

2025

Cleveland Division of Police Training Needs Assessment





Cleveland Division of Police Mission Statement

The mission of the Cleveland Division of Police is to serve as guardians of the Cleveland community. Guided by the Constitution, we shall enforce the law, maintain order, and protect the lives, property, and rights of all people. We shall carry out our duties with a reverence for human life and in partnership with members of the community through professionalism, respect, integrity, dedication and excellence in policing.

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Message from the Commander of the Bureau of Support Services

As I reflect on the past year, 2024 stands out as a time of growth, resilience, and achievement for the Cleveland Division of Police. Our Training Section worked diligently to address the evolving needs of our Division, ensuring that every officer, regardless of assignment or experience, had access to training that was clear, relevant, and inclusive. This commitment allowed us to develop officers who are not only well-prepared but who also reflect the core values of our Division.

In 2024, we celebrated numerous training milestones and innovations, each contributing to the strength and preparedness of our officers. The success of these efforts is a direct result of the dedication and hard work of the Training Section, whose contributions deserve recognition. Their ongoing efforts continue to produce officers who serve our community with professionalism, integrity, and dedication.



As we step into 2025, I am optimistic about what lies ahead. The strong foundation we built in 2024 gives me confidence that we will continue to grow and improve in the coming year. While we acknowledge that there is always room for improvement, it's important to pause and recognize our successes, using them as a springboard for even greater progress.

I am reminded of a quote by Albert Einstein: "Life is like riding a bicycle. To keep your balance, you must keep moving." This resonates as I think about the future and our ability to adapt, persevere, and continue moving forward is what will define our success in 2025. I see this spirit in our officers every day with their resilience, dedication, and commitment to making Cleveland a safer community for all.

As we look to the year ahead, I am confident that the men and women of the Cleveland Division of Police will continue to deliver exceptional service, rise to new challenges, and ensure that our city remains a place of safety and security. I am honored to serve alongside each of them and excited for what we will achieve together in 2025.

Mark T. Maguth, Commander
Bureau of Support Services

Introduction

In 2024, the Training Section delivered 24 hours of in-person continuing professional training, alongside 24 hours of mandatory online coursework through the Ohio Peace Officer Training Commission (OPOTC) via OPOTA Online. Additionally, throughout the year, officers engaged in e-learning modules that reinforced crowd management policies and field force tactics, use of force policy, bias-free policing strategies and policy, search and seizure policy, provided other critical policy updates, and highlighted several procedural changes. These efforts ensured that our officers remained up-to-date with the latest advancements and best practices in law enforcement.

Annual In-House Training Sessions:

- **Session I (8 hours):**
 - **Firearms Recertification:** Provided re-qualification established by OPOTA for handgun and shotgun examination.
 - **Taser 7 Recertification and Use of Force Policy:** A four-hour module focused on Taser 7 handling techniques and key aspects of the Use of Force policy. The session included assessments relating to deployment accuracy and situational decisions, intended to enhance officers' practical skills and deployments.
- **Session II (16 hours):**
 - **Integrated Reality-Based Training:** This eight-hour module included reality-based scenarios breaking down silos and directed towards assessing various aspects of use of force, search and seizure, and bias-free policing decisions by officers. The training also included real video scenarios (including CDP WCS footage) to case-studies, emphasizing key policy, tactical, and crisis-intervention techniques aiming to promote officer awareness and safety.
 - **Crisis Intervention Training:** This four-hour module focused on trauma informed policing, ensuring officers are equipped to handle these sensitive situations with empathy and professionalism to improve awareness and performance in the field.
 - **Active Bystandership for Law Enforcement:** This two-hour module focused on developing strategies and intervention techniques to promote officer wellness and successful resolutions to stressful situations.
 - **Health and Wellness:** This two-hour module focused on promoting officer wellness to include resiliency, stress management, exercise and nutritional information aimed at improving the mental and physical wellbeing of our officers.
- **Session III (4 hours + Online Learning Assignment):**
 - 4 hours of in-person crowd management training was delivered to all members assigned to the Patrol Section. This curriculum encompassed policy updates, PPE fitting/inventorying, field force maneuvers, and arrest techniques aimed to enhance officers' preparedness for a range of crowd management situations. An e-

learning module was delivered to all Division members reinforcing key policy, procedural and tactical directives and considerations during crowd management situations.

- Finally, an extensive e-learning assignment delivering essential Use of Force, Search and Seizure, and Bias-Free Policing policies, is anticipated to be delivered through the Division's Learning Management System before the end of 2025. This module was delayed awaiting approval of the Community Police Commission.

Academy Classes:

The Training Section successfully graduated the 153rd Academy class (9 recruits) and 154th Academy Class (7 recruits) while beginning the 155th (52 recruits) and 156th (35 recruits) Academy classes. These academies, demand nearly 1,100 hours of training which far exceeds the 740 mandated by the State of Ohio, representing our dedication to shaping the next generation of skilled law enforcement officers. Additionally, the Academy is certified as a Gold Star Academy with the State of Ohio demonstrating the Division's willingness to exceed the standards set forth by the State.

Field Training Program:

The Division delivered its second highly successful hiring event in September, which led to a third academy class in December 2024. It is anticipated that this class will exceed the prior two academy classes starting numbers. As such, the Police Academy is actively recruiting and certifying new field training officers. There were over 50 patrol officers selected and certified in October. The Police Academy completed these two field training certification classes prior to the graduation of the 155th and 156th academy classes.

The Field Training Program is undergoing continual updates and improvements to align with current training demands. These modifications result from recommendations by the Training Review Committee (TRC), insights from national best trends, and the invaluable input of an internal CDP committee comprising diverse Division members. The newly assigned Field Training Coordinator, Sgt. Gary Bartell has worked diligently to begin improvements in the program. One significant improvement is converting all paperwork to an electronic tracking system which drastically increases the accounting of probationary officers' performance, Field Training Officer's ratings, and allowing the generation of performance reports and auditing.

Supervisor Training:

CDP engaged in a collaborative partnership with Polis Solutions to formulate a supervisory training program. This particular leadership and supervision module that was created is strategically designed to instill essential critical thinking and problem-solving skills within the supervisory echelons of CDP. Leveraging internally captured wearable camera footage, we crafted leadership development exercises that challenge supervisors to assess the legal, administrative, tactical, ethical, and social considerations of each incident. An e-learning preload activity supplemented the classroom portion providing the opportunity for fruitful discussion to take place during the in-person training. Overall, this training was well received by our supervisors and we look forward to building upon its many successes.

Training Review Committee:

The TRC updates this document to serve as a singular source that portrays the training needs of the Division. We meet at least annually to conduct a thorough needs assessment that is used to revise and update an effective and realistic training plan for CDP's annual training. This needs assessment identifies areas in which training would assist in aligning individuals' performance and skills to the contemporary organizational mission and goals for providing professional and respectful service in a constitutionally afforded manner. Equally as important as identifying apparent shortcomings, is the need to identify the successes and expand upon them.

Further, effective training methodologies that serve to improve members' knowledge and performance in the field are critical to achieving learning success. The intention of this needs assessment is to provide training strategies that reduce or eliminate the gaps between organizational goals and expectations for individual Division members' performance or enhance current effective practices. This assessment incorporates a wide range of source information, including but not limited to:

Community Feedback	Office of Professional Standards
Command Staff Feedback	Court Decisions
Cleveland Community Police	Consent Decree
Commission Reports	Training Review Committee
Member Input and Feedback	Training Evaluation Surveys
Individual District Needs	Training Section Supervisors and instructors
Officer Injury Data	Use of Force Data
Open Source Research	Force Review Board Findings

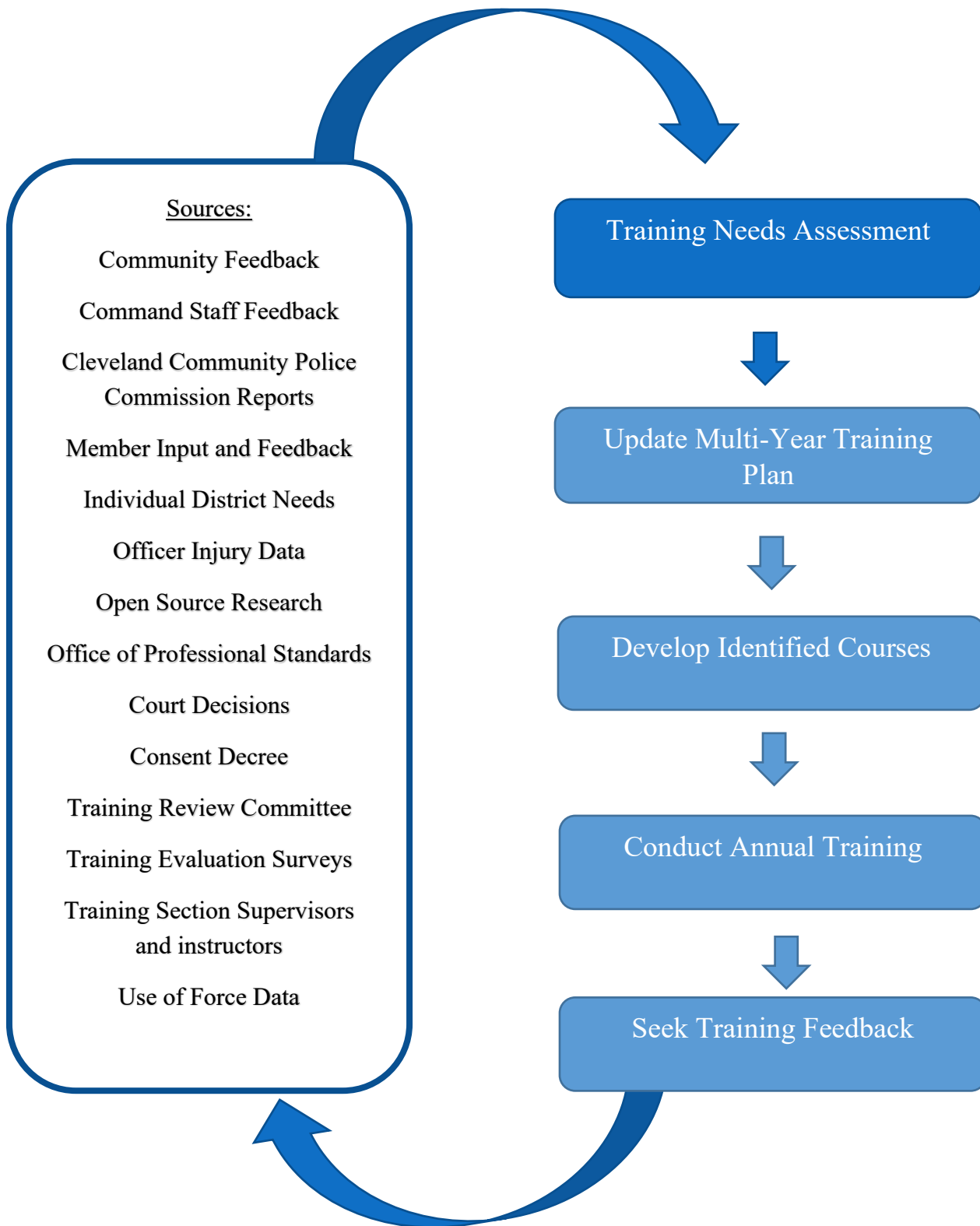
While existing data sources are used to offer potential important training topics, survey information, input from members, community input and feedback, and Training Section personnel provide valuable insight into key training concepts and areas.

Continuous Improvement and Transparency:

The training initiatives were not without challenges. However, our proactive approach involved addressing these challenges head-on. The Training Section actively sought feedback from officers, community members, and various committees, including the TRC. Historical data, course evaluations, and surveys were meticulously analyzed to identify areas of improvement. We are committed to transparency and open communication, ensuring that every stakeholder's voice is heard in shaping our training programs.

In conclusion, this is a year of significant progress for the Training Section. We recognize the successes achieved and view them as steppingstones toward even greater accomplishments. As we moved towards the close of 2024 and beginning of 2025, we remain dedicated to refining our training methodologies, incorporating best practices, adapting to evolving law enforcement standards and community needs. By fostering a culture of continuous learning and embracing feedback, we are confident in our ability to provide the highest quality training, aligning individual performance with our organizational mission and goals.

Curriculum Development Process



Curriculum Development Flow Chart

Curriculum development emerges as a focal point for enhancing efficiency within CDP, necessitating a commitment to crafting the highest quality lesson plans. The utilization of a curriculum workgroup proves instrumental, bringing together subject matter experts, community partners, and key stakeholders to actively participate in the training development process. Collaborating with a seasoned curriculum developer amplifies this synergy, paving the way for the creation of a robust, student-centered learning experience that effectively bridges the gap between performance and expectations.

The accompanying chart delineates the development process for CDP's internal curriculum. As we anticipate progress in 2025 and beyond, there is a collective desire that the timely development of the curriculum will witness marked improvements. This strategic focus on curriculum refinement underscores our commitment to providing valuable training that aligns seamlessly with evolving needs and expectations.

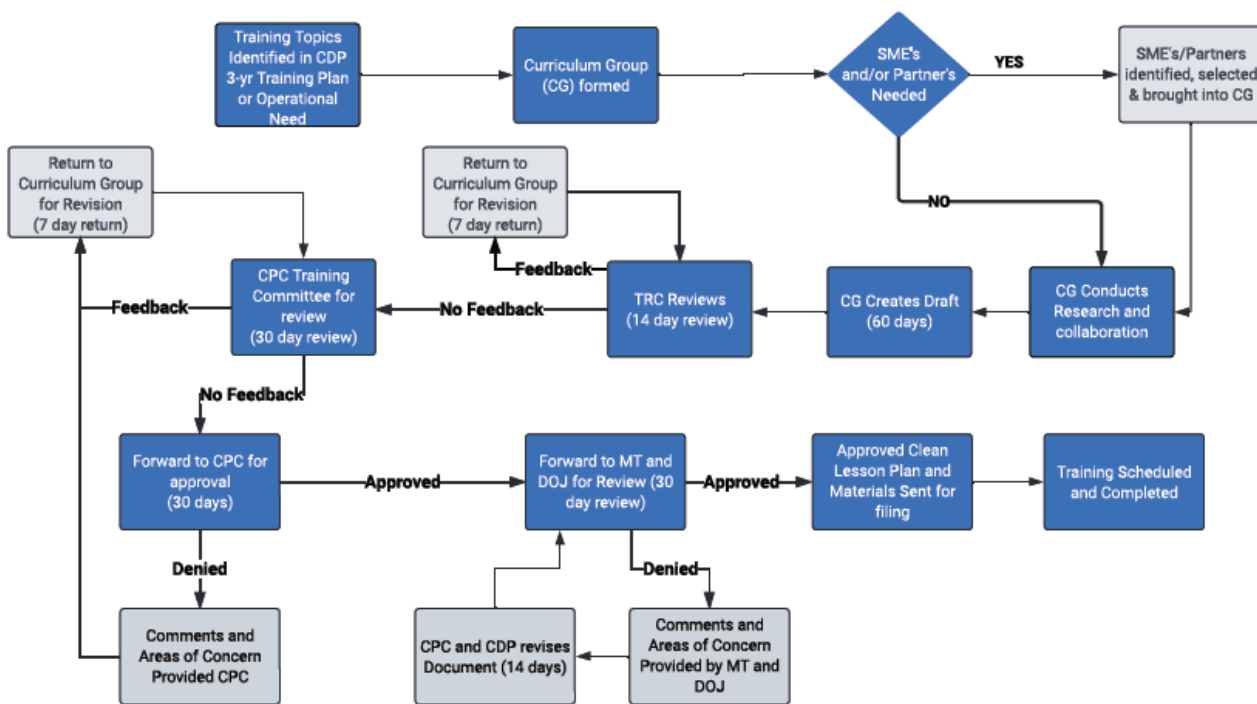
Curriculum Development Flow Chart

Cleveland Division of Police



This chart provides an overview of the CDP Lesson development process.

**From beginning to end the process may take between twenty-two to twenty-six weeks.*



Community Input, Reports, and Concerns

Identified Community Input, Reports, and Concerns Training Needs for 2025

Topic / Skill Area	Recommendations / Findings	Implementation Strategies
Electronic Surveillance Technology and Practices	Training involving Electronic Surveillance Technology needs to incorporate best practices and constitutional use	As Electronic Surveillance Technology is adopted, the inclusion of constitutional and best practice use needs to be at the forefront of member training.
UOF / De-Escalation / Search & Seizure	Include measurable assessments; emotional trauma due to excessive force on civilians and witnesses	Develop an evaluative matrix to assess performance; utilize outside resources, such as victim advocates, to aid in developing courses or awareness during annual in-service.
Bias-Free Policing	Contract out Bias-Free policing training	Partnering with a local college or organization to develop a curriculum and incorporate it into all aspects of scenario training.
District Awareness Training	Reduce classroom and increase field exposure	Video presentations and guest speakers will be used for future training; institute a program similar to the Academy's "Reverse Ride Along"
Supervisor Training	Include importance for de-escalation techniques; incorporate practical written report review	De-escalation is incorporated and will continue to be incorporated into all training; incorporate scenarios into supervisor annual in-service; provide practical report review course during annual supervisor in-service

**Remains unchanged from 2024 Needs Assessment.*

The Community Police Commission (CPC) was appointed under the authority given by the amended Section 115 of the Cleveland Charter. This commission is structured as an independent oversight body with increased resources and authority relating to police training, policies, and discipline. At the time of this report, the CPC is actively engaged in CDP's training through its own internal training committee. Many collaborative procedures and processes have been thoroughly reviewed to ensure efficient oversight and management of Division training. As of drafting this Needs Assessment, the CPC is undergoing a transition period and the full

commission is delayed approving division curriculum, specifically the e-learning assignment reviewing use of force, bias-free policing, and search and seizure, as well as the Division's health and wellness training and the Internal Affairs investigator training. It is hopeful that in the coming year, this review process will become streamlined and timely.

One area noted in the prior needs assessment for improvement was fostering a reliable method to solicit community input and feedback regarding divisional training. This gap is critical, as the community's unfamiliarity with the Cleveland Division of Police (CDP)'s training practices has been identified as a significant issue. Previous feedback mechanisms were limited, reducing the ability to incorporate community perspectives effectively into police training. As a proactive approach, the CDP and the Cleveland Community Police Commission (CPC) developed joint informational training sessions to bridge the gap between police training and community understanding.

These sessions provided a platform where the community could learn about CDP's training methods, particularly in use-of-force scenarios, while offering valuable feedback and interacting with CDP's training staff. By fostering this environment of transparency, these events promote trust and enable the community to directly influence training topics, making them more relevant and aligned with community needs and expectations. For instance, participants might identify areas for improvement, such as enhancing de-escalation techniques or introducing alternative conflict-resolution strategies, helping shape a more responsive and culturally attuned police force.

From a needs assessment perspective, this method of soliciting community feedback is crucial. It allows law enforcement to gain real-time insights into public perceptions and identify potential gaps in their training programs. Additionally, it helps police officers become more aware of community concerns, which may reduce misunderstandings and tensions around the use of force. This initiative could pave the way for expanded, ongoing community-police dialogues, ensuring that training is continuously refined to meet the needs of both officers and the public they serve.

By promoting these sessions as a step toward gaining valuable feedback, CDP and CPC are taking a positive, community-focused approach to ensure that contemporary training topics reflect the realities of Cleveland's diverse neighborhoods. The ultimate goal is to enhance transparency, accountability, and community trust through these open exchanges.

Problematic Uses of Force

Identified Areas for Use of Force Training Needs for CDP

Topic / Skill Area	Recommendations / Findings	Implementation Strategies
Activation of Wearable Camera Systems	Officers should be trained to activate their WCS's during all law enforcement-related interactions.	Provide clear guidelines and training on when cameras must be activated, ensuring officers practice activating WCSs.
CEW Use with Fleeing Subjects	CEWs should not be used on fleeing subjects unless they pose an immediate threat of harm to officers, bystanders, or themselves.	Provide scenario-based training that emphasizes threat assessment and appropriate use of CEWs.
Firearm Handling During Foot Pursuits	Firearms should remain holstered during foot pursuits unless there is a clear and immediate threat, preventing accidental discharge.	Develop training simulations that practice firearm safety during foot pursuits with high-stress decision-making scenarios.
Managing Chaotic Incident Scenes	Officers need training to quickly assess chaotic situations, establish command, and manage the scene safely.	Introduce real-life scenarios to practice rapid scene assessment, command establishment, and coordinated responses.
On-Scene Communication	Clear and concise communication between officers at the scene is essential to reduce confusion and enhance team coordination.	Offer communication drills that focus on radio procedures, verbal commands, team-based coordination exercises, and de-escalation in order to slow the momentum, gather additional resources, and coordinate a response.
Firearm Awareness and Background Assessment	Officers should always consider the background and surroundings before pointing firearms to avoid harm to bystanders.	Incorporate situational awareness drills that focus on evaluating the environment before drawing or pointing firearms.
Control and Escort of Arrested Individuals	Training needed to ensure officers can safely control and escort arrested individuals without unnecessary force or escalation.	Implement control and escort technique training that emphasizes safe restraint methods and minimizing escalation.

**Information obtained from Force Review Board*

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

These recommendations are useful to provide insight and recommendations into potential areas or patterns of concern relating to members' reported uses of force. When drafting this Needs Assessment, twenty incidents were forwarded by the FRB to the TRC for consideration, resulting in six recommendations regarding potential training considerations. Of the twenty incidents forwarded, many shared themes helped provide the six following recommended areas for training:

1. **Training on CEW Use with Fleeing Subjects:** Implement specific training that emphasizes the appropriate use of Conducted Electrical Weapons (CEWs), particularly reinforcing that CEWs should not be used on fleeing subjects unless they pose an immediate threat to officers, bystanders, or themselves. This training should include scenarios that demonstrate when and how to assess potential threats.
2. **Firearm Handling During Foot Pursuits:** Develop comprehensive training modules that focus on the safe handling of firearms during foot pursuits. Officers should receive specific instruction on maintaining control of their firearm, keeping it holstered unless there is a clear and immediate threat. Training should include real-life foot pursuit scenarios to practice quick decision-making under stress.
3. **Scene Management in Chaotic Situations:** Provide training that equips officers with skills to manage chaotic and uncertain incident scenes. This should include methods to quickly assess the situation, establish command, and implement an organized response to restore order while ensuring safety for all involved. Scenario-based training can help officers develop confidence in controlling high-stress environments.
4. **On-Scene Communication Training:** Offer training programs that emphasize the importance of effective communication between officers at an incident scene. This training should include best practices for clear radio communication, verbal commands, and team coordination to ensure that officers are working together effectively and reducing the risk of confusion or miscommunication.
5. **Firearm Awareness and Background Assessment:** Develop specific training that reinforces firearm safety, particularly focusing on when it is appropriate to point a firearm. This training should stress the importance of situational awareness, including assessing the potential risk to bystanders and the background of the target area, to prevent unintended harm.
6. **Training on Control and Escort Techniques:** Implement specialized training focused on the safe and controlled escort of arrested individuals. Officers should learn best practices for restraint techniques, maintaining control of the individual, and monitoring their behavior to minimize the risk of injury or escalation during transport.

In addition to the recommendations provided by the FRB, statistics are used by the Data Collection and Analysis Coordinator to provide other potential training areas. This information is beneficial to help identify potential gaps between performance and expectations. Additionally, many captured data areas allow a quantitative representation of critical training topics, and it continues to be a valuable resource when considering training topics.

When seeking to examine problematic uses of force, incidents, where the Internal Affairs Unit found policy violations during their investigations of officers' use of force prove valuable. Additionally, the type of violation may provide a pattern or give insight into potential training areas to help reduce or improve violations.

Violations involving the Wearable Camera System (**Fig. 1**), decreased from the prior year. This supports the benefit for reinforcing the activation of the wearable camera during recruit and annual in-service training. Therefore, training should continue to reinforce officer activation in accordance to division policy.

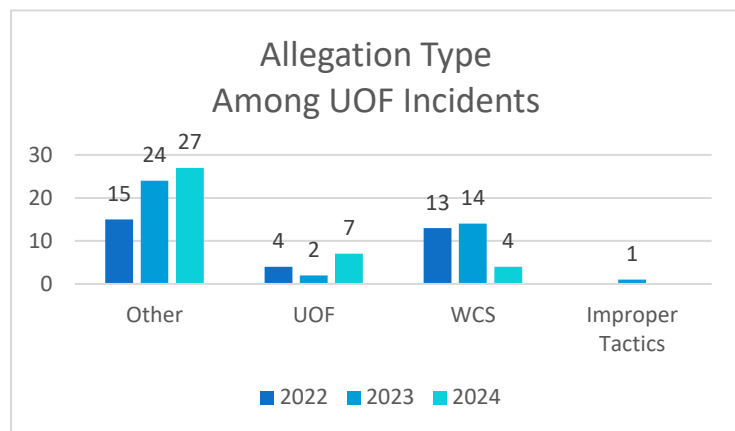


Figure 1

As identified in (**Fig. 1**), a high proportion of policy violations are reported as other. With the new Superintendent in place, it would be helpful to reengage discussions to incorporate Training Section reviews of IA-related cases, most predominantly Level 3 uses of force. It is hopeful that these training reviews will result in more meaningful insight into potential areas where training can be directed. Importantly, trends and areas of success should be highlighted by the Training Section to provide potential training areas and examples to build off of. This focus would promote positive training where the intended behavior or performance is demonstrated and reinforced to the students.

Finally, the intention remains to incorporate feedback and input from the Office of Professional Standards, the Civilian Police Review Board (CPRB), the Inspector General, and the Community Police Commission (CPC) to provide relevant input regarding potential areas of positive trends with uses of force or problematic areas of uses of force. Recent discussions with CPC commissioners highlighted the possibility of formulating a spreadsheet with training needs based on CPRB reviews. This information could be relayed to the Training Section OIC and presented to the Training Review Committee and incorporated into the annual Needs Assessment.

Officer Safety Issues

Identified Officer Safety Issues Training Needs for CDP

Topic / Skill Area	Recommendations / Findings	Implementation Strategies
Subject Control	Officers require continuous training in subject control, particularly for safely managing arrestees during high-risk situations, as identified in recent assessments.	Provide hands-on training with scenario-based exercises that reinforce both new and traditional subject control techniques, ensuring proper application according to policy.
Emergency Vehicle Operations	Officers must remain proficient in emergency driving skills to safely handle pursuits and urgent responses, reducing the risk to both officers and the public.	Regular practical driving sessions and simulations should be conducted, focusing on decision-making during high-speed situations and adherence to pursuit policies.

Law enforcement officers regularly encounter a wide range of challenging, dangerous, and stressful situations in the line of duty. While some of these dangers, such as gun violence, are immediately apparent, others, like fatigue, stress, and emotional exhaustion are less visible but equally impactful. These hidden dangers can significantly impair an officer's decision-making, judgment, and overall performance.

When reviewing Division data on officer injuries, it is crucial to acknowledge its limitations. First, the data collected often lacks context, providing only a partial view of the circumstances surrounding officer injuries. Second, the data only reflects reported injuries, excluding many situations where officers faced significant threats to their safety or were exposed to high-risk incidents but did not sustain physical injury. To gain a more comprehensive understanding of the risks officers face, it is essential to supplement this data with insights gathered directly from officers through focus groups and surveys. By incorporating member feedback, the Division can more accurately assess both the visible and hidden dangers officers encounter and implement strategies to mitigate these risks.

Between 2022 and 2023, CDP saw a steady decline in the number of officer injuries (Fig. 2). However, officers experienced a

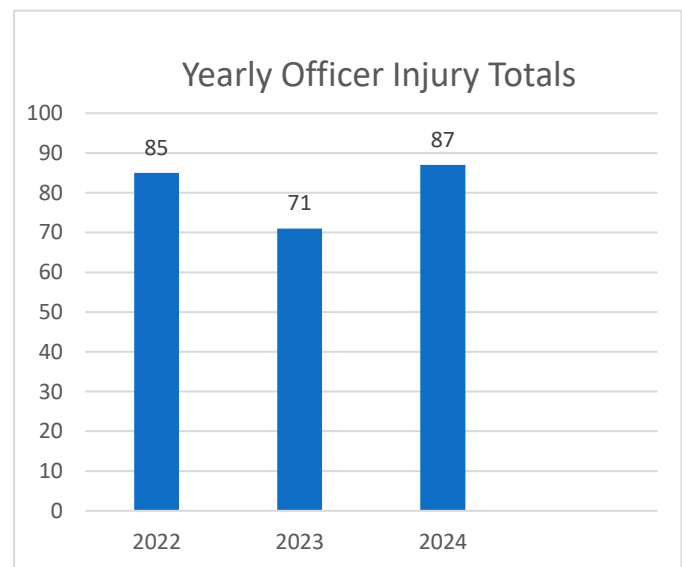


Figure 2

slight increase during 2024. In 2024, an increase in injuries related to motor vehicle collisions was noticed. This trend suggests that emergency and nonemergency vehicle operations training is necessary. Further, the number of injuries during foot pursuits and assaults on police officers remains high. The need continues to build on prior years' subject control training to ensure officers can safely and effectively manage arrestees.

Injuries related to the use of force and assaults on officers remain higher than other totals, indicating a need for enhanced training in safely apprehending individuals (**Fig. 3**). As in previous years, training focused on controlling subjects, promoting de-escalation, and using officer assistance has proven beneficial. In the 2024 in-service training, the emphasis on slowing down incidents and avoiding unnecessary urgency was reinforced through reality-based scenario training, which should be reinforced in 2025.

Despite progress, a gap remains in officers' subject control skills. The 2023 and 2024 Needs Assessments identified substantial changes in subject control techniques taught at the Basic Peace Officer Academy. While updates were provided during Session III of the 2022 in-service, this area requires further reinforcement with practical application. For 2025, it is recommended that subject control training for all CDP members be hands-on, allowing officers to gain valuable experience with contemporary techniques and refresh their knowledge of long-standing methods. This training will also enable the Training Section to assess proper application and ensure adherence to Divisional Policy and procedures.

Allegation Type	2022	2023	2024
Injury-Arrest-Felony	16	17	9
Injury-Assault on PO	14	15	13
Injury-Fall/Slip	15	8	11
Injury-Use of Force	19	11	4
Injury-Other	11	10	10
Injury-Foot Pursuit	3	6	13
Injury-Motor Vehicle Collision	4	4	12
Injury-Training	10	5	2
Injury-Exposure	7	4	5
Injury-Animal Bite	5	4	4
Injury-Arrest-Misdemeanor	4	4	4
Injury-MVC-Patrolling/Non-Emergency/Regular Operations	6	1	4
Injury-MVC-Emergency Response	2	3	3
MVC - On Duty		1	
Policy Violation- De-Escalation			1
Total	116	93	95

Figure 3

** Allegation is a multi-select field so this results in the total being greater than the number of injuries reported annually.*

Trends in Misconduct Complaints

Identified Officer Misconduct Complaints Training Needs for CDP

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

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

This data allows for useful interpretation and guidance into potential training areas for CDP. The intention is to provide insight that may supplement other areas of this needs assessment to help guide potential training topics and learning objectives for annual divisional training.

Internal Affairs

Internal Affairs investigations remained relatively consistent from 2022 to 2024, with a slight increase in sustained findings (**Fig. 4**). Among the findings in 2023, the largest category was "sustained other" (**Fig. 5**), followed by criminal misconduct and WCS violations.

To address these sustained allegations, a more collaborative approach is essential. Engaging in regular discussions with the officer in charge of Internal Affairs, along with other key stakeholders such as training coordinators and command staff, can help identify patterns and root causes behind these findings. By analyzing trends collectively, the Division can develop targeted training initiatives aimed at reducing these allegations. This collaborative process will not only provide insights into specific behaviors that lead to sustained findings but also ensure that potential gaps in policy, supervision, or officer understanding are addressed through customized training and procedural updates.

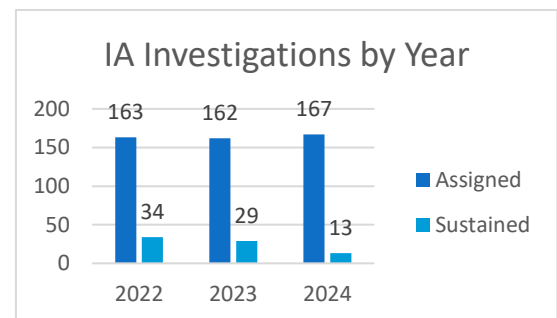


Figure 4

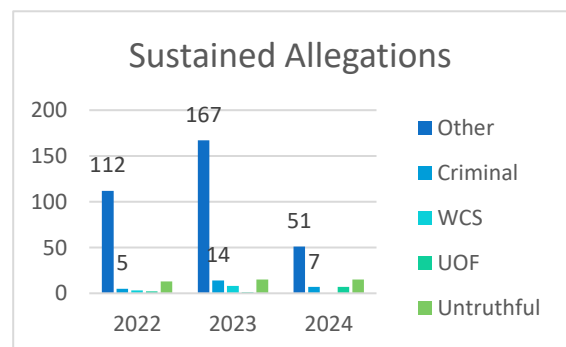


Figure 5

Input from CDP Members

Identified Input from CDP Members Training Needs for 2025

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

Officer Reaction to and Satisfaction with Received Training

The Training Section collected trends and reactions to the 2024 Division's annual in-service training using the online platform SurveyMonkey. Questions solicited feedback for the course, as well as any other training-related recommendations.

Participants were sent a survey following their participation in annual in-service training and required to respond. The following area discusses the results of these surveys and recommendations for the Training Section to improve training delivery to student officers. It is important to consider the member satisfaction following the training. A major objective is to ensure members not only complete the training successfully but also are satisfied with the training they receive. Below are the results of the 2024 in-service training Surveys:

Session I – Pistol, Shotgun, and Taser Qualification and Training

The majority of respondents, with 83% for pistol, 81% for shotgun and 81% for Taser, expressed satisfaction with Session I firearms qualification and training. Additionally, a substantial percentage, 80% for pistol and 78% for shotgun and Taser, indicated their intention to apply the acquired skills in the field. Notably, over 85% of respondents acknowledged that the instructor successfully achieved the learning objectives in each module.

While proficiency remains a crucial aspect, the training approach must also encompass advanced assessments of performance and decision-making in situations requiring the deployment of deadly force. As emphasized in SA para 60, factors like night, reduced light, and stress training should be integral components of firearms training. Future firearms training should be designed to incorporate these critical elements, and survey feedback should continue to help incorporate members' needs into this essential training area.

Session II – Integrated Reality-Based Training / Crisis Intervention Training / Active Bystandership for Law Enforcement / Health and Wellness

The survey results for Session II have been organized by subject area to provide a comprehensive analysis of student officers' satisfaction, the practical relevance of acquired skills, and the extent to which instructional objectives were met. Overall, the feedback reflects a high level of satisfaction with the training sessions, a strong belief in the applicability of the training to fieldwork, and favorable assessments of instructor effectiveness.

- **Integrated Reality-Based Training**
 - 75% of respondents agreed or strongly agreed that they were satisfied with the training.
 - 80% of respondents agreed or strongly agreed that the knowledge and skills acquired during training would apply to the field.
 - 90% of respondents agreed or strongly agreed that the instructor achieved the learning objectives of the class.
- **Crisis Intervention Training**
 - 69% of the respondents agreed or strongly agreed that they were satisfied with training.
 - 71% of respondents agreed or strongly agreed that the knowledge and skills acquired during training would apply to the field.
 - 87% of respondents agreed or strongly agreed that the instructor achieved the learning objectives of the class.
- **Active Bystandership for Law Enforcement**
 - 77% of the respondents agreed or strongly agreed that they were satisfied with the training.
 - 70% of respondents agreed or strongly agreed that the knowledge and skills they acquired during training would apply to the field.
 - 87% of respondents agreed or strongly agreed that the instructor achieved the learning objectives of the class.

- **Health and Wellness**

- 78% of the students agreed or strongly agreed that they were satisfied with training.
- 75% of students agreed or strongly agreed that the knowledge and skills acquired during training would apply to the field.
- 89% of students agreed or strongly agreed that the instructor achieved the learning objectives of the class.

The survey results show relatively consistent ratings across the training topics. Notably, the ratings for traditionally lecture-based sessions have improved and are more aligned with those of hands-on, participatory courses. This is a significant shift, as previous surveys had shown lower satisfaction in less interactive formats. These results reinforce the idea that adult learners benefit most from active engagement and experiential learning methods. When students are encouraged to take an active role in their training, they report higher satisfaction and greater retention of material.

Therefore, there is continued value in integrating active learning strategies, such as scenario-based exercises, peer collaboration, and problem-solving activities into all training curricula to maximize both engagement and educational outcomes.

Supervisor Training

The 2024 Supervisor Training on problem-solving and critical thinking in use of force investigations was well received. Developed in partnership with Polis Solutions, the course aimed to strengthen leadership and investigative practices during use of force incidents. Training began with an online assignment through CDP's learning management system, covering leadership strategies and the legal, administrative, tactical, ethical, and social (L.A.T.E.S.) considerations that influence decision-making. The assignment also included a preliminary review of real CDP incidents captured on body-worn cameras.

The majority of supervisors reported high satisfaction with the training, expressed intent to apply the material in the field, and affirmed the instructor effectively met the learning objectives. Consistent positive feedback highlights the trainings success and impact.

- 67% of respondents agreed or strongly agreed that they were satisfied with the training.
- 84% of respondents agreed or strongly agreed that the knowledge and skills acquired during training would apply to the field.
- 93% of respondents agreed or strongly agreed that the instructor was an effective communicator.
- 68% of respondents agreed or strongly agreed that they feel better equipped to handle supervisor responsibilities as a result of the training.

Legal Updates and Law Enforcement Trends

Identified Legal Updates and Law Enforcement Trends Training Needs for CDP

Topic / Skill Area	Recommendations / Findings	Implementation Strategies
State v. Smith Slip Opinion No. 2024-Ohio-5745	The Ohio Supreme Court ruled that a victim's statements to EMTs were admissible as nontestimonial, but statements made to police officers during a body-worn camera recording after the emergency had subsided were testimonial and violated the defendant's Sixth Amendment right if the victim does not testify.	Provide roll call or LMS training to distinguish between testimonial and nontestimonial statements, especially when capturing victim statements on body camera. Reinforce the importance of documenting the purpose and context of victim interactions for courtroom admissibility.
State v. Dunlap Slip Opinion No. 2024-Ohio-4821	The Ohio Supreme Court ruled that an officer may lawfully request a driver's license during a valid traffic stop, even if the initial reason for the stop (e.g., suspicion that the vehicle's owner with a suspended license is driving) is dispelled upon approaching the vehicle. The Court emphasized that verifying a driver's license is an ordinary inquiry related to the mission of a traffic stop and does not violate the Fourth Amendment.	Incorporate this ruling into annual Search & Seizure training. Provide roll call or LMS training to clarify permissible actions during traffic stops, focusing on license verification procedures when the driver is not the registered owner.
<i>In re T.D.S.</i> , 2024-Ohio-595 238 N.E.3d 46	The Ohio Supreme Court held that a juvenile's post-Miranda statements were admissible, determining that the juvenile knowingly, intelligently, and voluntarily waived his rights. The Court emphasized the importance of assessing the totality of circumstances, including the juvenile's age, experience, education, background, and intelligence, when evaluating the validity of a Miranda waiver.	Incorporate training on juvenile rights during interrogations, focusing on proper Miranda administration and documentation. Use scenario-based exercises to reinforce understanding of factors affecting a juvenile's ability to waive rights knowingly and voluntarily.
Report Writing and Documentation	There are apparent issues relating to accurate description of probable cause and the inclusion of pertinent information in written reports	Incorporate report writing or probable cause statement into annual in-service training. Reinforce supervisory review for accuracy and inclusion of essential and pertinent information
Policy Training	GPO 1.05.08 Post-Traumatic Incident Protocol Updated 2024	Incorporate supervisor response and expectations to PTIs.

Policy Training	GPO 2.01.09 Animal Incidents Updated 2024	Provide roll call or LMS training regarding expectations when responding to animal incidents.
Policy Training	GPO 4.07.10 School Emergency Radio Alarm Program Updated 2024	Provide roll call or LMS training regarding expectations when responding to animal incidents.
Officer Wellness and Mental Health	The demands of law enforcement take a significant toll on personnel, making wellness initiatives more important than ever. Programs focusing on mental health support are essential for fostering resilience and reducing burnout.	Implement wellness programs that include peer support teams, critical incident debriefings, and access to mental health resources. Encourage a department culture that prioritizes officer well-being.
Data Transparency and Accountability	Communities are increasingly demanding transparency from law enforcement agencies, particularly concerning use-of-force incidents, arrests, and complaints. Proactive data practices can build trust and address issues early.	Incorporate training on data management and reporting protocols. Educate officers on the importance of accurate documentation and the impact of transparency on community relations.

It is important to consider legal updates and current law enforcement trends as these areas affect several critical Divisional training topics. During 2024, the Ohio Peace Officer Training Academy provided two hours of legal updates that provided continuing professional training relating to the following legislative updates. This training was extensive and provided substantial updates relating to legal updates in Ohio.

CDP Training Requirements

Identified In-service Training Needs for CDP (Q-Quality/T-Time/S-Scope)

Topic / Skill Area	Hours	Notes
Pistol and Shotgun Requalification	16 hours	Certification Req. and SA para 60
Use of Force	Q/Q/T/S	SA para 42
Search and Seizure	Q/Q/T/S	SA para 174
CPOP	Q/Q/T/S	SA para 30
Bias-Free Policing	Q/Q/T/S	SA para 42
Crowd Management	4 hours	Identified Need in 2024
ABLE Refresher	1-2 hours	Early Intervention
Crisis Intervention Training	Q/Q/T/S	SA Para 143
TASER Requalification	2-4 hours	Certification requirement
Impact Baton and OC Spray Requal	1 hour	Certification requirement
State of Ohio Training Mandates	24	8 Hrs. Mandatory Topics 16 Hrs. Elective

Training Requirements Mandated by Ohio Administrative Code and Cleveland Administrative Code

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

Training Requirements Mandated by the Ohio Peace Officer Training Commission

In 2025, the Ohio Peace Officer Training Commission (OPOTC) established 24 hours of mandatory continuing professional training requirement for all sworn Peace Officers who graduated from an Ohio Peace Officer Basic Academy in 2024 or earlier. The Commission has indicated that there are eight hours of mandatory topics:

- Use of Force (3 hours)
- Ethics Laws (2 hours)
- Legal Updates (2 hours)
- Search and Seizure (1 hour)

Additionally, 16 hours of elective training that must come from the following topics, as well as the mandated four topics:

- Officer Trauma and Wellness
- Domestic Violence
- Vehicle Dynamics
- Report Writing
- Leadership.

As part of the plan, CDP will continue to use OPOTA Online to fulfill OPOTA's mandatory training requirements in 2025.

Training Requirements Required by the Department of Justice Consent Decree

The Consent Decree incorporates several annual training requirements for the Division. However, the intention of these requirements is not to establish a minimum or mandatory number of hours. Instead, it serves to incorporate a holistic approach to impart meaningful change within the Division and provide guidance toward training in critical law enforcement areas. Therefore, this needs assessment looks to adhere to the guidelines established by the Consent Decree and incorporate essential training, which serves to promote meaningful and transformational training to the Division. However, it is equally important to acknowledge that the practicality and available resources are not always available to deliver all identified training areas. This reason is why the Training Plan incorporates a multi-year perspective to help build upon intended progress and provide a structured plan for long-term training programs and strategies.

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

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

Finally, a detailed review incorporating training feedback from 2024 reality-based scenario training provides critical insight for the 2025 Needs Assessment. Survey responses regarding reality-based scenario training have commented on the realistic feel of the training and that students enjoyed this form of instruction overall. This training provides a real and fluid scenario accompanied by a reflection of these training experiences to help improve performance gaps and improve the quality of training and knowledge/skill retention. Based on the comments and feedback from members, reality-based scenario training is a highly beneficial training methodology for CDP.

Annual Consent Decree training areas/topics:

- Community and problem-oriented policing training, to include methods and strategies to improve public safety and crime prevention through community engagement; training that promotes the development of new problem-solving partnerships between the police and the community, targeting problem-solving and crime prevention; leadership, ethics, and effective communication and interpersonal skills; community engagement, including how to establish partnerships and actively engage civilians and community organizations, including youth, LGBT, homeless, and mental health organizations and communities; principles of procedural justice and its goals; conflict resolution and verbal de-escalation of conflict; and cultural competency and sensitivity training (para. 30).
- Bias-free policing that is adequate in quality, quantity, and scope, as well as supervisor training that includes how to identify biased police practices when reviewing investigatory stop, arrest, and use of force data; how to respond to a complaint of biased police practices, including conducting a preliminary investigation of the complaint to preserve key evidence and potential witnesses; how to evaluate complaints of improper pedestrian stops for potentially biased police practices; and engaging the community and developing positive relationships with diverse community groups (para. 41 and 42).
- Sixteen hours of firearms training, including pistol, shotgun, and policy training. This training should include night, reduced light, and stress training for officers (para. 60).
- Annual recertification of Electronic Control Weapons to include physical competency, weapon retention, and policy updates (para. 74).
- Use of force training that is adequate in quality, quantity, and scope, as well as annual supervisor training for all ranks, which includes training in conducting use of force investigations; strategies for effectively directing officers to minimize uses of force and to intervene to prevent or stop unreasonable force; and supporting officers who report unreasonable or unreported force, or who are retaliated against for attempting to prevent unreasonable force (para. 84 and 86).
- Supervisor Training around the use of force of all ranks, as a part of annual in-service training in conducting use of force investigations; strategies for effectively directing officers to minimize uses of force and to intervene to prevent or stop unreasonable force or who are retaliated against for attempting to prevent unreasonable force (para 84(1)).

- The Force Investigation Team will receive adequate annual training in quantity, quality, and scope (para. 113).
- Annual Crisis Intervention Training (CIT) that is adequate in quality, quantity, type, and scope and will include the circumstances in which a specialized CIT officer should be dispatched or consulted and how situations involving individuals in crisis should be addressed if a specialized CIT officer is not immediately available (para. 143).
- Specialized CIT officers must receive eight hours of annual in-service crisis intervention training (para. 147). Of these, four hours may come from annual in-service training.
- Annual search and seizure training that is adequate in quality, quantity, and scope (para. 174). While the content is unspecified, guidance can be obtained from Paragraph 173, which states:
 - The Training will address the requirements of Fourth Amendment and related law, CDP policies, and this agreement, including: the difference among the scope and degree of intrusion associated with different types of police contacts; the difference between probable cause, reasonable suspicion, and mere speculation; and the difference between voluntary consent and the mere acquiescence to police authority; the types of facts and circumstances that may be considered in initiating, conducting, terminating, and expanding an investigatory stop; the level of permissible intrusion when conducting searches, such as "pat-downs" or "frisks"; the permissible nature and scope of searches incident to an arrest; procedures for executing searches, including handling, recording, and taking custody of seized property and evidence; and the principles of procedural justice and the effect that differing approaches to investigatory stops, searches, and arrests can have on community perceptions of police legitimacy and public safety. (p. 42)
- Internal Affairs investigators will receive annual training related to conducting misconduct investigations that is adequate in quality, quantity, and scope (para. 181).
- Fulfill all in-service training required by the SA, which will require at least 40 hours of in-service training annually (para. 271).

Training Requirements for American Heart Association Certification

- The CDP requires all members to receive recertification on basic first aid, including tourniquet application, American Heart Association First Aid/CPR/AED, and Narcan administration every two years. The Division received recertification in 2025 and will be required to complete recertification in the training years 2027 and 2029. The intention is to continue to reinforce the duty to provide medical aid, self-aid, buddy-aid, wound management, and tourniquet application during annual use of force training, especially during deadly force training.

Training Requirements for Axon TASER Certification

- Axon requires annual recertification for any officer who is carrying the Taser 7. This requires officers to pass all functional tests, deploy a minimum of four live cartridges with all probes striking the preferred target zone, and fire four Hook and Loop Training cartridges during scenarios outlined in Axon's Taser CEW Drill Booklet striking the preferred target zone. The CDP will continue to clarify discrepancies between CDP policy and Axon's curriculum. Additionally, when applicable, CDP should incorporate reality-based training opportunities that require Taser and other intermediate weapon deployments.
- As CDP prepares to transition to the Taser 10 in 2025, it is critical to evaluate and update current training, equipment deployment procedures, and policy alignment. The Taser 10 offers enhanced targeting and range capabilities, which may require changes in qualification standards, use-of-force considerations, and field deployment strategies. Prior to full implementation, it is essential to provide end-user familiarization to ensure a safe and effective rollout. Coordination with internal and external stakeholders will be essential to ensure the Taser 10 is integrated consistently across the division.

Training Requirements for Active Bystandership for Law Enforcement Officers (ABLE)

- The CDP strives to develop a holistic approach to officer wellness. This is evident from several programs established by the Employee Assistance Unit and the City of Cleveland and the inclusion of suicide awareness in annual in-service. In order to continue to take this approach, CDP must meet and, where possible, exceed the ABLE program standards. This means that officers must obtain meaningful training, which includes up to two hours of annual refresher training. During 2024, the ABLE refresher course provided an update on the science, which is a two hour module within the ABLE program. The training covers the relevant social science, the inhibitors to active bystandership, and the strategies and tactics of giving and receiving an intervention. The principles of active bystandership continue to be incorporated into relevant Academy (recruit and in-service) courses, including, among others, the Use of Force, Stop/Search/Arrest, Report Writing, Traffic Stops, and Vehicle Pursuits.

Training Requirements for Impact Baton and Oleoresin Capsicum (OC) Spray Certification

- All members are required to carry two intermediate weapons. The impact baton (ASP) and OC Spray receive recertification. This training includes two hours of policy and practical application. The Division received recertification in 2024 and will be required to complete recertification in the training years 2026 and 2028. The intention is to begin and incorporate scenarios where the member will need to determine which intermediate weapon to deploy and ensure its use and reporting are within established policies and procedures.

Training Requirements for Crowd Management

- The importance of Division-wide Crowd Management Training is apparent, driven by internal discussions, evolving law enforcement trends, recent community events, and insights from the Cleveland Police Monitoring Team's Ninth Semiannual Report. With an increase in protests following the 2024 Presidential Election, it is crucial for CDP to be well-versed in upholding the constitutional rights of protesters and understand appropriate crowd management strategies and techniques. Additionally, preparedness for responding to civil disturbances is paramount. The CDP should look to Columbus Police Department's Dialogue Officer as a potential avenue to integrate an evidence-based practice into the constitutional management of protests and crowds.
- Reflecting on the events of 2020, where the City of Cleveland faced a significant civil disturbance amid nationwide protests following the death of George Floyd, deficiencies in training were identified. The after-action report revealed gaps in Mobile Field Force (MFF) Training for some members of the Patrol Section, a lack of practice in utilizing Personal Protective Equipment, and an absence of joint division training on crowd management between the Cleveland Division of Fire and Cleveland Emergency Medical Services.
- In response, CDP has proactively updated policies related to crowd management and conducted Division-wide training to address these shortcomings. It is imperative to reinforce training with the equipment and techniques required for effective crowd management operations. This forward-looking approach ensures not only the safety of officers but also the safeguarding of constitutional rights and the promotion of effective collaboration across different divisions within the department.

Training Requirements for Patrol Rifle Operator (PRO) Certification and Recertification

- CDP mandates that all certified Public Relations Officers (PROs) undergo requalification at least bi-annually, aligning with the biennial requirement set by OPOTA. Given that CDP utilizes the OPOTA course for requalification, at least one of CDP's sessions will satisfy the OPOTA annual requirement.
- It is imperative for CDP to enhance training by incorporating scenario-driven deployment and the utilization of patrol rifles. This transcends the basic demonstrative and evaluative assessments conducted during qualifying sessions. Annual in-service scenarios should present certified PROs with opportunities for deployment, allowing for an assessment of adherence to policy and training in both tactics and execution.
- To meet evolving demands, there is a pressing need to expand the pool of certified PROs. The Training Section should proactively plan to conduct a PRO certification course at least once in the 2025 calendar year. This strategic initiative will contribute to maintaining a skilled and proficient cadre of PROs within the organization.

Supervisor Training

Identified Supervisor Training Needs for CDP

Topic / Skill Area	Recommendations / Findings	Notes
Reviewing Officer Documentation	Provide training to improve the supervisory review of direct reports' documentation to include probable cause statements and written documentation	Ongoing areas and themes are recommended, especially from prosecutor feedback.
Incident Command and Crowd Management	Provide incident command and Crowd management training for critical incidents and responses to protest activity to all supervisor levels within CDP	Training Review Committee and ongoing law enforcement trends
Officer Intervention Program	Provide training to interpret OIP data; understand and utilize a range of non-disciplinary corrective action to modify officers' behavior and improve performance, manage risk and liability; promote constitutional policing; and address underlying stressors to promote officer wellness	CD para 327
Use of force Review and Supervision	Incorporating strategies for effectively directing officers to minimize uses of force and to intervene effectively to prevent or stop unreasonable force, or who are retaliated against for attempting to prevent unreasonable force.	CD para 84(l)
Performance Evaluations	Conducting timely, fair, and consistent performance evaluations to accurately evaluate officer performance	CD para 313 through 316
Promotional Training	Undertaking revision process of current Promotional Training and incorporating adult-learning theory, scenario training, and rank-specific courses.	Training Review Committee recommendation

As CDP looks ahead to 2025, training efforts for supervisors must evolve to reflect both internal feedback and national law enforcement trends. Recurring input from supervisor surveys, the Training Section, and agency leadership points to a continued need for training that enhances supervisors' abilities to evaluate written reports and associated documentation. This course

should emphasize practical application and incorporate real-world written reports that highlight both commendable and deficient documentation. This approach will help supervisors develop the critical eye necessary to identify documentation concerns, offer targeted feedback, and guide personnel who may require further instruction or coaching.

To prepare supervisors for the multifaceted demands of modern policing, the 2025 curriculum should reinforce core supervisory competencies such as guiding officer performance, ensuring accountability, conducting after-action reviews, and managing administrative responsibilities with consistency and professionalism. Particular emphasis should be placed on the proper documentation of supervisory actions, use-of-force reviews, and structured investigations that align with legal standards and CDP policies. Supervisors must also be prepared to apply ethical decision-making and recognize patterns of behavior that may require early intervention.

The training should also integrate the principles of Active Bystandership for Law Enforcement (ABLE), reinforcing the importance of peer intervention, ethical leadership, and wellness promotion. ABLE's focus on preventing misconduct and mistakes through early and supportive intervention aligns with CDP's goal of fostering a culture grounded in accountability and professional growth. Likewise, responding to and investigating incidents of misconduct, bias, or use of force will require enhanced training in the analysis of body-worn camera footage, documentation, and legal review.

Given the increasing need for strong leadership during critical events, CDP supervisors should receive scenario-based instruction on incident command responsibilities, crowd management strategies, and high-risk deployments. Training modules that include tabletop exercises, facilitated discussions, and case-based learning will help supervisors practice effective decision-making in complex, dynamic situations, even when resources are constrained.

As the division continues to update the Officer Intervention Program and performance evaluation process, supervisors must be trained to recognize performance concerns early and engage in coaching, mentorship, and non-punitive corrective action when appropriate. Training should also reinforce the value of recognizing positive performance to build morale and model professional excellence.

Finally, promotional training courses should be revised to reflect modern instructional techniques, such as adult learning strategies and scenario-based learning. These programs should include practical exercises involving real CDP cases, particularly in areas like pursuits, use-of-force incidents, and investigations. The training should offer content to support rank specific transitions for new sergeants, lieutenants, captains and command level positions. By developing a comprehensive and adaptive training strategy, CDP can ensure that its supervisors are equipped to lead with confidence, professionalism, and integrity.

Entry Academy Training

Identified Entry Academy Training Needs for CDP

Topic / Skill Area	Recommendations / Findings	Implementation Strategies
Communication & Mediation	New 48-hour module added focusing on interpersonal communication, mediation, and conflict resolution	Assign experienced instructors with subject-matter expertise.
Incident Debriefing	New 4-hour module added to teach structured reflection and analysis following incidents	Integrate into scenario-based instruction; update academy schedule.
Active Threat Response	New 8-hour module added to prepare officers for active shooter and other high-threat situations, including duty to act and render aid	Provide tactical instructors and coordinate with Fire/EMS partners.
Critical Decision-Making	New 16-hour module added focusing on de-escalation, tactical breathing, and decision-making under stress	Integrate into judgment-based training; use scenario/video review methods.
Physical Fitness Assessment	Standard updated – recruits can graduate if deficient in one area (push-ups, sit-ups, or run) but achieve at least 75% of expected performance	Update academy fitness policies and communicate standards to recruits.
Certification Process (SF400/401)	Transitioned to electronic submission via OPOTA Portal	Ensure Academy uses OPOTA Portal and track timeliness of submission.

The table presents the Ohio Peace Officer Training Academy (OPOTA) mandated topic changes, and each topic-specific instructor needs to be notified of these changes. The OPOTA mandates the current curriculum be used, and any deviation will require the topic to be retaught. Additionally, errors such as utilizing the wrong curriculum could directly impact the academy rating and future approval to conduct OPOTA academies.

In 2024, OPOTA implemented several targeted enhancements to the Peace Officer Basic Training (POBT) curriculum. These updates included six revised lesson plans aimed at strengthening instruction in areas such as communication, mediation, and crisis response. Although these revisions did not add to the total number of training hours, they reflect an intentional shift toward addressing the realities of modern policing. In addition to these updates, OPOTA introduced critical training modules outside of the core curriculum, including 48 hours focused on communication and mediation skills, a new four-hour course on incident debriefing, an eight-hour active shooter response module, and a 16-hour block on decision-making and de-escalation. These additions, which replaced 72 hours of outdated content, aim to modernize foundational training and improve officer readiness in high-stress and community-sensitive situations.

To complement these statewide changes, the Cleveland Division of Police (CDP) expanded its own recruit-specific curriculum by incorporating Division-specific training into its annual in-service requirements for recruits. This ensures that all CDP members receive training aligned not only with state standards but also with the expectations and unique needs of policing in Cleveland. For example, the 156th Entry-Level Academy Class received a total of 1,186 hours of instruction, far surpassing the 960-hour minimum required by the Consent Decree (SA). This instruction included OPOTA mandated training as well as CDP-developed modules addressing SA-approved topics, policy-based technical instruction, and community engagement initiatives.

Importantly, the need persists to routinely evaluate the relevance of CDP specific courses to ensure alignment with current policies, procedures, and operational practices. While this review is currently conducted on an informal basis, it should ultimately evolve into a formal and recurring process overseen by the Training Review Committee. This would support consistent curriculum quality and ensure responsiveness to new developments in policy, technology, or legal standards.

Additionally, OPOTA introduced a change to physical fitness graduation standards in 2024 to address state-wide recruitment and retention challenges. Recruits may now graduate from basic training if they fall short in one of the three fitness categories: sit-ups, push-ups, or the 1.5-mile run, provided they achieve at least 75% of the expected performance. This adjustment, while maintaining a performance baseline, supports agencies in onboarding viable candidates who demonstrate growth potential and commitment.

To support accurate recordkeeping and compliance with certification requirements, OPOTA also transitioned to an electronic submission system for all Notices of Appointment and Separation (Forms SF400/SF401), requiring agencies to submit these forms within ten days of the relevant personnel action.

In parallel, CDP must also consider capacity as it relates to the ongoing need for additional and larger academy classes. Measures have already been implemented to support increased recruitment, but resources must be continuously evaluated to support both entry-level and ongoing in-service training. The Division's Three-Year Training Plan should establish a sustainable structure that supports up to three full entry-level academies per year.

Overall, the changes at both the state and local level signal a broader shift toward smarter, more responsive police training. The integration of scenario-based learning, decision-making under stress, community engagement, and performance evaluation ensures that CDP officers are not only compliant with current standards but also well-equipped to serve the Cleveland community.

Field Training

Identified Field Training Needs for CDP

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

The Field Training Program underwent a thorough review by the Training Review Committee (TRC) in 2023, which provided recommendations to the Training Section. This review did not occur in 2024, as implementation of 2023 recommendations were still underway. As a result, it is necessary for the TRC to conduct a review and provide recommendations for the FTP during 2025. It is crucial to ensure that any proposed changes are effectively implemented. One significant area of improvement is the implantation of electronic reporting for the FTP. This allows auditable and tracking capabilities that were nonexistent before. This accompanied by a an experienced Field Training Coordinator serves to strengthen the program

A key project that remains is the overhaul of the certification training curriculum, with a focus on essential objectives. These include integrating adult-learning strategies and realistic scenarios into Field Officer Training certification courses. Moreover, strategies should align with the Division's vision of Community and Problem-Oriented policing, incorporating problem-based learning methods. Emphasis is placed on shifting assessments towards performance-based evaluations rather than mere repetition.

Feedback from surveys completed by Police Probationary Officers (PPOs) who have completed the Field Training Program consistently indicates that training officers within the Division not only meet but exceed program expectations. It is imperative that these changes center on refining the structure of the Field Training Program itself, along with the certification and coursework provided to prospective and recertifying Field Training Officers (FTOs) and Supervising Training Officers (STOs). The certification courses should adopt adult-learning

theory and practical scenarios, enabling student officers to comprehend and apply effective strategies when training contemporary PPOs.

Lastly, the critical need to prioritize annual refresher training remains. This training should focus on delivering valuable instructional and evaluative measures to certified FTOs and STOs. The curriculum's development should actively involve input from FTOs, STOs, and PPOs. While the Field Training Coordinator oversees the program, the update process should be primarily informed by the feedback from these key stakeholders. While utilizing the Division's Learning Management System remains an option for immediate training of FTOs and STOs, in-person training offers valuable feedback and a discussion platform involving those actively driving the program in the field.

Supplemental Training Needs

Identify Supplemental Training Needs for CDP

Topic / Skill Area	Recommendations / Findings	Notes
Force Review Board (FRB)	Provide annual FRB training to attending members	CD para 125 GPO 2.01.08
FIT Training	Provide annual FIT training	CD para 113 GPO 2.01.07
Specialized CIT Training	Provide initial certification and annual in-service training	CD para 145- 147 GPO 5.11.02
Mobile Field Force Training	Provide 16 hours of initial and 8 hours of annual training	GPO 4.07.06

Training Requirements for Force Review Board

Members of the Force Review Board (FRB) are mandated to undergo annual training, as outlined in GPO 2.01.08. This training is specifically tailored to be directly relevant to their roles and responsibilities on the FRB. The content of the training may encompass various aspects, including but not limited to legal updates pertaining to the use of force, revisions to CDP policies, best practices in the use of force investigations, and an in-depth understanding of the curriculum employed by the Training Section regarding the use of force. This commitment to ongoing education ensures that FRB members remain well-informed and equipped to fulfill their duties effectively, staying abreast of legal developments and evolving best practices within the realm of the use of force.

Training Requirements for Specialized CIT Training

Members certified as Specialized Crisis Intervention Trained Officers are required to undergo eight hours of annual in-service crisis intervention training. Typically, this training is developed and conducted through collaboration between the Office of CIT and community experts. However, the Training Section plays a pivotal role by providing essential resources, including facilities and supplemental instructors, to ensure the effective delivery of this crucial training. The input and guidance from the Training Review Committee further contribute to enhancing the quality and relevance of the specialized crisis intervention training, reflecting a comprehensive and collaborative approach to addressing this critical topic.

Training Requirements for Force Investigation Team Training

As per GPO 2.01.07 Force Investigation Team, members assigned to the FIT are mandated to undergo annual training to maintain the requisite expertise, independence, and investigative skills. This training aims to identify instances of the use of force that violate either legal statutes or established policies. Furthermore, it ensures that any deficiencies in training, tactical approaches, or equipment related to the use of force are identified. The overarching goal is to guarantee that investigations conducted by the FIT meet a high standard of quality, contributing to the overall integrity and effectiveness of the force investigation process.

In addition, the annual training should cover a comprehensive range of topics. This includes FIT procedures, callouts, and investigative protocols, distinctions between administrative and criminal investigations, procedures for officer-involved shootings, investigative equipment and techniques, and the proper roles of on-scene counterparts, such as crime scene technicians, the Monitor, any outside investigating agency, the prosecutor's office, and OPS. Moreover, the training will address techniques for objective fact-gathering and evaluation, along with factors to consider when assessing credibility. This ensures that FIT investigators are well-equipped with the knowledge and skills necessary for the complexities of their roles.

Training Requirements for Mobile Field Force

As per GPO 4.07.05 Mobile Field Force Operations, the Field Force Commander will convene quarterly as units and annually for approved training in coordination with the Training Section. The Training Section shall observe these training exercises and submit evaluations to the Chief of Police through the chain.

Additionally, according to GPO 5.07.06 Grenadier Protocols, certified grenadiers must undergo the required training. Initially, members are required to complete a comprehensive minimum 16-hour training program, as scheduled by the Ordnance Unit. This initial training is crucial for acquiring the necessary skills and knowledge.

Subsequently, on an annual basis, certified grenadiers are obligated to participate in additional training sessions, each lasting a minimum of 8 hours. This annual training serves to reinforce and build upon the foundational skills acquired during the initial training phase. Failure to attend or complete it will result in the revocation of the member's certification.

Issued Policy Matrix Training Needs

Identified Issued Policy Training Needs for CDP

The Policy Matrix Training Needs table is intended to provide a resource to review and identify policy training needs. This list identifies critical areas of policy that require training. The training is conducted in various ways, in-person and online. Members are assigned a learning management activity that requires them to read the policy and achieve a 100 percent score on an exam. Additionally, some policies requiring more detailed instruction are provided through an e-learning assignment, which includes videos, knowledge checks, and slide decks accompanied by a similar exam. Finally, some policies are incorporated into annual in-service. This utilizes adult learning techniques, such as reality-based learning, case studies, and group discussions.

Training Evaluation for 2024 General Police Orders			
Section	Title / Effective Date	Training	Priority
CHAPTER 1 – ADMINISTRATIVE			
1.01. ORGANIZATION AND MANAGEMENT			
1.01.01	City of Cleveland Mission Statement	LMS Delivery	Low
1.02 HUMAN RESOURCES			
1.02.04	Restricted Duty	LMS Delivery	Low
1.05 HEALTH AND MEDICAL			
1.05.08	Post-Traumatic Incident Protocol	LMS Delivery	High
1.05.13	Transitional Duty (A)	LMS Delivery	Low
CHAPTER 2 – LEGAL			
2.01 USE OF FORCE			
2.01.09	Animal Incidents (A)	LMS Delivery	Completed
CHAPTER 4 – FIELD OPERATIONS			
4.07 CROWD MANAGEMENT AND DISTURBANCES			
4.07.10	School Emergency Response Alarm (SERA) Program	LMS Delivery	Completed
4.07.11	Active Threat Response	In-Person	Completed

Summary of Training Needs for 2025

Identified Community Input, Reports, and Concerns Training Needs for CDP

Topic / Skill Area	Recommendations / Findings	Implementation Strategies
Electronic Surveillance Technology and Practices	Training involving Electronic Surveillance Technology needs to incorporate best practices and constitutional use	As Electronic Surveillance Technology is adopted, the inclusion of constitutional and best practice use needs to be at the forefront of member training.
UOF / De-Escalation / Search & Seizure	Include measurable assessments; emotional trauma due to excessive force on civilians and witnesses	Develop an evaluative matrix to assess performance; utilize outside resources, such as victim advocates, to aid in developing courses or awareness during annual in-service.
Bias-Free Policing	Contract out Bias-Free policing training	Partnering with a local college or organization to develop a curriculum and incorporate it into all aspects of scenario training.
District Awareness Training	Reduce classroom and increase field exposure	Video presentations and guest speakers will be used for future training; institute a program similar to the Academy's "Reverse Ride Along"
Supervisor Training	Include importance for de-escalation techniques; incorporate practical written report review	De-escalation is incorporated and will continue to be incorporated into all training; incorporate scenarios into supervisor annual in-service; provide practical report review course during annual supervisor in-service

**Remains unchanged from 2024 Needs Assessment.*

Identified Areas for Use of Force Training Needs for CDP

Topic / Skill Area	Recommendations / Findings	Implementation Strategies
Activation of Wearable Camera Systems	Officers should be trained to activate their WCS's during all law enforcement-related interactions.	Provide clear guidelines and training on when cameras must be activated, ensuring officers practice activating WCSs.
CEW Use with Fleeing Subjects	CEWs should not be used on fleeing subjects unless they pose an immediate threat of harm to officers, bystanders, or themselves.	Provide scenario-based training that emphasizes threat assessment and appropriate use of CEWs.
Firearm Handling During Foot Pursuits	Firearms should remain holstered during foot pursuits unless there is a clear and immediate threat, preventing accidental discharge.	Develop training simulations that practice firearm safety during foot pursuits with high-stress decision-making scenarios.
Managing Chaotic Incident Scenes	Officers need training to quickly assess chaotic situations, establish command, and manage the scene safely.	Introduce real-life scenarios to practice rapid scene assessment, command establishment, and coordinated responses.
On-Scene Communication	Clear and concise communication between officers at the scene is essential to reduce confusion and enhance team coordination.	Offer communication drills that focus on radio procedures, verbal commands, and team-based coordination exercises.
Firearm Awareness and Background Assessment	Officers should always consider the background and surroundings before pointing firearms to avoid harm to bystanders.	Incorporate situational awareness drills that focus on evaluating the environment before drawing or pointing firearms.
Control and Escort of Arrested Individuals	Training needed to ensure officers can safely control and escort arrested individuals without unnecessary force or escalation.	Implement control and escort technique training that emphasizes safe restraint methods and minimizing escalation.

**Information obtained from Force Review Board*

Identified Officer Safety Issues Training Needs for CDP

Topic / Skill Area	Recommendations / Findings	Implementation Strategies
Subject Control	Officers require continuous training in subject control, particularly for safely managing arrestees during high-risk situations, as identified in recent assessments.	Provide hands-on training with scenario-based exercises that reinforce both new and traditional subject control techniques, ensuring proper application according to policy.
Emergency Vehicle Operations	Officers must remain proficient in emergency driving skills to safely handle pursuits and urgent responses, reducing the risk to both officers and the public.	Regular practical driving sessions and simulations should be conducted, focusing on decision-making during high-speed situations and adherence to pursuit policies.

Identified Officer Misconduct Complaints Training Needs for CDP

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

Identified Input from Members Training Needs for CDP (Q-Quality/T-Time/S-Scope)

Topic / Skill Area	Hours	Notes
Pistol and Shotgun Requalification	16 hours	Certification Req. and CD para 60
Use of Force	Q/Q/T/S	CD para 42
Search and Seizure	Q/Q/T/S	CD para 174
CPOP	Q/Q/T/S	CD para 30
Bias-Free Policing	Q/Q/T/S	CD para 42
Crowd Management	4 hours	Identified Need in 2024
ABLE Refresher	1-2 hours	Early Intervention
Crisis Intervention Training	Q/Q/T/S	SA Para 143
TASER Requalification	2-4 hours	Certification requirement
Impact Baton and OC Spray Requal	1 hour	Certification requirement
State of Ohio Training Mandates	24	8 Hrs. Mandatory Topics 16 Hrs. Elective

Identified Legal Updates and Law Enforcement Trends Training Needs for CDP

Topic / Skill Area	Recommendations / Findings	Implementation Strategies
State v. Smith Slip Opinion No. 2024-Ohio-5745	The Ohio Supreme Court ruled that a victim's statements to EMTs were admissible as nontestimonial, but statements made to police officers during a body-worn camera recording after the emergency had subsided were testimonial and violated the defendant's Sixth Amendment right if the victim does not testify.	Provide roll call or LMS training to distinguish between testimonial and nontestimonial statements, especially when capturing victim statements on body camera. Reinforce the importance of documenting the purpose and context of victim interactions for courtroom admissibility.
State v. Dunlap Slip Opinion No. 2024-Ohio-4821	The Ohio Supreme Court ruled that an officer may lawfully request a driver's license during a valid traffic stop, even if the initial reason for the stop (e.g., suspicion that the vehicle's owner with a suspended license is driving) is dispelled upon approaching the vehicle. The Court emphasized that verifying a driver's license is an ordinary inquiry related to the mission of a traffic stop and does not violate the Fourth Amendment.	Incorporate this ruling into annual Search & Seizure training. Provide roll call or LMS training to clarify permissible actions during traffic stops, focusing on license verification procedures when the driver is not the registered owner.
<i>In re T.D.S.</i> , 2024-Ohio-595 238 N.E.3d 46	The Ohio Supreme Court held that a juvenile's post-Miranda statements were admissible, determining that the juvenile knowingly, intelligently, and voluntarily waived his rights. The Court emphasized the importance of assessing the totality of circumstances, including the juvenile's age, experience, education, background, and intelligence, when evaluating the validity of a Miranda waiver.	Incorporate training on juvenile rights during interrogations, focusing on proper Miranda administration and documentation. Use scenario-based exercises to reinforce understanding of factors affecting a juvenile's ability to waive rights knowingly and voluntarily.
Report Writing and Documentation	There are apparent issues relating to accurate description of probable cause and the inclusion of pertinent information in written reports	Incorporate report writing or probable cause statement into annual in-service training. Reinforce supervisory review for accuracy and inclusion of essential and pertinent information
Policy Training	GPO 1.05.08 Post-Traumatic Incident Protocol Updated 2024	Incorporate supervisor response and expectations to PTIs.

Policy Training	GPO 2.01.09 Animal Incidents Updated 2024	Provide roll call or LMS training regarding expectations when responding to animal incidents.
Policy Training	GPO 4.07.10 School Emergency Radio Alarm Program Updated 2024	Provide roll call or LMS training regarding expectations when responding to animal incidents.
Officer Wellness and Mental Health	The demands of law enforcement take a significant toll on personnel, making wellness initiatives more important than ever. Programs focusing on mental health support are essential for fostering resilience and reducing burnout.	Implement wellness programs that include peer support teams, critical incident debriefings, and access to mental health resources. Encourage a department culture that prioritizes officer well-being.
Data Transparency and Accountability	Communities are increasingly demanding transparency from law enforcement agencies, particularly concerning use-of-force incidents, arrests, and complaints. Proactive data practices can build trust and address issues early.	Incorporate training on data management and reporting protocols. Educate officers on the importance of accurate documentation and the impact of transparency on community relations.

Identified In-service Training Needs for CDP (Q-Quality/T-Time/S-Scope)

Topic / Skill Area	Hours	Notes
Pistol and Shotgun Requalification	16 hours	Certification Req. and CD para 60
Use of Force	Q/Q/T/S	CD para 42
Search and Seizure	Q/Q/T/S	CD para 174
CPOP	Q/Q/T/S	CD para 30
Bias-Free Policing	Q/Q/T/S	CD para 42
Crowd Management	4 hours	Identified Need in 2024
ABLE Refresher	1-2 hours	Early Intervention
Crisis Intervention Training	Q/Q/T/S	CD Para 143
TASER Requalification	2-4 hours	Certification requirement
Impact Baton and OC Spray Requal	1 hour	Certification requirement
State of Ohio Training Mandates	24	8 Hrs. Mandatory Topics 16 Hrs. Elective

Identified Supervisor Training Needs for CDP

Topic / Skill Area	Recommendations / Findings	Notes
Reviewing Officer Documentation	Provide training to improve the supervisory review of direct reports' documentation to include probable cause statements and written documentation	Ongoing areas and themes are recommended, especially from prosecutor feedback.

Incident Command and Crowd Management	Provide incident command and Crowd management training for critical incidents and responses to protest activity to all supervisor levels within CDP	Training Review Committee and ongoing law enforcement trends
Officer Intervention Program	Provide training to interpret OIP data; understand and utilize a range of non-disciplinary corrective action to modify officers' behavior and improve performance, manage risk and liability; promote constitutional policing; and address underlying stressors to promote officer wellness	SA para 327
Use of force Review and Supervision	Incorporating strategies for effectively directing officers to minimize uses of force and to intervene effectively to prevent or stop unreasonable force, or who are retaliated against for attempting to prevent unreasonable force.	SA para 84(l)
Performance Evaluations	Conducting timely, fair, and consistent performance evaluations to accurately evaluate officer performance	SA para 313 through 316
Promotional Training	Undertaking revision process of current Promotional Training and incorporating adult-learning theory, scenario training, and rank-specific courses.	Training Review Committee recommendation

Identified Entry Academy Training Needs for CDP

Topic / Skill Area	Recommendations / Findings	Implementation Strategies
1-1 Intro to Basic Training	The number of SPOs is unchanged	Update Instructors teaching the affected topic.
3-3 Domestic Violence	The number of SPOs increased by one; Order of Topics change: Topic 3-3 DV to be taught after Topic 2-1 Legal Basics and after Topic 2-3 Arrest, Search & Seizure is started	Update Instructors teaching the affected topic.
3-5 Child Abuse & Neglect	The number of SPOs is unchanged	Update Instructors teaching the affected topic.
8-1 Patrol Aspects & Overview	The number of SPOs is unchanged	Update Instructors teaching the affected topic.

8-4 Building Searches	The number of SPOs increased by one. Order of Topics change: Taught after firearms	Update Instructors teaching the affected topic.
8-10 OHLEG	The number of SPOs is unchanged	Update Instructors teaching the affected topic.

Identified Field Training Needs for CDP

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

Identify Supplemental Training Needs for CDP

Topic / Skill Area	Recommendations / Findings	Notes
Force Review Board (FRB)	Provide annual FBR training to attending members	SA para 125 GPO 2.01.08
FIT Training	Provide annual FIT training	SA para 113 GPO 2.01.07
Specialized CIT Training	Provide initial certification and annual in-service training	SA para 145- 147 GPO 5.11.02
Mobile Field Force Training	Provide 16 hours of initial and 8 hours of annual training	GPO 4.07.06