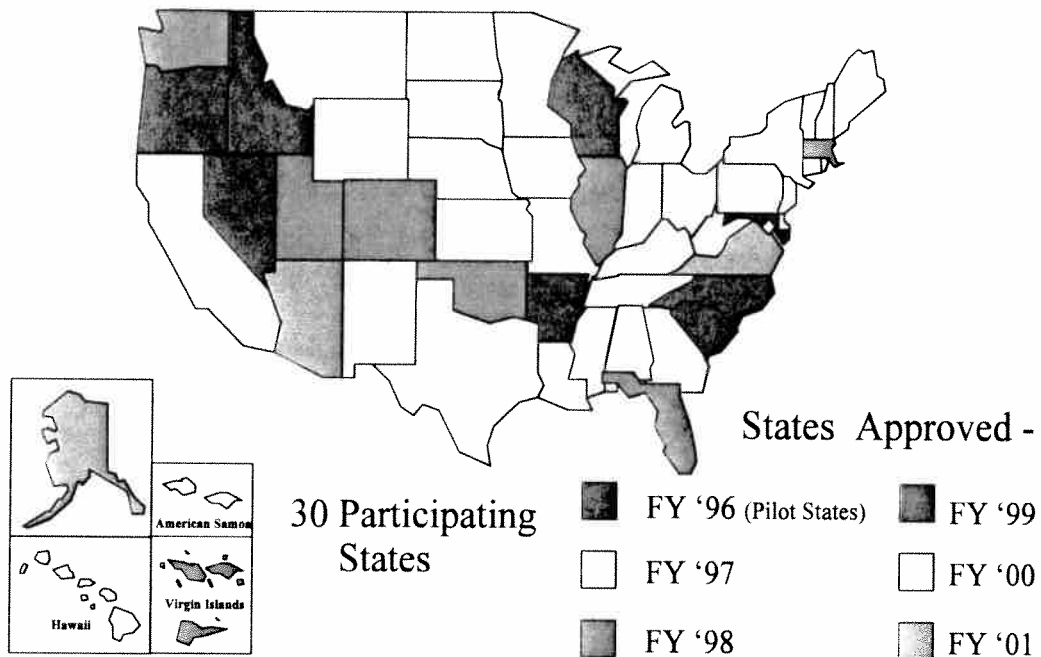
- The office will continue to develop its Management Information System (MIS) to provide for timely and informed programmatic and fiscal decision making.
- The Office will continue to work with the states to implement the National Environmental Policy Act (NEPA) in relation to the planning and use of facilities and chemicals.

Legislative modifications that would greatly enhance the program's ability to attract high-quality candidates include:

- Within available appropriations, increase the weekly stipend paid to participants while they are in a Police Corps training academy. The current amount of \$250 per week is especially difficult for candidates with family responsibilities. Although Police Corps participants do receive financial assistance for their higher education, they do not receive a salary from their hiring agency or seniority during the Police Corps Academy like their peers in non-Police Corps academies.
- Within available appropriations, increase the annual ceiling on financial assistance for higher education from \$7,500 per year to \$10,000 per year in recognition of the increasing costs associated with obtaining a college degree.
- Explicitly authorize the use of Police Corps program funds by the states for administration and outreach.
- Give consideration to mitigating the tax liability associated with Police Corps scholarships and training stipends.
- OPCLEE has received many questions about what "some law enforcement experience" means in Section 14096 (b)(2). Clarification would provide the office with a framework for deciding, for instance, if service as a military police officer, or as a corrections officer, or as a sworn police officer in a different state or different country precludes an applicant from joining the police corps?

# The Police Corps

as of December 2000



## Appendix 2

Levels of Educational Study and Years of Service as Police Participants as of December 2000	
Status	
High school	-
College freshman	46
College sophomore	60
College junior	94
College senior	113
Graduate study	2
2000 or earlier graduate awaiting training	28
College graduate in training	44
1st year of required service	162
2nd year of required service	132
3rd year of required service	20
4th year of required service	66
5+ years of service	0
Total	767

## Appendix 3

<b>Participating state lead agencies</b>	
Alaska	Fairbanks Police Department / University of Alaska at Fairbanks
American Samoa	Department of Public Safety
Arizona	Arizona POST and Central Arizona College
Arkansas	University of Arkansas at Little Rock
Colorado	Colorado Department of Public Safety
Connecticut	Connecticut Peace Officers Standards and Training Council
Florida	City of Jacksonville / Jacksonville Sheriff Office
Georgia	Georgia Public Safety Training Center
Idaho	Department of Law Enforcement/Post
Illinois	Illinois Law Enforcement Training & Standards Board
Indiana	Indiana Criminal Justice Institute
Kentucky	Kentucky Department of Criminal Justice Training
Maryland	Governor's Commission on Crime Control and Prevention
Massachusetts	Massachusetts Criminal Justice Training Council
Michigan	Criminal Justice Institute at Ferris State University
Minnesota	Minnesota Dept of Public Safety
Mississippi	University of Southern Mississippi, in partnership with Mississippi Department of Public Safety
Missouri	Mineral Area College Department of Public Safety, in partnership with Missouri Department of Public Safety
Minnesota	Minnesota Highway Patrol
Nevada	Nevada Commission on Peace Officer Standards and Training
North Carolina	Department of Crime Control and Public Safety, Law Enforcement Support Services
Ohio	University of Toledo
Oklahoma	Oklahoma Department of Public Safety

<b>Participating state lead agencies</b>	
Oregon	Oregon Department of State Police, Criminal Justice Services Department
South Carolina	The Citadel, in partnership with South Carolina Department of Public Safety
Texas	Texas Commission on Law Enforcement Standards & Education
Utah	Utah Department of Public Safety, Division of Peace Officer Standards and Training
Virginia	Virginia Department of Criminal Justice Services
Washington	Washington Criminal Justice Training Center
Wisconsin	Wisconsin Office of Justice Assistance
Virgin Islands	Law Enforcement Planning Commission



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