Archived Content

In an effort to keep DHS.gov current, this document has been archived and contains outdated information that may not reflect current policy or programs.

Federal Law Enforcement Training Centers

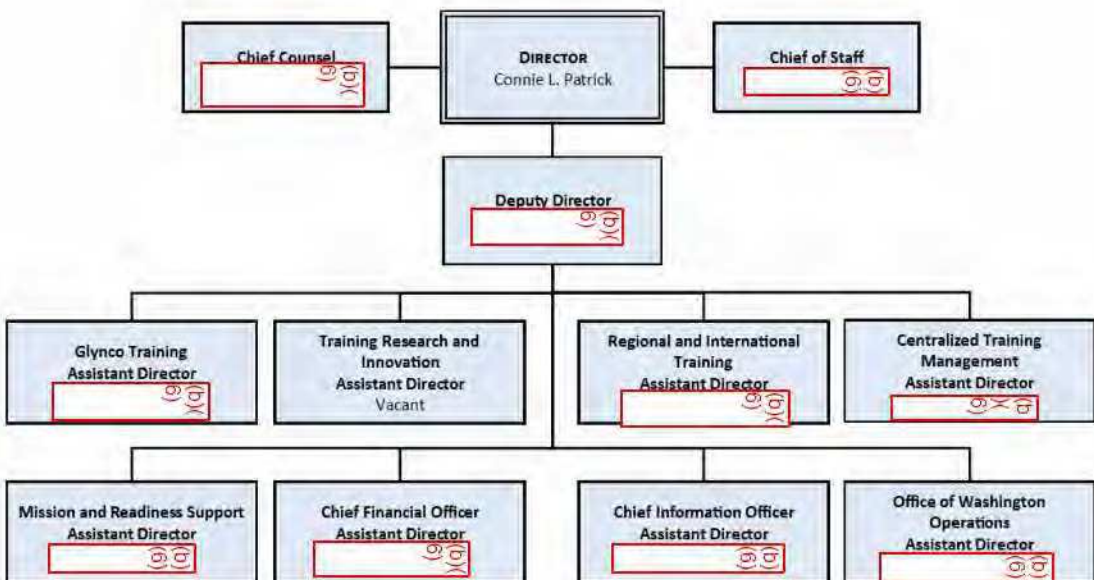FLETC Building 912 Memorial/Multipurpose Center, Glynco, Georgia

The Federal Law Enforcement Training Centers (FLETC) provides career-long training to law enforcement professionals to help them fulfill their responsibilities safely and proficiently. Over the past 46 years, FLETC has grown into the Nation's largest provider of law enforcement training. Under a collaborative training model, FLETC's federal partner organizations deliver training unique to their missions, while FLETC provides training in areas common to all law enforcement officers, such as firearms, driving, tactics, investigations, and legal training. Partner agencies realize quantitative and qualitative benefits from this model, including the efficiencies inherent in shared services, higher quality training, and improved interoperability. FLETC's mission is to train all those who protect our homeland, and therefore, its training audience also includes state, local, and tribal departments throughout the U.S. Additionally, FLETC's impact extends outside our Nation's borders through international training and capacity-building activities. To ensure the training it offers is up-to-date and relevant to emerging needs, FLETC's curriculum development and review process engages experts from across all levels of law enforcement, and FLETC partners extensively with other agencies and stakeholders in training research and the exchange of best practices to ensure it offers the most effective training subject matter, technologies, and methodologies.

Mission

We train those who protect our homeland.

Federal Law Enforcement Training Center

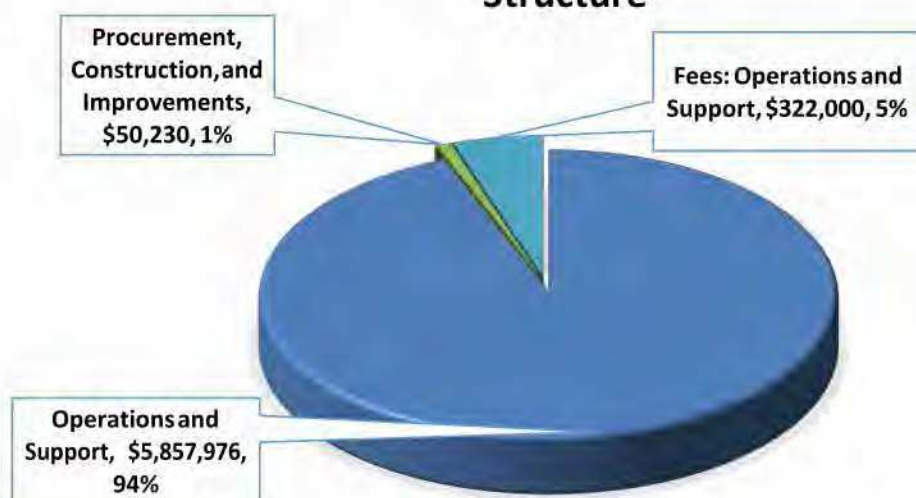Organization chart showing:

- **Chief Counsel** — (b)(6)
- **DIRECTOR** Connie L. Patrick
- **Chief of Staff** — (6), (7)
- **Deputy Director** — (b)(6)
  - **Glynco Training Assistant Director** — (b)(6)
  - **Training Research and Innovation Assistant Director** Vacant
  - **Regional and International Training Assistant Director** — (b)(6)
  - **Centralized Training Management Assistant Director** — (6), (7)
    - **Mission and Readiness Support Assistant Director** — (6), (7)
    - **Chief Financial Officer Assistant Director** — (b)(6)
    - **Chief Information Officer Assistant Director** — (b)(6)
    - **Office of Washington Operations Assistant Director** — (6), (7)

Key

* Senate Confirmed	** Reports to OGC
Non-Career	Career
Acting Non-Career	Acting Career
Non-Career or Career Position	

Budget

Total Budget Authority		
FY 2016 Enacted	**FY 2017 President's Budget**	**+/-**
$245,038,000	$242,518,000	-$2,520,000

FY17 President's Budget - Common Appropriation Structure

Procurement, Construction, and Improvements, $50,230, 1%

Fees: Operations and Support, $322,000, 5%

Operations and Support, $5,857,976, 94%

FLETC - 5-Year Funding Trend

- $9,400,000,000
- $9,200,000,000
- $9,000,000,000
- $8,800,000,000
- $8,600,000,000
- $8,400,000,000
- $8,200,000,000
- $8,000,000,000
- $7,800,000,000
- $7,600,000,000
- $7,400,000,000

FY13 — $8,135,678,000
FY14 — $9,245,787,000
FY15 — $9,336,497,000
FY16 — $9,157,358,000
FY17 PB — $8,428,438,000

Total Budget Authority
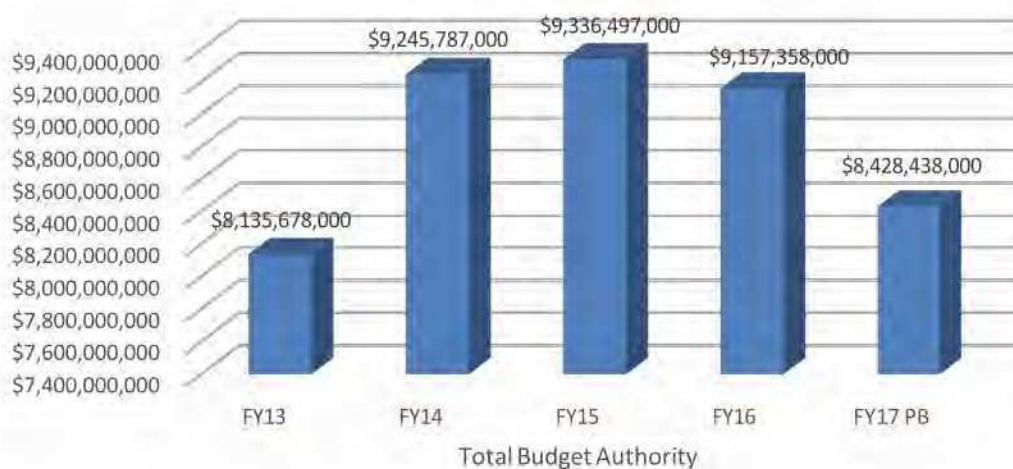
Workforce

Authorized*	Onboard*	Vacancies*
1,106	1,001	105 / 9.5%

* FY 2016. Does not include reimbursable, working capital, or revolving account employees

Workforce Chart

Director's Office
FTE Authorized: 101
FTE Funded: 101
FTP Onboard – C (current/projected): 89
Vacancy – C (current/projected): 12
Total Vacancy rate (current/projected): 11.2%

Deputy Director for Training
FTE Authorized: 1
FTE Funded: 1
FTP Onboard – C (current/projected): 1
Vacancy – C (current/projected): 0
Total Vacancy rate (current/projected): 0%

Deputy Director for Management
FTE Authorized: 54
FTE Funded: 54
FTP Onboard – C (current/projected): 49
Vacancy – C (current/projected): 5
Total Vacancy rate (current/projected): 9.3%

Glynco Training
FTE Authorized: 320
FTE Funded: 320
FTP Onboard – C (current/projected): 294
Vacancy – C (current/projected): 26
Total Vacancy rate (current/projected): 8.1%

Regional and International Training
FTE Authorized: 201
FTE Funded: 201
FTP Onboard – C (current/projected): 176
Vacancy – C (current/projected): 25
Total Vacancy rate (current/projected): 12.4%

Mission and Readiness Support
FTE Authorized: 167
FTE Funded: 167
FTP Onboard – C (current/projected): 152
Vacancy – C (current/projected): 15
Total Vacancy rate (current/projected): 9%

Office of Washington Operations
FTE Authorized: 6
FTE Funded: 6
FTP Onboard – C (current/projected): 6
Vacancy – C (current/projected): 0
Total Vacancy rate (current/projected): 0%

Training Research and Innovation
FTE Authorized: 46
FTE Funded: 46
FTP Onboard – C (current/projected): 41
Vacancy – C (current/projected): 5
Total Vacancy rate (current/projected): 18.9%

Centralized Training Management
FTE Authorized: 82
FTE Funded: 82
FTP Onboard – C (current/projected): 75
Vacancy – C (current/projected): 7
Total Vacancy rate (current/projected): 8.5%

Chief Information Officer
FTE Authorized: 74
FTE Funded: 74
FTP Onboard – C (current/projected): 68
Vacancy – C (current/projected): 6
Total Vacancy rate (current/projected): 8.1%

Chief Financial Officer
FTE Authorized: 54
FTE Funded: 54
FTP Onboard – C (current/projected): 50
Vacancy – C (current/projected): 4
Total Vacancy rate (current/projected): 7.4%

Last updated
06/02/2016

FLETC - 5 Year Workforce Trend

FY13	FY14	FY15	FY16	FY17 PB
1,103	1,099	1,092	1,090	1,106

Full Time Equivalent

Strategic Priorities

- The Federal Law Enforcement Training Centers (FLETC) continuously seeks opportunities to advance its collaborative whole of government approach to training to enable agencies to realize its qualitative and quantitative benefits. FLETC provides training in areas common to all law enforcement officers, while simultaneously providing agencies the flexibility to provide specialized training unique to their missions. From an efficiency standpoint, the U.S. Government gains the economic benefits of shared services and facilities. Every dollar spent at FLETC benefits dozens of agencies. From a qualitative perspective, consistent, standardized, and accredited training for law enforcement helps ensure common law enforcement protocols and principles. Additionally, joint training promotes improved interoperability among agencies. Moreover, FLETC's curriculum development, review, and modification processes bring together stakeholders from throughout the law enforcement community to share and vet ideas, creating higher quality outcomes than if each agency conducted these activities separately. As law enforcement training needs evolve with changes in the environment that effect the law enforcement profession, this collaborative approach to training development and delivery offers continuous opportunities for law enforcement organizations to realize the benefits of unified effort.

Intermodal Training Complex Featuring a Mock Subway. FLETC photo.

- The Federal Law Enforcement Training Centers (FLETC) faces a potential lack of sufficient capacity to meet its partners' projected training demand over the next six years. FLETC has already identified that it has insufficient dormitory space for students at its training locations in Glynco, Georgia, and Charleston, South Carolina, to meet projected need. Additionally, the budget cycle requires FLETC's Partner Organizations to project training two years in advance, and FLETC builds its budget requests, including instructor resource needs, based on those projections. However, Partner Organizations' needs and ability to hire shift within that two year period creating potential shortfalls that could limit FLETC's ability to provide needed training. FLETC must address this threat to its ability to meet its mission in the coming years in various ways including utilizing master planning for facilities modification and construction, maximizing use of all four FLETC training sites, and enhancing FLETC's ability to use data analytics to predict future training needs and capacity challenges.

- As the Nation's largest provider of law enforcement training, the Federal Law Enforcement Training Centers (FLETC) bears responsibility to ensure its training adapts to the dynamic environment of the law enforcement profession. For example, in the years immediately following the September 11th terrorist attacks, FLETC refocused many of its training programs and created new ones to meet emerging needs related to the war on terrorism, in areas such as anti/counter-terrorism, armed pilot training, first responder, and critical infrastructure protection. In recent years the rapid advancement of technology and the borderless nature of many crimes occasioned a need for enhanced training in technical areas such as computer forensics, cyber investigations, and financial fraud. Additionally, FLETC has rapidly developed and implemented training to advance Departmental priorities, such as the integration of human trafficking awareness into FLETC basic training. Most recently, FLETC is examining its training curriculum in light of the issues currently at the forefront of law enforcement, such as use of force, police/community relations, bias awareness, and mental health issues. It is critical that FLETC remain on the forefront of issues facing the law enforcement profession through research, innovative exploration of new training technologies and methodologies, and ongoing collaboration and partnership with the comprehensive homeland security and law enforcement community to ensure proper alignment of its curriculum.

- Sophisticated data analytics provides an opportunity for FLETC to better anticipate upcoming challenges and proactively plan for the future to meet law enforcement training needs. FLETC holds a significant inventory of diverse historical data points in areas such as training projection and execution rates, facilities usage, hiring rates, instructor resource allocation, student demographics, training evaluation, and program scheduling. The growing field of data analytics presents an opportunity for FLETC to improve its ability to predict future needs and make data-driven decisions.

- FLETC must plan to meet the training needs of evolving stakeholder groups in the dynamic homeland security and law enforcement environments. Four major domains in which FLETC anticipates increasing opportunity to advance its mission to train those who protect the homeland are online training; collaboration with Security and Intelligence Community Partners; engagement with international partners for best practices; and joint training with private sector security partners.

Key Partnerships/Stakeholders

Interagency	
Partner	**Description**
93 Federal Partner Organizations	At its four domestic training sites, FLETC provides law enforcement training, housing, dining, recreation, and other facilities that all federal partners utilize, rather than the Federal Government procuring and maintaining nearly 100 separate sets of facilities for each federal law enforcement agency. In addition, this collaborative training model offers economies of scale, because costs to individual agencies decrease as more agencies train at FLETC. FLETC works collaboratively with its federal partner organizations to develop training that meets their mission needs.
State, Local, Tribal and Territorial Law Enforcement Agencies	FLETC provides advanced and specialized training to state, local, tribal, and territorial law enforcement professionals who protect our homeland, and collaborates with state, local, and tribal agencies to develop training. This training is delivered to export sites across the country and at the FLETC sites.

Inter agency	
Partner	**Description**
Federal Law Enforcement Training Accreditation (FLETA)	FLETC's Academy and all of its basic training programs are accredited or reaccredited by the FLETA Board, a consortium of Federal agencies that review training to assess whether it conforms with established standards. FLETA's role is to enhance the quality of federal law enforcement by establishing and maintaining a body of standards to promote the effective and efficient use of resources for federal law enforcement training. FLETC provides administrative assistance to FLETA as the host agency to resource this entity.
TEAM Orlando	Team Orlando is a collaborative alliance formed by U.S. military modeling simulation training commands, and supplemented, supported, and augmented by academic and industry leaders in the modeling and simulation, human performance, and training domains. Through its work with Team Orlando, FLETC leverages technology the military develops to identify law enforcement training solutions that FLETC does not have to independently develop.

Industry / Public-Private / Academia	
Partner Name	**Description**
Private sector partners	FLETC partners with the private sector to provide training opportunities for private sector security professionals and other private sector stakeholders together with federal, state, and local law enforcement officers.
Academia	FLETC partners with academic entities to conduct training research and exchange best practices. This partnership is integral to FLETC's ability to provide training that is research-based.

Industry / Public-Private / Academia	
Partner Name	**Description**
Law Enforcement Professional Associations	FLETC partners with a wide variety of law enforcement professional associations, including the National Sheriffs' Association, the International Association of Chiefs of Police, the International Association of Directors of Law Enforcement Standards and Training, the National Organization of Black Law Enforcement Executives, the National Native American Law Enforcement Association, etc. FLETC collaborates with these groups to ensure awareness of law enforcement training opportunities, recruit qualified instructional staff, and deliver law enforcement training.

International Engagements	
Partner	**Description**
International law enforcement agencies	FLETC delivers training at the five International Law Enforcement Academies in Thailand, Hungary, El Salvador, Botswana, and Roswell, New Mexico. FLETC exports specialized training programs and provides technical assistance outside the United States on a reimbursable basis. In addition, international law enforcement officers can attend FLETC training programs at its four domestic training sites. Additionally, FLETC exchanges best practices and subject matter expertise, and participates in research with international partners, which help it remain on the forefront of law enforcement training.
Department of Justice (DOJ), International Criminal Investigative Training Assistance Program (ICITAP)	FLETC has embedded a staff member at DOJ/ICITAP to coordinate international training efforts between the two departments. This collaborative arrangement enables DHS/FLETC to contribute to implementation of Presidential Policy Directive 23 ("Security Sector Assistance"), which President Obama signe d in April 2013. This directive calls for improved interdepartmental collaboration in the delivery of Security Sector Assistance programs to strengthen U.S. international law enforcement capacity-building efforts.

| Organized Labor / Advocacy Groups ||
Partner	Description
American Federation of Government Employees (AFGE)	FLETC's local bargaining unit representative is AFGE Local 2002, which represents all FLETC bargaining unit employees at all four of its domestic sites.

Legislative Priorities

Federal Law Enforcement Training Centers Reform and Improvement Act of 2016: On December 8, 2015, the U.S. House of Representatives passed H.R. 3842, *Federal Law Enforcement Training Centers Reform and Improvement Act of 2015*. This legislation would provide the first full reauthorization since the Federal Law Enforcement Training Centers (FLETC) became part of the Department of Homeland Security in 2003. On April 12, 2016, its companion bill was introduced in the Senate as S.2781, *Federal Law Enforcement Training Centers Reform and Improvement Act of 2016*, and referred to the Judiciary Committee for further consideration. The Senate would need to approve its version of the bill by the end of 2016 if it is to be conferenced with the House, approved by both Chambers of Congress, and ultimately enacted into law.

Government Accountability Office / Office of the Inspector General Audits

FLETC is not the lead component for any currently pending GAO or OIG audits.

FLETC delivers basic and advanced training annually to thousands of federal, state, local, and international law enforcement officers and agents in a wide variety of topical areas in world class training venues using realistic scenarios. FLETC photo.

Homeland Security

November 26, 2007

MEMORANDUM FOR: Michael Bopp
Program Associate Director, General Government Programs,
Office of Management and Budget

FROM: Michael Chertoff

SUBJECT: The Federal Law Enforcement Training Center: Evaluation of
Instructor Coding under the Federal Activities Inventory Reform
Act of 1998

This is in response to your May 15, 2007 memorandum concerning "Commercial and Inherently Governmental Activities Inventories for 2006." In that memorandum, you stated that an independent review of the Federal Law Enforcement Training Center (FLETC) instructor coding under the Federal Activities Inventory Reform (FAIR) Act of 1998 would provide an opportunity to take a fresh look at this issue to determine the best handling of activities on the inventory and allow for consideration of all appropriate management tools to achieve the most effective and efficient delivery.

The Department of Homeland Security (DHS) commissioned the Center for Naval Analyses (CNA) Corporation to study this issue, and the results are contained in its report titled "The Federal Law Enforcement Training Center: Evaluation of Instructor Coding under the Federal Activities Inventory Reform Act of 1998." A copy of the report is attached. The report reached three fundamental conclusions. First, that the FLETC instructional workload associated with "basic" training programs was properly classified as "inherently governmental." Second, that "some portion of FLETC's law enforcement programs" could be classified as commercial activities, which we understand to mean some portion of the FLETC instructional workload that supports "advanced" training programs. And finally, that "due to the integrated nature of the FLETC instructor workforce and the expected changes in courses and programs provided from year to year, it would be misleading to identify a precise number of courses and associated instructional workload that should be classified as commercial in DHS's FAIR Act inventory." The final conclusion of the CNA Corporation report states, "Therefore, if other law enforcement training organizations can, in OMB's view, properly classify their programs as inherently governmental because they instill (a law enforcement) culture, then FLETC should be allowed to do the same."

After reviewing the report and the status of FLETC's training program, I have concluded that all 536 instructor positions currently reported in the FLETC 2007 FAIR Act Inventory, as well as

www.dhs.gov

any additional, similar instructor positions later added to this inventory, should continue to be coded as "inherently governmental." While we recognize that there are portions of the training regimen, particularly during advanced training that may be categorized as commercial in nature, the FLETC instructor cadre is not categorically or organizationally split according to delivery of basic or advanced training. FLETC instructors deliver both types of instruction, not only in an effort to most effectively and efficiently use the resources at hand, but also to promote and allow students to benefit from the synergies gained through this process, which creates an enhanced combined effect on both functions. Consequently, any attempt to separate the instructional staff along "basic" versus "advanced" training lines undoubtedly would result in a reduced level of quality of the training experience. Further, it is economically inefficient to attempt such a distinction, because the minimal amount of "advanced" training workload currently provided by the FLETC can be met in a more productive, cost-effective manner through the use of the FLETC instructor cadre that supports "basic" training programs. We recommend that this coding remain in force until such time as a significant change in circumstances warrants further review or revision. We will monitor the FLETC instructor staffing and, if there is a sustained decrease in the basic training workload identified in the coming years, DHS and FLETC will revisit this issue and make any modifications to the FAIR Act Inventory that are deemed both necessary and prudent.

FLETC has a good record in support of the President's Management Agenda and has been very compliant with A-76 actions for its non-law enforcement instructor's core. Further, there is genuine recognition that FLETC is heavily engaged in training that is critical to Administration initiatives that likely will continue for several years.

The Department's point of contact for questions regarding this document is (b)(6) Ombudsman, Office of the Chief Procurement Officer (b)(6)

cc: (b)(6)
Office of Federal Procurement Policy

Attachment

**Homeland
Security**

SEP 2 7 2016

The Honorable Scott Perry
Chairman
Subcommittee on Oversight and Management Efficiency
U.S. House of Representatives
Washington, DC 20515

Dear Chairman Perry:

Enclosed, please find the Department of Homeland Security's (DHS) "Government Owned Training Centers" (GOTC) report, as promised in our April 4, 2016 response to your March 10, 2016 letter regarding the Department's oversight of workforce training centers.

The DHS GOTC review was undertaken to promote standardization in DHS training where possible, to eliminate overlap and duplication with regard to underutilized infrastructure to produce tangible cost savings and to evidence respect for the Secretary's vision to build unity of effort across the Department.

Please note that improving departmental oversight and Component management of our workforce training centers continues to be a priority for the Department. Should you have any questions in the interim, please ask your staff to contact my office at (b)(6)

Sincerely,

R C Deyo

Russell C. Deyo
Under Secretary for Management

Enclosure

National Emergency Training Center

U.S. Department of Homeland Security

Government Owned Training Centers

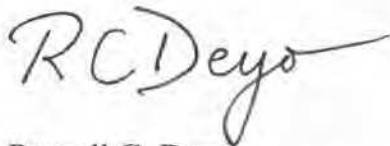*Pre-Decisional*

September 2016

Homeland Security

Message from the Under Secretary for Management

I am pleased to submit the following report on "Government Owned Training Centers". This report was led by the Office of the Chief Financial Officer, Program Evaluation and Analysis, and the Office of the Chief Readiness Support Officer, Facilities & Operational Support, with critical support and collaboration from DHS Components and Directorates.

The Department takes great pride in the effectiveness of our training which produces well-qualified personnel to secure and manage our borders, enforce and administer our immigration laws, protect cyber networks and critical infrastructure, and ensure resilience from disasters. We also recognize that we can take additional steps to improve the overall management of our training programs and processes, and provide this report as evidence of the ongoing efforts for betterment of this fundamental program.

Sincerely,

Russell C. Deyo
Under Secretary for Management
U.S. Department of Homeland Security

TABLE OF CONTENTS

1. EXECUTIVE SUMMARY

The DHS Government-Owned Training Centers (GOTC) review was undertaken to promote standardization in Department of Homeland Security (DHS) training, where possible; to eliminate overlap and duplication with regard to underutilized infrastructure to produce tangible cost savings; and to evidence respect for the Secretary's vision to build unity of effort across the Department.

While this study was in progress, a DHS Office of the Inspector General (OIG) report[1] was released that highlighted recommendations from previous reviews of training and made the assertion that DHS has not addressed these recommendations. Specifically identified by the OIG were multiple previous studies to assess training within DHS, resulting in 29 separate recommendations: 19 of those recommendations have been either fully or partially implemented, 7 were considered but rejected for various reasons, and 3 are in the process of being addressed (see Appendix 2 for more detail).

DHS has an extensive operational training inventory with more than 1,400 courses. Notably, there is also a vast array of non-operational, mandatory recurring training, though it is outside the scope of this study and was not the subject of the data analysis. Training is provided both internally and externally, with external training offered on both a reimbursable and non-reimbursable basis. The bulk of the training reviewed in this study occurs in law enforcement, disaster response, and service-unique (i.e. Coast Guard) categories and occurs primarily in-residence. Online training is conducted, but represents a small portion of the overall Departmental effort. External training constitutes a significant component of the operational training for the Department. For example, the majority of the training delivered by FEMA is for other federal, state, local, tribal, territorial, and private sector organizations. Approximately half of Federal Law Enforcement Training Center's (FLETC) training load is consumed by external agencies.

Over the past 10 years, the Department has taken steps to consolidate the delivery of operational training. Several Components have relocated training to FLETC's training centers in Charleston, South Carolina; Glynco, Georgia; and Artesia, New Mexico. If law enforcement training is viewed solely through the lens of DHS-specific training, the potential for additional efficiencies does appear to exist. However, external training is a significant activity for the Department, and has been part of FLETC's mission since its inception in 1970. Congress recognizes this mission with an annual appropriation to meet a portion of external training demands. Given the current throughput—internal and external—at the law enforcement training centers, opportunities for additional efficiencies at those facilities are limited at best. Associated costs and scheduling constraints must be addressed prior to adding additional workload onto an existing facility.

This study confirmed that management and reporting of training data could be greatly strengthened. This issue was evident as the data call progressed and variables materialized with data quality, consistency and responsiveness. There is no single source where comprehensive data is readily accessible and therefore data must be solicited via data calls. Due to the Department's vast training enterprise, this can be an inefficient and ineffective way to collect

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[1] OIG-16-19: DHS' Oversight of Its Workforce Training Needs Improvement, January 20, 2016

data. Another issue impacting the ability to assess training programs is a lack of standardization, and variability in training data elements applied by the individual Components. For example, a lack of consensus on how utilization or capacity can be measured can make it impossible to reconcile the data thus hampering analysis.

The study team submits the following as recommendations:

1. **Data:** Increase Departmental level training data and reporting capabilities. Establish a routinely updated Department-wide training catalog with relevant data fields defined using a standard lexicon across all Components. The catalog will allow individual Components to self-assess training needs and identify efficiencies and potential consolidation opportunities with fellow Components; and additional transparent information on training centers/facilities within the catalog will allow Components to understand available inter-Departmental capacity to support training needs. This catalog should be considered as part of a focused, longer term effort at determining the optimal level of training oversight that should rest at the Department Headquarters level. Routine data calls continue to consume time and effort at the Component level, where alternatively a catalog/database system could be put in place to automate the information capture and reporting. This will facilitate greater accuracy, and maturity of the data. The Chief Human Capital Officer (CHCO) will take the lead in further developing/ implementing this recommendation.

2. **Training Programs:** Conduct further cross-Component analysis of the viability and cost/benefit of synergies in the following training areas: instructor development; supervision, management, leadership; human resources; incident command/NIMS; acquisitions and procurement; medical/EMS; and legal. CHCO will take the lead in further developing/implementing this recommendation.

3. **Real Property Strategic Planning:** Develop a planning policy that leverages existing delegations and authorities for oversight and management of real property assets across the Department. The policy will include principles and methodology to optimize and position the DHS real property portfolio to effectively support the DHS mission and achieve organizational strategies. The Chief Readiness Support Officer (CRSO) will implement this recommendation.

   The policy will establish the Department of Homeland Security's activities, responsibilities and requirements for the oversight of real property planning and strategy. Planning at the portfolio, program, asset and project levels will ensure real property is positioned to support the DHS mission, and achieve organizational strategies and objectives with alignment to federal real property strategies. The DHS portfolio of real property assets will be effectively managed and optimized at the appropriate levels of utilization to support current and future mission needs, with the potential to significantly reduce commercially leased assets in favor of future ready government owned property.

2. PURPOSE & BACKGROUND

The DHS GOTC review was undertaken to promote standardization in DHS training, where possible; eliminate overlap and duplication with regard to excess infrastructure to produce tangible cost savings; and to evidence respect for the Secretary's vision to build unity of effort across the Department.

Each operational Component conducts—or consumes—training to: develop basic competency in requisite skills for newly assigned personnel, provide specialized expertise for certain niche duties, increase expertise as personnel gain experience in their jobs, and develop leadership skills for individuals who advance to supervisory positions. For the purpose of this study, we therefore define "operational training" as "training that develops, maintains, or improves individual or unit performance and is essential to the Department's ability to accomplish its assigned missions." Operational training is contrasted with a seminar or conference, which might offer continuing training to enhance a set of skills but which doesn't evaluate student performance at the completion of the event.

The assessment of operational training that delivers skills and knowledge that are common across the Department—for example, in areas of law enforcement, criminal investigation, and air and marine operations—will offer an opportunity to realize training efficiencies that would free resources for investment in other mission areas. However, any analysis of the Department's training programs must recognize that some efficiencies have already been instituted—for example, through the Federal Law Enforcement Training Center's (FLETC) initial law enforcement training programs that are common to all Components—and must also account for the unique requirements levied upon individual Component missions.

Real property actions are always driven by requirements. Therefore, the initial focus of this study is on documenting and understanding DHS training requirements, and only then on any facility are real property efficiencies revealed by the potential for improvement, or changes in training practices or delivery.

Composition and Structure of the Team: The GOTC review is led by Office of the Chief Financial Officer (OCFO) Program Analysis and Evaluation (PA&E), and the Office of the Chief Readiness Support Officer (OCRSO).

The GOTC coordinated throughout the Department via regular meetings with the Working Group, which included representatives from each Component and the Office of the Chief Human Capital Officer (OCHCO). This group was led by team leads from OCRSO, OCHCO and the USCG. See Appendix 1 for team roster.

3. METHODOLOGY & ANALYSIS

This study used several different data collection methods in its assessment to enable valid analysis, findings and recommendations. The overarching approach was to (1) inventory and understand scope of DHS and Component training programs, (2) identify apparent duplication/overlap in training effort, (3) identify capacity within government owned training facilities to reduce inefficiencies, and (4) remain cognizant of Component mission requirements

enabled by their training programs/infrastructure. Data collection included a comprehensive data call that solicited information on training facilities, courses, costs, personnel, etc.; a follow-up questionnaire that solicited additional information on training center throughput, costs, and challenges; site visits and interviews with subject matter experts at the Component and headquarters levels.

Comprehensive Data Call: The study team issued a data call to document all training programs across the DHS enterprise. To manage the data call scope, the data call limited training programs to those meeting the following definition: *A course or sequenced progression of courses designed to develop knowledge, skills and abilities in particular core competencies for a specific job series, job classification, position, or groups requiring similar or overlapping competencies. General parameters: instructor/facilitator led; resident training (not online, ADL, or any other delivery than in-person); includes mobile/exportable training; training is funded or hosted by DHS/DHS Component, but also includes training purchased by Components through contract or commercial means (and delivered at DHS facility or non-DHS facility); does not include agency wide training for mandated/recurring topics (HR, EEO, etc.).* Of note, training programs of less than a full day's duration were excluded.

1. Components providing data self-reported their training programs into one or more of several categories to facilitate analysis (see Appendix 3).

2. Study team members segregated programs into categories of "Component specific", "general" (applicable across Components), and "refresher/recertification training."

3. The data call responses were closely reviewed, and decisions were made on whether individual programs were within scope of this study, in terms of potential for finding efficiencies in training and/or facilities.

4. For those programs and facilities remaining in scope, additional in-depth analysis was conducted.

Interviews: Once the data call information was collected, the study team assessed the information to establish a baseline of training capability across the department and identified areas requiring more in-depth examination. The team conducted interviews with appropriate personnel from each Component to gain in-depth information on the training occurring at each training facility. Component team members had the opportunity to review and validate interview notes subsequent to each session. In some cases, multiple interviews were necessary to ensure thorough exploration of all pertinent issues.

Interviews were also conducted with Component training officers to understand how training oversight and governance was structured in the major Components. Questions included organization of the training offices, breadth of training oversight, budget development, and training locations.

Training Center Questionnaires: After more fully understanding DHS/Component training programs through the data call and interviews, questionnaires were sent to the owned/leased DHS training centers to further identify potential efficiencies and to determine which, if any, facilities should be visited by study team members. Questionnaires are available upon request.

Site Visits: Site visits were conducted to allow study group members to experience the training center's mission, capabilities, and capacity, and to collaborate with facility management to identify any potential efficiency consistent with the group's charter. The team met with the director or deputy director of the center in order to discuss the long-term vision for the center, and visited with program managers to better understand the courses that are offered at the training center. Typically the visits included a windshield tour and stops at key facilities.

The objectives of the site visits were to verify information collected in the training program data call and questionnaires, and to tour all aspects of the facility that contribute to training capacity and capabilities including, but not limited to, training facilities, lodging, dining, and administration spaces. The team sought to gain additional information to influence recommendations consistent with study group's charter.

Of the DHS training facilities, Table 1 lists the sites chosen for visits. These sites either deliver training programs that were determined to be in scope (potential for efficiencies), or the team desired to more fully understand utilization and capacity for potential use across the DHS-enterprise.

Table 1: Site Visit Locations

Component	Facility	Location
CBP	National Marine Training Center	St. Augustine, FL
CBP	Advanced Training Center	Harpers Ferry, WV
FEMA	National Emergency Training Center	Emmitsburg, MD
FLETC	FLETC	Artesia, NM
FLETC	FLETC	Charleston, SC
MGMT	Headquarters Training Center	Washington, DC
USCG	Training Center Yorktown	Yorktown, VA
USSS	James J. Rowley Training Center	Laurel, MD

Once collected and sorted, the study team reviewed all qualitative and quantitative data for training programs considered in-scope, using the following analysis principles:

1. Document those programs as delivered at government owned or leased facilities.

    a. For those training programs in GOTCs, determine (1) if there are efficiencies in relocating the program intact to a different GOTC (maximizing one center and creating capacity elsewhere); gaining synergies between Components (Unity of Effort), or (2) if there are efficiencies in consolidating the program with another Component's program/GOTC to gain efficiencies, Unity of Effort, etc.

    b. For those training programs leveraging leased space, determine (1) if there are efficiencies in moving the program to a GOTC to eliminate lease costs and maximize

GOTC usage or (2) if possible, consolidation of the program with another Component's program at a GOTC, gaining efficiencies, Unity of Effort, etc.

c. For those training programs purchased/contracted from commercial vendors, schools, colleges, etc., determine if there appear to be overlaps/efficiencies with other Component programs for potential consolidation or move to GOTCs.

The outcome of the analysis provides recommendations for training program pairs or sets that appear, based on program similarities and potential cost efficiencies, to be candidates for consolidation, relocation or some other action.

Limitations of Data Collection and Analysis: Despite best efforts, the study team found it very difficult to gather and validate data for training programs across DHS Components. While some Components have a form of centralized training management, few use the same training terminology, and almost none account for training expenditures in the same manner. These limitations result in a data set that is subject to the submitter's interpretation of the data field, and in some cases fields were left blank. Key fields left blank confounds precise data analysis, and leads to potentially misleading summations of cost data, instructors, student numbers, etc. In determining what training programs to consolidate, it should be noted that an in-depth, curriculum level review was beyond the capabilities of this study and was NOT conducted. In other words, any recommendations to study a program or programs further would include a much closer look at the program to determine appropriateness of relocation/consolidation.

4. FINDINGS & OBSERVATIONS

Training Programs: The study team documented approximately 1,400 training programs delivered throughout the DHS enterprise. Many of these programs are delivered at the 25 training centers listed in Table 2. However, many are delivered by alternative means or in varying locations around the United States to best meet the respective Components' requirements. Training is provided both internally and externally, with external training offered on both a reimbursable and non-reimbursable basis. The bulk of the training occurs in law enforcement, disaster response, and service-unique (i.e. Coast Guard) categories. In fact, FLETC, U.S. Customs and Border Protection (CBP), Federal Emergency Management Agency (FEMA), and the United States Coast Guard (USCG) account for 77.9 percent of the operational training identified in this study.

Despite the study team's expectation to find training programs meeting the criteria for further study and/or possible consolidation/relocation across Components, there were relatively few areas of overlap[2] and/or redundancies found in training programs. Part of the reason is that over the past 10 years, the Department has taken positive steps to consolidate the delivery of operational training. Examples include relocation of the USCG Maritime Law Enforcement Academy to FLETC Charleston, SC, the movement of USCIS Basic Training Program to FLETC Charleston, and the transfer of a portion of Federal Protective Service (FPS) training to FLETC Glynco, GA. Most newly accessed law enforcement and investigatory personnel hired

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[2] Being mindful of the scope of this study, which did not include a comprehensive review of curriculum/course materials, rather a high level review of training program data and categorization.

by DHS Components initially attend a Department-common basic course at a FLETC facility for their particular track (i.e. Criminal Investigator Training Program or Uniformed Police Training Program). For the follow-on training, each Component has a separate Academy for training specific to that particular Component. Most of these academies are located on FLETC facilities with some exceptions; U.S. Secret Service, (USSS) which conducts its follow-on training at the James J. Rowley Training Center; and the Transportation Security Administration (TSA), which conducts its follow-on specialty training for its Federal Air Marshals at the TSA Training Center in Atlantic City, NJ.[3] TSA has also moved forward with centralizing basic training for Transportation Security Officers at FLETC's Glynco facility. The centralization increases standardization and quality control, and will allow training to more quickly adapt to new technologies and policies as they occur.

The efficiencies of consolidated training can create challenges. Too often, additional training throughput is thrust on existing facilities without considering additional resources. This could require Components to make compromises to training content or scheduling in the name of efficiencies. Before adding additional training to an existing facility, the associated costs and scheduling constraints must be addressed.

Of the 1,455 training programs, 71 percent were determined to be "Component specific," thus not a viable candidate for consolidation with Components with disparate mission requirements. This follows from the previous discussion, and reflects that agencies have very different mission requirements that prompt them to reasonably develop training programs to suit those imperatives. The Coast Guard, as the only military service within DHS, has additional unique requirements inherent to their missions and operations. Another 19 percent of training programs were determined to be out of scope for other reasons, such as being of such low volume or cost that consolidation would not deliver meaningful efficiencies.

Considering the study limitations, several training programs and program categories appear to cross multiple Components and merit further study and consideration for consolidation if cost/benefit warrants. Component specific requirements must be considered before any decisions to consolidate training. The training program areas are noted in Table 2:

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[3] The USSS JJRTC academy and the TSATC and several of their respective law enforcement courses are in compliance with the Federal Law Enforcement Training Accreditation standards, which require continuous training assessments and curriculum reviews.

Table 2: Training Program Areas Warranting Further Analysis

Categories of Training Programs	No. of Training Programs in Category
Leadership / Supervision / Management	37
Incident Command / ICS / NIMS	20
Soft Skills - communications / Media	9
Accounting / Budget / Financial	9
Legal	4
Instructor Training	47
Human Resources	7
Medical / EMS	12
Total	**145**

Table 2 Notes:

1. *Components reported total cost of these training programs at a rough order of magnitude of $18M, which includes travel/per diem costs and non-travel/per diem costs. The many variables associated with training costs, and the before mentioned lack of standardization of data reporting from Component to Component, weakens the reliability of cost data from the data call used for this report.*

2. *More details on these training programs are provided in appendix 4.*

Utilization: The Components self-reported utilization rates at their training centers (see chart below). Because there is no standardized or defined method for determining utilization across the enterprise, fair comparisons based upon this factor cannot be made by the team. For example: FLETC self- reports that its facility in Glynco, Georgia, has a "Moderate" utilization. However, based upon FY 2016 interviews of Components across the Department that use this facility, the consensus is that it is at capacity. A contributing factor to this is the year-to-year fluctuation of training throughput. The FLETC experienced lower throughput for the FY 2014-15 reporting years referenced in this study. Additionally, the reporting period did not account for new partnerships and consolidation efforts that took place subsequent to the reporting cycle, for example: the consolidation of USCIS and TSA training at FLETC locations. Furthermore, FLETC's ability to maximize utilization rates is dependent on the specific mix of programs and sequencing within those programs at any given time. FLETC runs numerous programs simultaneously throughout the year, which differ in length. Each program follows a particular sequence, and therefore FLETC may not be able to use available venues 100 percent of the time due to the particular sequencing of the programs occurring at that time. Because there is no single standard across the Department for defining or measuring training center utilization or capacity, capacity cannot be accurately assessed or optimized.

Additionally, some training centers have buildings that could efficiently be renovated to suit new training requirements, which could quickly increase capacity for Component activity. Other training centers have massive acreage available for future expansion, when requirements and funds prompt such actions. However, there is no "capacity metric" that allows the team to assess how much a training center's capacity can be expanded. Even though a facility is reporting a

high utilization, it may still be an effective and efficient location for expansion of additional capacity.

Table 3: Training Facility Utilization

Component	Training Facility	Location	Legal Status	Utilization FY15
CBP	Advanced Training Center	Harpers Ferry, WV	Owned	High
CBP	National Aviation Training Center	Oklahoma City, OK	Owned & Leased	High
CBP	National Marine Training Center	St. Augustine, FL	Leased	High
FEMA	Center for Domestic Preparedness	Anniston, Alabama	Owned	Moderate
FEMA	National Emergency Training Center	Emmitsburg, MD	Owned	Moderate
FLETC	FLETC-Artesia	Artesia, NM	Owned	Low
FLETC	FLETC-Charleston	Charleston, SC	Owned	Fair
FLETC	FLETC-Cheltenham	Cheltenham, MD	Owned	Moderate
FLETC	FLETC-Glynco	Glynco, GA	Owned	Moderate
FPS	Consolidated Training Facility	Alexandria, VA	Leased	Moderate
ICE	ICE Training Academy	Dallas, TX	Leased	High
ICE	Intelligence Training Center	Rosslyn, VA	Leased	Moderate
TSA	TSA Training Center	Atlantic City, NJ	Owned	High
USCG	Aviation Training Center	Mobile, AL	Owned	High
USCG	Aviation Technical Training Center	Elizabeth City, NC	Owned	High
USCG	Leadership Development Center	New London, CT	Owned	High
USCG	Gulf Regional Fishery Training Center	Base New Orleans, LA	Owned	High
USCG	Southeast Regional Fishery Training Center	N. Charleston, SC	Owned	High
USCG	Northeast Regional Fishery Training Center	Buzzards Bay MA	Owned	High
USCG	Pacific Regional Fishery Training Center	Alameda, CA	Owned	High

USCG	North Pacific Regional Fisher Training Center	Kodiak, AK	Owned	High
USCG	Training Center Cape May	Cape May, NJ	Owned	High
USCG	Training Center Petaluma	Petaluma, CA	Owned	High
USCG	Training Center Yorktown	Yorktown, VA	Owned	High
USCG	Special Missions Training Center	Camp Lejeune, NC	Owned	High
USCG	National Motor Life Boat School	Ilwaco, WA	Owned	High
USSS	James J. Rowley Training Center	Laurel, Maryland	Owned	High

Table 3 Notes:

1. *Utilization is noted as Low (0%-25%), Fair (26% - 50%), Moderate (51% -75%) and High (76% - 100%)*

2. *Facilities for this purpose do not include training rooms, etc., that are part of a larger mixed use facility; rather, this list captures the facilities with the primary purpose of training, and absent the training mission, it would not exist. These facilities employ permanent staff dedicated to that training mission, and the facilities deliver resident, instructor-led/facilitated training.*

3. *Utilization shown does not include firing ranges; Utilization for firing ranges is reported as "High" for all training centers.*

4. *Revisions to the earlier version of this table (as submitted to the Committee on Oversight and Management Efficiency) have been made and include the following:*
   a. *ICE's Intelligence Training Center, and CBP's National Aviation Training Center (confirmed as being a separate facility from the airport), have both been added to the table.*
   b. *The Nation Fire Academy and the Emergency Management Institute are both housed at the National Emergency Training Center. The table has been revised to show one FEMA facility in Emmitsburg, West Virginia.*
   c. *Modifications have been made to the "Legal Status" for the CBP National Marine Training Center, and the USCG Aviation Training Center.*

Components continually look for ways to increase management of training throughput. For example, at the Advanced Training Center (ATC) in Harpers Ferry, West Virginia, student throughput has grown 30 percent since 2010. The ATC can average as many as 300 students per day on the campus, which exceeds all designated/designed parking. Conversely the facility may not be operating at peak capacity during the peak passenger travel period, primarily due to limited operator availability. Center personnel are working on making the student throughput more 'level' in order to facilitate optimum utilization on a regular basis. ATC personnel have changed scheduling practices to accommodate increased throughput, and better utilize periods of increased availability.

Transparency of Training Data and Information: The working group cannot access data on training, and must _ask_ for it via data calls, and there is no incentive for participation. Due to the size and complexity of the Department's vast training enterprise, this can be an inefficient, ineffective way to collect data, and is disruptive to the DHS HQ elements and Components. In this case, not all of the data could be reconciled thus limiting the analysis that could be conducted. The fidelity of the data received cannot be assessed, since many Components have varying methods of capturing their own, Component-defined data.

The inability to automatically pull information on training courses and student through-put (among other foundational training statistics) hampers the ability of leaders to manage the vast DHS training enterprise, and can make DHS appear to be non-responsive or incomplete when responding to inquiries from outside organizations, including Congress, and agencies such as OPM and GAO.

To provide DHS leadership with needed visibility into the training enterprise across all Components and missions, and to ease the burden on the Components by minimizing manual data calls, we recommend establishing a Department-wide training catalog. For example, one possible approach is to allow Components to input bi-annual data feeds into an enterprise data warehouse, and devise a system to pull data inquiries from the warehouse.

Regarding the need to standardize training course categories, we will be able to build upon the training functional area categories being developed by the joint OCFO/OCHCO working group.

The need for comprehensive data on training courses offered, students served, and other information regarding DHS' training enterprise will not cease, so it is incumbent upon the organization to devise an efficient and accurate strategy for automating the collection and analysis of the data.

The October 2015 OIG Report noted that "…six of eight Components' training areas…lacked sufficient oversight of all training" and "DHS lacks reliable training cost information and data needed to make effective and efficient management decision." As we conducted our data call, we encountered issues with data transparency, quality and responsiveness. In several Components, multiple offices had to be involved with the response, and several Training Officers in different Components noted that operational training fell under the purview of offices outside the training and development structure within their Component. Consequently, they couldn't confirm that all training activities were underpinned by properly validated requirements, nor could they confirm that all training activities followed proper principles of course design and evaluation.

In order to improve our ability to track training costs, DHS has chartered a joint team from the financial and human capital communities to aggressively develop a process that will capture costs associated with training. This work will inform future cost-benefit analyses of the training enterprise.

Ultimately, cost visibility will be tied to the ongoing financial systems modernization initiative, and the shorter-term processes under development will provide leadership with additional tools to make informed decisions.

Firing Ranges: Access to firing ranges is an issue. Most, if not all, of the Department's owned ranges are operating at full capacity. While this issue was not a focus of this study, the Office of the Chief Readiness Support Officer (OCRSO) has been conducting field efficiency efforts across the Department and uncovered adequate and efficient access to firing ranges as an issue. Observations, findings and recommendations on this issue will be included in the OCRSO field efficiency team report.

Real Property Strategic Planning: During the site visit and interview process, the team was unclear on the extent of cross-Component collaboration or coordination of shared infrastructure and capacity that is occurring. There is no single methodology to determine underutilized capacity to occupy infrastructure, or to build to suit a Component's needs.

The Department has undertaken efforts in the past to consolidate and co-locate training in order to realize efficiencies in support of mission. One such facility, the Headquarters Training Center (HTC), co-located the Learning and Development Institute (LDI), the Homeland Security Acquisition Institute (HSAI) and the Intelligence Training Academy (ITA). The HTC has a central location within D.C., and occupies leased space at 90 K Street NE. Facilities such as the HTC are not typically a focus of this study. However, the team felt that lease warranted further study. OCRSO will continue to work with the HTC to address the long term plans for the location(s) of the training programs as they relate to the Headquarters Consolidation Plan in the National Capital Region.

Ongoing Training Standardization Efforts: On May 28, 2015, an Intelligence and Analysis working group was conducted in partnership with the Department of Homeland Security (DHS) Office of Intelligence and Analysis (I&A) to assess the feasibility of developing a standardized basic intelligence analyst training program. This training program would provide intelligence discipline neutral analytic fundamentals which would be transparent to both law enforcement and intelligence community entry level analyst positions. On June 14, 2016, FLETC conducted a Curriculum Development Conference for the Intelligence and Analysis Basic Training Program and the pilot program is projected to be delivered in early FY 2017.

2014 Training Facilities Consolidation Report: The 2014 *Training Facilities Consolidation* Draft Report listed three conclusions, including three opportunities to discontinue leases, one leased training center that should remain in place, and three leased facilities where training occurs; however, the primary activity occurring in the venues is not training.

Of the three recommendations to discontinue leases, two have been implemented: USCIS moved their Academy Training Center from Dallas, TX to FLETC Charleston, and USCIS moved courses from the National Conference Center in Leesburg, VA to FLETC Glynco. The third recommendation, moving the ICE Training Academy from Dallas, TX to an alternate GOTC, will not been implemented. The study team reported that discontinuing the lease of the ICE Training Academy would result in cost avoidance of $1,074,089 and potentially $125,000 in lodging and per diem cost savings.

The 2014 study recommended that the National Marine Training Center, operated by CBP's Office of Air and Marine (OAM), remain at the leased facility at St. Augustine, FL rather than relocate to FLETC Charleston. The report outlines the rationale, which includes: proximity to

the training environment and ranges; suitability of existing facilities; maintenance support; and proximity to other OAM units. CBP also conducted a cost benefit analysis in 2010, which concluded that NMTC should remain in place. Acknowledging the previous studies, the GOTC study team gathered data and visited NMTC to validate the previous study conclusions, in light of the increased maritime operations training footprint now at FLETC Charleston. The USCG hosts non-compliant vessel interdiction training on the waters in and around Charleston Harbor, and maintains storage, maintenance, and training facilities at FLETC Charleston. Despite the desirable interagency synergies that could be achieved with CBP/USCG training together, the study team found that the previous study findings (2010/2014) are still valid, and no new information revealed a compelling reason to recommend a change in NMTC's operations.

In any discussion of mission specific maritime operational training, the operating environment, authorities, procedures, parameters, jurisdictions, and more must be aligned, or at least resolved, as Components operate together and train together. Co-located and coordinated training is a worthy objective; however, consolidated training sets a higher expectation that requires coordination well above and beyond training programs.

5. RECOMMENDATIONS & SUMMARY

Recommendations from previous studies and Component-level initiatives, whether driven by budget pressures, mission changes, or simple good stewardship, have contributed to a streamlined Department-wide training system. Future efficiencies, while possible, may not yield high dollar savings without considerable disruption to mission accomplishment.

The study team submits the following as recommendations:

1. **Data:** Increase Departmental level training data and reporting capabilities. Establish a routinely updated Department-wide training catalog with relevant data fields defined using a standard lexicon across all Components. The catalog will allow individual Components to self-assess training needs and identify efficiencies and potential consolidation opportunities with fellow Components; and additional transparent information on training centers/facilities within the catalog will allow Components to understand available inter-Departmental capacity to support training needs. This catalog should be considered as part of a focused, longer term effort at determining the optimal level of training oversight that should rest at the Department Headquarters level. Routine data calls continue to consume time and effort at the Component level, where alternatively a catalog/database system could be put in place to automate the information capture and reporting. This will facilitate greater accuracy, and maturity of the data. The Chief Human Capital Officer (CHCO) will take the lead in further developing/ implementing this recommendation.

2. **Training Programs:** Conduct further cross-Component analysis of the viability and cost/benefit of synergies in the following training areas: instructor development; supervision, management, leadership; human resources; incident command/NIMS; acquisitions and procurement; medical/EMS; and legal. CHCO will take the lead in further developing/implementing this recommendation.

3. **Real Property Strategic Planning:** Develop a planning policy that leverages existing delegations and authorities for oversight and management of real property assets across the Department. The policy will include principles and methodology to optimize and position the DHS real property portfolio to effectively support the DHS mission and achieve organizational strategies. The CRSO will implement this recommendation.

The policy will establish the Department of Homeland Security's activities, responsibilities and requirements for the oversight of real property planning and strategy. Planning at the portfolio, program, asset and project levels will ensure real property is positioned to support the DHS mission, and achieve organizational strategies and objectives with alignment to federal real property strategies. The DHS portfolio of real property assets will be effectively managed and optimized at the appropriate levels of utilization to support current and future mission needs, with the potential to significantly reduce commercially leased assets in favor of future ready government owned property.

The conclusion of this study leaves the Department with an inventory of HQ and Component training programs, an overview of training facilities and utilization, and insights into areas to focus efforts at consolidation/relocation. The constraints of this study should be considered, understanding that the team made no value judgments about the training programs themselves, only if they appeared to be candidates for efficiencies with resulting facility/infrastructure benefits or savings.

APPENDIX 1: TEAM ROSTER

Component/DHS Headquarters Leads:

Project Leads	Working Group Leads
SES: Michael Stough, OCFO	Staff-Level (b)(6)
SES: Jim Stader, PE OCRSO	Staff-Level

Working Group Membership:

Component	Name
CBP	(b)(6)
FEMA	
FLETC	
ICE	
MGMT	
NPPD	
OCHCO	
TSA	
USCG	
USCIS	
USSS	

SUMMARY: Of the 29 recommendations in this table, 19 have been fully or partially implemented, 7 were considered but rejected for various reasons, and 3 will be addressed through ongoing activities or as part of the recommended governance review.

DHS TRAINING FACILITY STUDY RECOMMENDATIONS (OCTOBER 29, 2004)

RECOMMENDATION	STATUS	ACTION
1. Consider feasibility of reorganizing DHS training along functional lines.	**Not Implemented.** Recommends creation of central DHS training department, new training leadership position, and training board of directors.	DMAG decision – centralization of operational training oversight not endorsed by DMAG. Recommendation rejected and closed.
2. Set policies and standards to unify DHS organizational elements.	**Implemented.** New policy titled "Employee Training, Learning, and Development." Will be captured in both a Management Directive and an Instruction.	NONE
3. Identify the core course requirements for DHS law enforcement employees.	**Implemented.** The DHS Future Years Homeland Security Plan (FYHSP) required each Component to develop and submit a Workforce Plan, which included Mission Critical Occupations (MCO). The LE Components developed models, profiles, and forecasts for each MCO, which have Core Competencies and Core Courses to ensure Mission Capability.	NONE
4. Implement a National DHS Training Plan that applies across all DHS training organizations.	**Implemented.** CHCO released the DHS Workforce Development Plan. The plan has a series of actions for the next two years. One action in particular, "Collaborate with CFO to: a) Issue guidance to improve the coding and reporting of training costs, and b) conduct evaluation of new coding and reporting procedures one year after implementation,"	NONE

	will address one of the primary drivers of this recommendation—to better manage funding for training programs across the department.	
5. Conduct a National DHS Training Conference to allow organizational elements to meet and learn about training capabilities within DHS.	**Not implemented.** Supported by the study team, but difficult to pursue given the current guidance on conferences.	NONE
6. Establish a working group to study requirements for an executive development program to address leadership training needs for DHS managers and executives.	**Implemented.** OCHCO has rolled out the *DHS Leader Development Program,* with five tiers for leader development. It applies to all DHS Components.	NONE
7. Consolidate canine training within DHS.	**Not implemented.** Options for a Canine Center of Excellence evaluated by an IPT in 2011. Recommendation was to not consolidate. Rationale: increased costs for USSS if training conducted away from NCR (no per diem costs for local training), better training for canines if conducted in environmental conditions that are similar to their intended area of assignment, construction costs associated with consolidation (no single facility can currently absorb all training without construction), loss of COOP capability, and loss of scalability for canine training capacity.	NONE
8. Align the Noble Training Center (NTC) mission to the Center of Domestic Preparedness' (CDP) mission and consolidate Noble	**Implemented.** PL 109-295, Chapter 2, Sec 663 directed the transfer of NTC to CDP.	NONE

and CDP facilities and missions.		
9. Assess potential uses of FLETC Charleston Training Center; study training capacity across DHS.	**Implemented**. USCG and USCIS moved training to Charleston. The GOTC study is evaluating additional uses of FLETC Charleston.	NONE
10. Assess methods and effectiveness of all recruit training at DHS training facilities.	**Implemented**. All recruit training is accredited by the Federal Law Enforcement Training Accreditation. Training has been relocated to achieve greater efficiencies.	NONE
11. Study cost effectiveness of alternative training sources.	**Implemented.** Multiple Components offer distributed learning. Note FLETC's online campus. All Components will transition to PALMS by end of 2017.	NONE
12. Increase use of technology-based training delivery.	**Implemented**. HSIN, PALMS. FLETC online campus is hosted on the HSIN. Asynchronous training currently available, with the capability of providing synchronous training, as well. Component-specific training can also be hosted on the online campus. FLETC's online campus is projected to migrate to a cloud hosted service in FY2017.	NONE
13. Increase use of technology-based training management.	**Implemented in part**. Will be further addressed through PALMS roll-out. All Components will be transition to PALMS by end of 2017. Completion Date: 12/31/2017	See PALMS implementation plan.
14. Develop an interoperable Distance Learning **Training Network.**	**Not Implemented.** HSIN, PALMS. FLETC online campus is hosted on the HSIN. Asynchronous training currently available, with the capability of providing synchronous training, as well. Component-specific training can also be hosted on the online campus. **Because HSIN's timeline for migrating to the cloud does not align with FLETC's needs for training delivery, FLETC is**	NONE

	planning to migrate to a commercial cloud-hosted service in FY 2017.	
15. Explore additional alternative training sites and facilities for scenario-based exercises.	Implemented in part. **Being addressed regionally through the Field Efficiencies study. Boston, for example, has been completed and opportunities to share facilities with the Air National Guard have been identified and are being pursued. Also analyzing opportunities in Seattle, NY, Miami, Chicago, SF, Oakland, Portland, San Diego, LA, Dallas, and Philadelphia.** **Completion Date: 07/31/2016**	Regional Efficiencies Study Team completing this effort.

DHS ENTERPRISE LEARNING & DEVELOPMENT CAPABILITY STUDY RECOMMENDATIONS (MAY 18, 2010)

RECOMMENDATION	STATUS	ACTION
1. Establish a DHS Training Institute to provide DHS-standard, DHS-centric resident (instructor-led, classroom), satellite, and distance training.	**Not implemented.** Note: This report is focused on the premise of setting up a centralized DHS Training Institute, an approach that would be prohibitively expensive. The authors recommend an institute similar to National Defense University. Recommendation studied and rejected.	NONE
2. Standardize the DHS instructional systems design (ISD) approach for resident (instructor-led classroom), distance, and blended training.	**Implemented.** OCHCO's new policy *Employee Training, Learning, and Development* will require Components to use a sound ISD process.	NONE
3. Establish DHS satellite and/or intermittent training sites.	**Implemented in part.** Being addressed regionally through the Field Efficiencies study. Boston, for example, has been completed and opportunities to share facilities with the Air	Regional Efficiencies Study Team completing this effort.

	National Guard have been identified and are being pursued. Also analyzing opportunities in Seattle, NY, Miami, Chicago, SF, Oakland, Portland, San Diego, LA, Dallas, and Philadelphia. Completion Date: 07/31/2016	
4. Standardize the DHS approach for evaluating externally provided training.	**Implemented.** OCHCO's new policy, *Employee Training, Learning, and Development,* will require Components to use a sound ISD process, including evaluation of training. OCHCO is also publishing a guide to training evaluation.	NONE
5. Launch standardization of professional training in a prototype set of disciplines.	**Implemented.** Acquisition courses are offered by the Homeland Security Acquisition Institute. The Intelligence Community has established a similar enterprise training center. Leader development being addressed through the *DHS Leader Development Program.*	NONE
6. Coordinate senior level external training.	**Implemented.** This is addressed by the *DHS Leader Development Program,* with five tiers for leader development. It applies to all DHS Components. Senior level external training would have to meet the standards spelled out in the program guidelines.	NONE
7. Optimize the use of existing DHS training facilities.	**Implemented.** Training has been consolidated at FLETC's training sites in Glynco, Charleston, and Artesia for multiple Components. In FY 2016 all facilities consistently operating at or near capacity. Completion Date: 05/31/2016	The Government – Owned Training Facilities (GOTC) study is reviewing courses and facilities for additional efficiencies.
8. Optimize the use of existing DHS training competencies.	**Implemented.** Being addressed with the Workforce Planning Resource Center – a compilation and reference tools for competencies.	NONE

9. Optimize the use of existing DHS training resources.	**Implemented.** Completion Date: 05/31/2016	The GOTC study is reviewing courses and facilities for additional efficiencies.
10. Develop DHS performance measures for training integration.	**Not implemented.** Completion Date: 10/31/2016	DMAG decision – centralization of operational training oversight not endorsed by DMAG. CLOC-sponsored metrics work group will proceed.
11. Measure DHS workforce training.	**Not Implemented.** Recommendation was tied to monitoring progress of other recommendations. OBE.	NONE.
12. Include DHS training integration in executive performance management evaluations.	**Not Implemented.** The "Results" section of executive performance plans is reserved for mission-centered measurable outcomes. Staff development is an activity and not an outcome in and of itself.	NONE
13. Engage training staffs as a continuous resource for department personnel.	**Not Implemented.** Recommendation too vague to be actionable.	NONE

DHS TRAINING FACILITIES CONSOLIDATION WORKING GROUP RECOMMENDATION (OCTOBER 2014)		
RECOMMENDATION	**STATUS**	**ACTION**
1. The working group recommended that DHS end the lease for the Dallas, TX, ICE Training Academy facility at the conclusion of FY **2015.**	**Not implemented.** Moved USCIS to FLETC Charleston, but Department made decision to leave ICE Academy in Dallas.	NONE

SUMMARY: DHS HQ and Components provided data in the following fields for all training programs meeting the study's definition.

Data Field	Drop Down Options
Component	N/A
Training Program	N/A
Class Size	N/A
Training Facility Name	Owned/Leased/Commercial
Primary Category of Training	Law enforcement
	Firearms
	K-9
	Tactical/Special Ops
	Aviation (Operations/Maintenance)
	Vehicle (Operations/Maintenance)
	Maritime (Operations/Maintenance)
	Medical/EMS
	Fire Suppression/HAZMAT
	Leadership/Supervision/Management
	Incident Command/ICS/NIMS
	Soft Skills- Communications/Media
	Other – Use remarks
	Accounting/Budget/Financial
	CBRN/RAD
	Criminal Investigations
	Forensics
	Information Technology
	Intelligence/Analysis
	Legal
	Screening Technology
	Instructor Training
	Safety
	Logistics
	Contingency Planning
	Electronics Maintenance
	Acquisitions
	Human Resources

	Cyber Security/Defense
Secondary Category	Same categories as above
Exportable Training	Yes/No/Mixed
Length of Training	In days
Annual Number of Students	N/A
Annual Number of Course Starts	N/A
Total Instructor Hours Per Convening	N/A
# Instructors Dedicated to Program	N/A
Annual Program Costs	Travel/Lodging/Per Diem
Annual Program Costs	Other Than Travel/Lodging/etc.
Does the Course Have Analysis?	Yes/No
Does the Course Have Evaluation Plan	Yes/No
Special Requirements	Labs/Ranges/Driving Courses
Training Program Description	Free Text
POC	N/A

APPENDIX 4: DETAILS OF TRAINING PROGRAMS WITH CONSOLIDATION POTENTIAL

SUMMARY: The table below provides data on the training programs determined to have commonalities that require further review at the Component level for efficiencies with other Component/HQ training programs.

Categories for further analysis	**Count of Training Programs by Component**
Leadership / Supervision / Management	37

CBP	1
DHS	3
FEMA/OCHCO	12
FLETC	7
FPS	2
TSA	6
USCG	4
USCIS	2
Incident Command / ICS / NIMS	20
CBP	1
FEMA	8
Mixed	1
USCG	10
Soft Skills - communications / Media	9
DHS	1
FEMA	5
FEMA/OCHCO	2
FLETC	1
Accounting / Budget / Financial	9
CBP	5
FEMA	2
FLETC	1
ICE	1
Legal	4
CBP	2
FLETC	2
Instructor Training	47
CBP	6
FEMA	2
FLETC	22
FPS	7
ICE	4
TSA	3
USCG	2
USCIS	1
Human Resources	7
CBP	1
FEMA	5
TSA	1
Medical / EMS	12
FLETC	3
ICE	1
TSA	3

USCG	3
USSS	2
Total	145

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.

For more information, please contact:

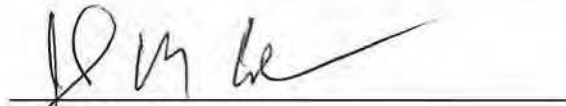|	
Mailing address:	*FLETA Office of Accreditation*
	1131 Chapel Crossing Road
	Townhouse 383
	Glynco, GA 31524
Telephone:	*(912) 261-3684*
Website:	*www.FLETA.gov*

Domenic McClinton
Board Chairman
Federal Law Enforcement Training Accreditation Board

Date: October 3, 2016

Joseph M. Collins
Executive Director, Office of Accreditation
Federal Law Enforcement Training Accreditation Board

Date: October 3, 2016

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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.

Approved October 3, 2016 by the FLETA Board Chair in Glynco, GA

The FLETA Board Chair and OA Executive Director approved revision to the scheduling of hotels by the OA based on requirements from DHS.

Approved at the November 2016 Board Meeting in Glynco, GA

The Board approved revision of Program Standard 2.07 to restructure the standard to place "When" at the beginning. The standard has 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.
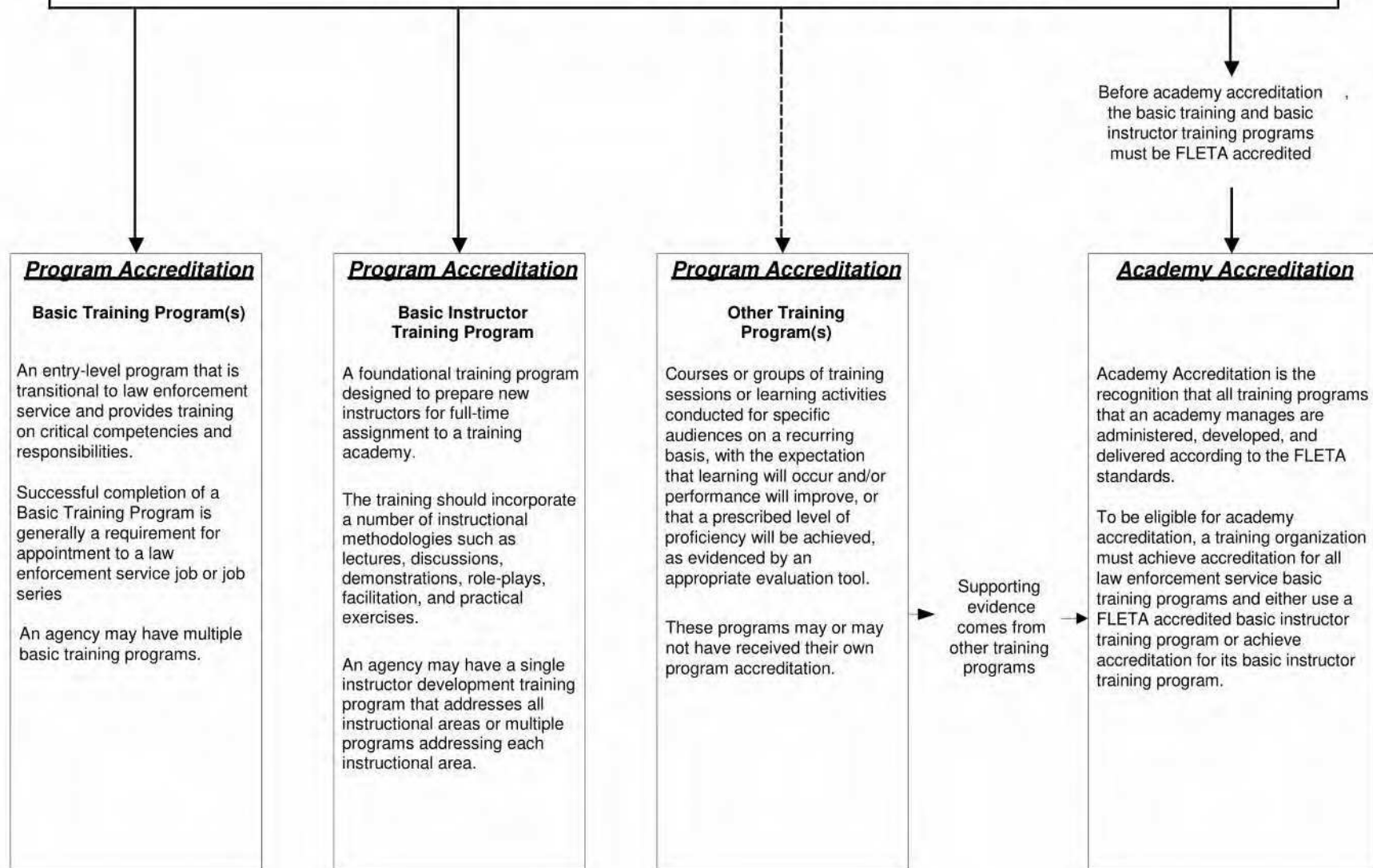
[4] President's Task Force on 21st Century Policing. 2015. *Interim Report of the President's Task Force on 21st Century Policing*. Washington, DC: Office of Community Oriented Policing Services. First published March 1, 2015 Revised March 4, 2015.

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 1

FLETA Application

Step 2

Applicant Preparation

Gap Analysis, Policy Work, Build Files

Self-Assessment Memorandum

Agency Responsibility Provide to the OA

Deficiencies? — NO

YES

Prepare Corrective Action Plan

Complete Corrective Actions

Submit Completed Corrective Action Plan Memorandum to the OA

These steps are coordinated by the Applicant Agency.

Step 3

FLETA Assessment

Deficiencies?

Prepare Corrective Action Plan

Requires OA-ED Approval

Complete Corrective Actions

FLETA Assessment Report

Completed by Assessment Team

Continue Accreditation? — YES / NO — Drop out of FLETA

Step 4

FLETA Board Review Committee

FLETA Board Approval? — NO

YES

FLETA Accreditation Award

Step 5

FLETA Reaccreditation Application

Annual Reports Years 1-4

Agency Responsibility

Continue Accreditation? — YES / NO

These steps are coordinated by the FLETA Office of Accreditation.

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 acknowledgement 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 OA will identify and make hotel arrangements for traveling team members. The OA will provide details to the team as part of the travel coordination process and any additional guidance regarding the hotel.
- 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.

Previous FLETA Assessment	Years Under Review (Rolling years – Not calendar years)					FLETA Assessment
	First Year	Second Year	Third Year	Fourth Year	Fifth Year	
	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.

ACCREDITATION 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 *standard 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

When using guest presenters, the applicant ensures training quality is maintained.

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

FEDERAL LAW ENFORCEMENT TRAINING ACCREDITATION (FLETA)

ORIENTATION

History of Law Enforcement Standards

Prior to 1959: No regulation or qualifications for law enforcement training, status or employment

July 1959: California Police Officer Standards and Training (POST) created

1965: Texas and Michigan established similar POST requirements

Presidential Commission

1967: President's Commission on Law Enforcement and Administration of Justice recommended increased standards

Recommended "recruitment and training standards" and "curriculum development and training for instructors" of law enforcement training programs.

Commission on Accreditation for Law Enforcement Agencies

1979: Commission on Accreditation for Law Enforcement Agencies (CALEA) was established
1980s: State accreditation programs began to be created

Advent of FLETA

1999: OMB directed federal L.E. community to research accreditation

2000: Task force formed to research establishment of a law enforcement training accreditation model

FLETA History

2002: FLETA Board established; Office of Accreditation formalized; first set of FLETA standards and procedures introduced

FLETA Board of Directors

Office of Accreditation

- FLETA Board is comprised of 27 senior federal law enforcement leaders & other professionals

- FLETA Office of Accreditation (OA) facilitator and working arm for Board.

- OA receives direction from the FLETA Board on all accreditation matters and the conduct of FLETA Board business

FLETA Accreditation History

2005: First accreditations awarded

2016: 125 training programs and academies have been accredited/re-accredited during the life of FLETA

FLETA's Vision, Mission and Goals

FLETA Vision

Serve the nation by promoting professionalism, excellence and competence in training throughout the federal law enforcement community.

FLETA Mission

- Enhance the quality of federal law enforcement by establishing and maintaining a body of standards to promote the effective and efficient use of resources for federal law enforcement training;

- Administer an accreditation process based on those standards to foster consistency in federal law enforcement training; and

- Ensure compliance and provide assistance with the accreditation process in order to instill public confidence in federal law enforcement.

FLETA Goals

FLETA Quality - Maintain a quality and efficient accreditation process.

Clearinghouse - Maintain a clearinghouse of successful training practices.

FLETA Recognition (Outreach) - Increase awareness of, and commitment to the FLETA accreditation process by the law enforcement and training communities.

FLETA in the Electronic Environment – Create and implement standards for distance e-learning.

The FLETA Board Meeting

- The FLETA Board meets twice per calendar year for two/three days.

- The FLETA Board and members of the FLETA community attend the meetings.

From: (b)(6)
To:
Cc:
Subject: RE: Presidential Transition Office - WARNING ORDER - Updated Landing Team Briefing Schedule / CAO Support Request
Date: Thursday, December 8, 2016 6:29:46 PM

Hi (b)(6)

Got it. We will talk with our DD tomorrow and send you an update.

(b)(6)

From: (b)(6)
Sent: Thursday, December 08, 2016 6:10 PM
To: (b)(6)
Cc: (b)(6)
(b)(6)
Subject: RE: Presidential Transition Office - WARNING ORDER - Updated Landing Team Briefing Schedule / CAO Support Request

Please have it be your DD plus 1 or 2 max.

(b)(6)

(b)(6)

From: (b)(6)
Sent: Thursday, December 8, 2016 5:32 PM
To: (b)(6)
Cc: (b)(6)
(b)(6)
Subject: RE: Presidential Transition Office - WARNING ORDER - Updated Landing Team Briefing Schedule / CAO Support Request

Sir,

FLETC Deputy Director William Fallon will brief the Landing Team on Wednesday, 12/14/16 in person at the NAC.
He requests that the following FLETC SMEs attend:

(b)(6)

Chief Financial Officer and Assistant Director

(b)(6)

Assistant Director for Centralized Training Management

(b)(6)

Assistant Director for Washington Operations

I am copying (b)(6) who is the FLETC scheduler for all four principals for this activity.

Sincerely,

(b)(6)

(b)(6)
Senior Policy & Project Analyst
Director's Office
Federal Law Enforcement Training Centers
1131 Chapel Crossing Road
Glynco, GA 31524
(b)(6)

From: (b)(6)
Sent: Wednesday, December 07, 2016 4:12 PM
To: PTO Master Distro <PTOMasterDistro@hq.dhs.gov>
Subject: Presidential Transition Office - WARNING ORDER - Updated Landing Team Briefing Schedule / CAO Support Request
Importance: High

Transition Colleagues,

We met with the Landing Team this afternoon and plotted the schedule below for briefings the remainder of this week and next week. Please note the date and time of for your Component/Directorate/Office and prepare briefing materials as soon as possible for PTO review and HQ clearance, but no later than 48 hours before your scheduled brief. For those scheduled for Friday and Monday, please submit your briefing materials as soon as possible tomorrow. Please refer to PTO guidance provided last evening regarding the content and structure of your briefing packages. Briefings conducted today reinforced those guidelines as being an effective approach for this audience. Also, please remember the default briefing team is the Career Designated Successor and the SCAO. CAO's and additional SME's may attend at the discretion of the PTO based on seating space and/or Landing Team requests.

CAOs:

The PTO is requesting all Operational Components to report to the PTO Thursday and Friday this week, and Monday through Friday next week. In addition, MGMT LOB and HQ Directorate and Office CAOs are requested to report to the PTO spaces one hour prior to their respective office briefing to assist with preparations and remain after the briefing to help capture and coordinate post-briefing get-backs. MGMT LOB and HQ Directorate and Office CAOs will not be required to remain the entire workday. Operational Component CAOs may be released as Landing Team demands and PTO support requirements dictate.

Thank you all again for your flexibility and responsiveness. The next couple of weeks, and particularly next week, will be a heavy lift with respect to both briefings and RFI's. We will continue to keep you updated as information becomes available and the situation evolves.

V/R,

(b)(6)

(b)(6)

Thursday, December 8, 2016

- 9:30 - 10:30: MGMT Brief

- 10:00 - 11:00: FEMA Brief

- 10:30 - 11:30: OCHCO Brief

- 11:30 - 1:30: Hold – Landing Team

- 2:00 - 3:00: OCFO

Friday, December 9, 2016

- 10:00 - 11:00: Office of Partnership Engagement (OPE) Brief

- 10:00 - 11:00: Joint Requirements Council (JRC) Brief

- 11:00 - 12:00: Civil Rights and Civil Liberties Brief (CRCL)

- 11:00 - 12:00: USCG Brief

Monday, December 12, 2016

- TBD: Front Office Brief

- TBD: S1 Meeting

- 10:00 - 11:00: CBP Brief (cargo and trade)

- 1:00 - 2:30: ICE (ERO / OPLA)

- 2:30 - 4:00: USCIS / ELIS

Tuesday, December 13, 2016

- 10:00 - 11:00: TSA Brief

- 11:00 - 12:00: CIO

- 1:00 - 2:30: I&A (Overview, CTAB, Fusion)

- 2:30 - 3:30: PRIV Brief

Wednesday, December 14, 2016

- TBD – S1 Mtg

- 10:00 - 11:00: S&T Brief

- 10:00 - 11:00: HSAC Brief

- 11:00 - 12:00: OPS Brief

- 11:00 - 12:00: OHA Brief

- 1:00 - 2:00: DNDO Brief

- ==1:00 - 2:00: FLETC Brief (VTC)==

Thursday, December 15, 2016

- 10:00 - 11:00: OLA Brief

- 11:00 - 12:00: OPA Brief

- 12:00 - 12:45: OCSO Brief

- 12:45 - 1:30: OCRSO Brief

Friday, December 16, 2016

- 10:00 - TBD: NTC Visit

TBD: NPPD Brief

From:	(b)(6)
To:	
Cc:	
Subject:	RE: Presidential Transition Office - WARNING ORDER - Updated Landing Team Briefing Schedule / CAO Support Request
Date:	Monday, December 12, 2016 11:29:00 AM

(b)(6)

FLETC Deputy Director William Fallon will brief the Landing Team on Wednesday, 12/14/16 in person at the NAC.

The following SMEs will also attend per your feedback to keep it to maximum of two:

(b)(6)

Chief Financial Officer and Assistant Director

(b)(6)

Assistant Director for Washington Operations

I am copying (b)(6) who is the FLETC scheduler for all four principals for this activity.

V/R,

(b)(6)

(b)(6)

Senior Policy & Project Analyst
Director's Office
Federal Law Enforcement Training Centers
1131 Chapel Crossing Road

(b)(6)

From: (b)(6)
Sent: Thursday, December 08, 2016 6:32 PM
To: (b)(6)
(b)(6)
Cc (b)(6)
(b)(6)
Subject: RE: Presidential Transition Office - WARNING ORDER - Updated Landing Team Briefing Schedule / CAO Support Request

Thanks

(b)(6)

(b)(6)

From: (b)(6)
Sent: Thursday, December 8, 2016 6:30 PM
To: (b)(6)
(b)(6)
Cc (b)(6)
Subject: RE: Presidential Transition Office - WARNING ORDER - Updated Landing Team Briefing Schedule / CAO Support Request

Hi (b)(6)
Got it. We will talk with our DD tomorrow and send you an update.
(b)(6)

From: (b)(6)
Sent: Thursday, December 08, 2016 6:10 PM
To: (b)(6)
Cc:
(b)(6)
Subject: RE: Presidential Transition Office - WARNING ORDER - Updated Landing Team Briefing Schedule / CAO Support Request

Please have it be your DD plus 1 or 2 max.

(b)(6)

(b)(6)

From: (b)(6)
Sent: Thursday, December 8, 2016 5:32 PM
To: (b)(6)
Cc:
(b)(6)
Subject: RE: Presidential Transition Office - WARNING ORDER - Updated Landing Team Briefing Schedule / CAO Support Request

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Sincerely,

(b)(6)

(b)(6)
Senior Policy & Project Analyst
Director's Office
Federal Law Enforcement Training Centers
1131 Chapel Crossing Road
(b)(6)

Transition Colleagues,

We met with the Landing Team this afternoon and plotted the schedule below for briefings the remainder of this week and next week. Please note the date and time of for your Component/Directorate/Office and prepare briefing materials as soon as possible for PTO review and HQ clearance, but no later than 48 hours before your scheduled brief. For those scheduled for Friday and Monday, please submit your briefing materials as soon as possible tomorrow. Please refer to PTO guidance provided last evening regarding the content and structure of your briefing packages. Briefings conducted today reinforced those guidelines as

being an effective approach for this audience. Also, please remember the default briefing team is the Career Designated Successor and the SCAO. CAO's and additional SME's may attend at the discretion of the PTO based on seating space and/or Landing Team requests.

CAOs:

The PTO is requesting all Operational Components to report to the PTO Thursday and Friday this week, and Monday through Friday next week. In addition, MGMT LOB and HQ Directorate and Office CAOs are requested to report to the PTO spaces one hour prior to their respective office briefing to assist with preparations and remain after the briefing to help capture and coordinate post-briefing get-backs. MGMT LOB and HQ Directorate and Office CAOs will not be required to remain the entire workday. Operational Component CAOs may be released as Landing Team demands and PTO support requirements dictate.

Thank you all again for your flexibility and responsiveness. The next couple of weeks, and particularly next week, will be a heavy lift with respect to both briefings and RFI's. We will continue to keep you updated as information becomes available and the situation evolves.

V/R,

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Deputy Presidential Transition Officer
Department of Homeland Security
(b)(6)

Thursday, December 8, 2016

- 9:30 - 10:30: MGMT Brief

- 10:00 - 11:00: FEMA Brief

- 10:30 - 11:30: OCHCO Brief

- 11:30 - 1:30: Hold – Landing Team

- 2:00 - 3:00: OCFO

Friday, December 9, 2016

- 10:00 - 11:00: Office of Partnership Engagement (OPE) Brief

- 10:00 - 11:00: Joint Requirements Council (JRC) Brief

- 11:00 - 12:00: Civil Rights and Civil Liberties Brief (CRCL)

- 11:00 - 12:00: USCG Brief

Monday, December 12, 2016

- TBD: Front Office Brief

- TBD: S1 Meeting

- 10:00 - 11:00: CBP Brief (cargo and trade)

- 1:00 - 2:30: ICE (ERO / OPLA)

- 2:30 - 4:00: USCIS / ELIS

Tuesday, December 13, 2016

- 10:00 - 11:00: TSA Brief

- 11:00 - 12:00: CIO

- 1:00 - 2:30: I&A (Overview, CTAB, Fusion)

- 2:30 - 3:30: PRIV Brief

Wednesday, December 14, 2016

- TBD – S1 Mtg

- 10:00 - 11:00: S&T Brief

- 10:00 - 11:00: HSAC Brief

- 11:00 - 12:00: OPS Brief

- 11:00 - 12:00: OHA Brief

- 1:00 - 2:00: DNDO Brief

- <mark>1:00 - 2:00: FLETC Brief (VTC)</mark>

Thursday, December 15, 2016

- 10:00 - 11:00: OLA Brief

- 11:00 - 12:00: OPA Brief

- 12:00 - 12:45: OCSO Brief

- 12:45 - 1:30: OCRSO Brief

Friday, December 16, 2016

- 10:00 - TBD: NTC Visit

TBD: NPPD Brief