

*Federal Law Enforcement  
Training Accreditation*

***FLETA***  
*Procedures and Standards*  
*2025 Edition*



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*The information contained in this manual are for the use of federal law enforcement training organizations applying or completing the Federal Law Enforcement Training Accreditation (FLETA) process. The FLETA process and standards do not supersede federal organizations' responsibilities to comply with all applicable federal laws, regulations, and other governances. The FLETA Board has authorized the FLETA Office of Accreditation (OA) to publish this manual. Any updates to this manual will be provided in a Record of Changes section. Unless otherwise directed by the FLETA OA, academies and programs have six months from the date of revision to transition to newly developed and/or revised standards. If an academy/program has a FLETA assessment scheduled within the six-month transition period, the training organization has the option to transition early or to remain with the previously published version of the manual. The FLETA OA Executive Director must approve any use of this material, processes, standards, or terms unique to the FLETA for purposes other than as stated.*

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

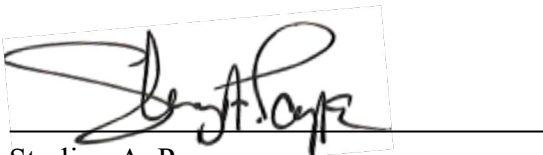
*Forms and documents mentioned in this manual may be found on the FLETA website or a FLETA internal network.*

*For more information, please contact:*

*Mailing address: FLETA Office of Accreditation  
1131 Chapel Crossing Road  
Glynco, GA 31524*

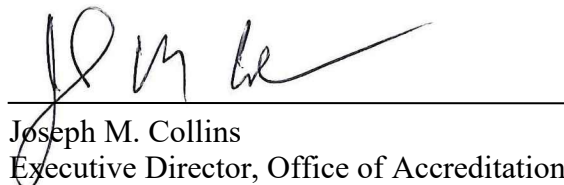
*Telephone: (912) 261-3684*

*Website: [www.FLETA.gov/](http://www.FLETA.gov/)*



Sterling A. Payne  
Board Chair  
Federal Law Enforcement Training Accreditation Board

Date: January 1, 2025



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

Date: January 1, 2025

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## INTRODUCTION

The FLETA standards are the direct result of a committee process involving representatives from numerous federal law enforcement training organizations. The standards do not supersede training organizations' responsibilities to comply with all applicable federal laws, regulations, and other governances. The standards describe "what" the applicant must accomplish. The academy or training organization determines "how" to meet the standard. Applicants are expected to work under properly approved administrative controls and guidelines and must follow their own written guidance.

The Standards Steering Committee (SSC) reviews the standards regularly and conducts a comprehensive review of the standards and procedures every five years. The SSC makes recommendations to the Board for revisions, additions, and deletions to the standards. The FLETA Board authorizes the OA to publish revisions to the standards, as appropriate. The OA staff provides consultation and assistance with the interpretation of standards and the determination of applicability.

When the Board develops/revises standard(s), the academy/program has six months to transition to the new standard(s). This may require the applicant to develop and/or revise policy, update Individual Standard Compliance Reports (ISCRs) to reflect the current standard(s) language or numbering, or delete the standard file(s). If the FLETA assessment for reaccreditation is scheduled to occur prior to the six-month point following any revisions, the applicant has the choice to remain with the previously published version of the standards or transition early to the revised version. On a case-by-case basis, the OA Executive Director may approve requests from training organizations to use the prior version of the standards on FLETA assessments that are scheduled past the six-month implementation requirement. The FLETA OA Executive Director has the authority to cancel any FLETA assessment for academies/programs that are not using the current version of the standards.

Each standard is composed of the *standard statement* and the *advisory*. The *standard statement* identifies single or multiple requirements that the applicant must meet. The *advisory* provides clarifying information, when deemed necessary, and does not outline additional requirements. An *advisory* is not included for *standard statements* that are self-explanatory. The training organization is responsible for determining how to meet the standard. When determining how to interpret the standard, the FLETA Board refers organizations to the Glossary for its definition of terms.

## **FLETA HISTORY**

Over 50 years ago, the Presidential Commission Report, *The Challenge of Crime in a Free Society*<sup>1</sup>, contained recommendations to increase professionalism and standardization of training. Decades later, this was supplemented by a follow-up analysis titled, *The Challenge of Crime in a Free Society: Looking Back, Looking Forward*<sup>2</sup>. In a January 2000, report to Congress, the Commission on the Advancement of Federal Law Enforcement<sup>3</sup>, reiterated and reinforced the need to develop and implement training standards. The Commission made it abundantly clear that core training in law enforcement functions, certification of the adequacy of training programs, and accreditation of agencies are all essential to maintaining public confidence in the professionalism of federal agents and officers.

Continuing in 2000, in an effort to increase the professionalism of federal law enforcement training, a task force of key training leaders from principal federal and state law enforcement agencies began work to collaboratively research to establish a premier training accreditation model. In the development of the model, federal law enforcement training professionals established standards and procedures to evaluate the training academies and training programs used to train federal law enforcement agents and officers. The intent was to develop an independent accreditation process that provided federal law enforcement organizations with an opportunity to voluntarily demonstrate that they met an established set of professional standards and received appropriate recognition. This independent accreditation process was developed and titled the Federal Law Enforcement Training Accreditation (FLETA). To further support the goal of increasing the level of professionalism in law enforcement training, in March 2015, *The President's Task Force on 21<sup>st</sup> Century Policing*<sup>4</sup> recommended in its interim report that “The Federal Government ...support the development of partnerships with training facilities across the country to promote consistent standards for high quality training.” The Task Force reiterated its recommendation by saying that the starting point “...for changing the culture of policing is to change the culture of training academies.”

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

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

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

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

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



# ACRONYMS

(Used by FLETA and in this Manual)

<i>Acronym</i>	<i>Narrative Explanation</i>
AM	Accreditation Manager
AO	Authorizing Official
BRC	Board Review Committee
CAP	Corrective Action Plan
CBT	Computer-Based Training
COOP	Continuity of Operations Plan
FLEAC	Federal Law Enforcement Accreditation Coalition
FLETA	Federal Law Enforcement Training Accreditation
ISCR	Individual Standard Compliance Report
ISD	Instructional Systems Design
MOA	Memorandum of Agreement
MOU	Memorandum of Understanding
MTF	Memo to File
N/A	Not Applicable
OA	Office of Accreditation
OJT	On the Job Training
PM	Program Manager (FLETA)
SAM	Self-Assessment Memorandum
SAT	Systematic Approach to Training
SME	Subject Matter Expert
SSC	Standards Steering Committee
TL	Team Leader
TO	Training Organization
WBT	Web-Based Training

# FLETA ACCREDITATION OPPORTUNITIES

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

## **Program Accreditation**

### **Basic Training Program(s)**

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

Successful completion of a basic training program is generally a requirement for appointment to a job or job series in a law enforcement service job, or one with a law enforcement support mission.

A training organization may have multiple basic training programs.

## **Program Accreditation**

### **Basic Instructor Training Program**

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

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

A training organization may have a single basic instructor training program that addresses all instructional areas or multiple programs addressing each instructional area.

## **Program Accreditation**

### **Other Training Program(s)**

Programs or groups of training sessions or learning activities conducted for specific audiences on a recurring basis, with the expectation that learning will occur and/or performance will improve, or that a prescribed level of proficiency will be achieved, as evidenced by an appropriate evaluation tool (i.e. training program must include Levels 1, 2, and 3 or an equivalent). Training programs may be in-person, eTraining, or blended.

These programs may or may not have received program accreditation.

Supporting evidence comes from other training programs

## **Academy Accreditation**

Organizational-level recognition that all training programs that an academy manages are administered, developed, and delivered according to the FLETA standards.

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

## **FLETA STAKEHOLDERS**

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

- Enhance the quality of federal law enforcement by establishing and maintaining a body of standards to promote the effective and efficient use of resources for federal law enforcement training;
- Administer an accreditation process based on those standards to foster consistency in federal law enforcement training; and
- Ensure compliance and provide assistance with the accreditation process in order to instill public confidence in federal law enforcement.

**Office of Accreditation:** The Office of Accreditation (OA) works as an agent of the FLETA Board to carry out the day-to-day operations of the Board. The OA is comprised of an Executive Director (who is also the Executive Secretary for the Board), Program Managers (PM), and administrative staff. The FLETA OA Executive Director assigns PMs to assist training organizations with the accreditation process, provide training for applicants, and manage the assessment process.

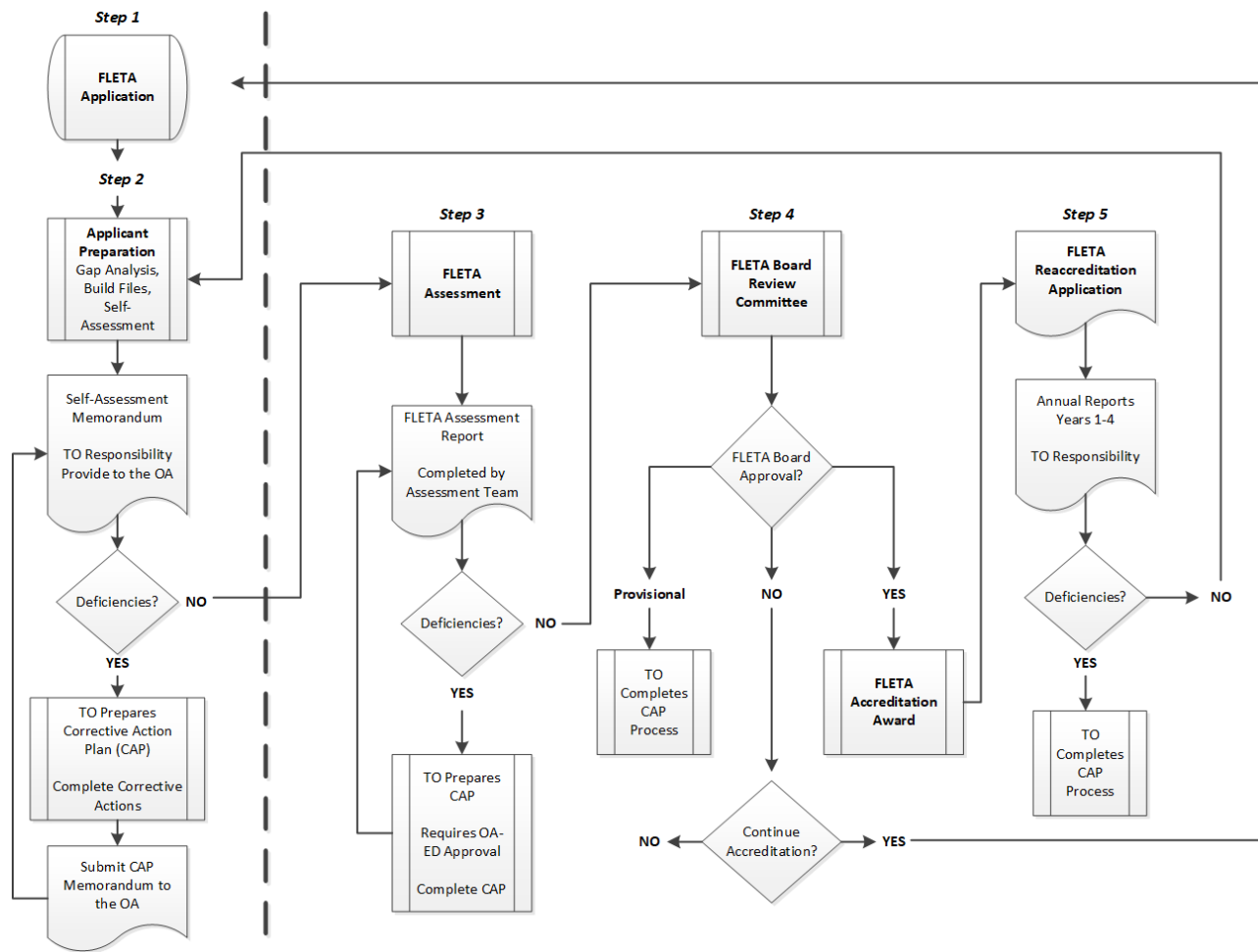
**Team Leaders:** FLETA team leaders (TL) exemplify the values of the FLETA process: professionalism, competence, and excellence. Team leader nominees are selected from the current, active pool of qualified FLETA assessors. Team leaders must complete the qualification process, which includes completing the FLETA OA's *Team Leader Program* and serving with a mentor. Team leaders are *expected* to perform a *minimum* of one assessment every 18 months.

**Assessors:** FLETA assessment teams are comprised of professional peers who volunteer to serve as assessors. Assessors have successfully completed the assessor qualification process, which includes the FLETA OA's *Assessor Training Program* and on-the-job (OJT) training. Only federal employees may serve on FLETA assessments. Qualified assessors are *expected* to perform a *minimum* of one assessment every 18 months to maintain proficiency and to assist with the assessment workload.

**Accreditation Managers:** Accreditation Managers (AM) coordinate and manage the accreditation process for an academy/program. In most cases, a training organization has only one AM; however, more than one AM may be required for organizations with multiple accreditations. The AM is the person(s) responsible for all aspects of the training organization's accreditation activities and materials. The AM serves as the primary point(s) of contact for the OA PM.

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

# ACCREDITATION STEPS



## Step One: Application

- New Training Organizations (TO) contact the OA to determine eligibility.
- TO assigns an AM.
- TO prepares and applies for accreditation to the OA.
- OA assigns PM.
- TO identifies personnel to take training.
- OA provides FLETA Fundamentals for TO staff (online or in-person).

## Step Two: Applicant Preparation

- TO conducts a gap analysis of directives/policies using the FLETA standards.
- TO develops and/or revises directives/policies to address the FLETA standards.
- TO establishes/develops accreditation files.
- TO submits N/A identifications to the OA PM for review/acknowledgment by the FLETA OA Executive Director.
- TO populates files with ISCRs and proofs (directives/policies and supporting evidence).
- TO coordinates potential FLETA assessment dates with the OA.
- TO coordinates and convenes a self-assessment team to conduct the self-assessment (the self-assessment is the responsibility and property of the TO).

- TO prepares and submits the Self-Assessment Memorandum (SAM) to the OA at least 60 days prior to the FLETA assessment.
- OA reviews the SAM and guides the applicant through the Corrective Action Plan (CAP) process, if applicable.
- TO addresses any deficiencies found during the self-assessment, if applicable.

### **Step Three: FLETA Assessment**

- OA schedules the FLETA assessment.
- OA selects assessors and makes travel arrangements for the assessment team, if applicable.
- TO coordinates assessors' access to the facility and provides the space, computers/software, if applicable, completed files, and support to the team.
- TO provides an overview, and tour, if applicable, of the academy/program to the team.
- Assessment TL conducts a pre-assessment meeting with the assessors.
- TL and assessors conduct the assessment (including interviews and/or observations).
- TL and assessors conduct a closeout briefing with the applicant.
- Assessment team prepares a FLETA Assessment Report and submits it to the OA and TO AM.
- Applicant follows the CAP process for one or more deficiencies identified during the assessment, if applicable.
- OA reviews the FLETA Assessment Report and works with the assessment team and TO for any clarifications or corrections, if applicable.
- OA forwards the final FLETA Assessment Report to the TO, TL, and FLETA Board Review Committee (BRC).

### **Step Four: FLETA Accreditation**

- BRC members review the final FLETA Assessment Report and CAP documents, if applicable.
- TO, TL, and OA PM appear before the BRC for review. The TO will prepare and present an academy/program overview using the OA-provided template. The TL will prepare and present a BRC oral report using the OA-provided template.
- BRC prepares recommendation and briefs the FLETA Board for final determination.
- TO is advised of the Board's decision regarding the awarding of accreditation and may appear for a formal awarding of accreditation during a FLETA Board meeting.
- TO submits an Annual Report to the OA about the academy's/program's status with the FLETA Standards. The report is due no later than 30 days after first, second, third, and fourth anniversary of the accreditation award. If the TO identifies that the academy/program is not meeting one or more standards, the TO reports all deficiencies and follows the CAP process.

### **Step Five: Reaccreditation**

- Within 30 days of the awarding of accreditation, the TO applies for reaccreditation.
- The TO completes steps two through four of the FLETA accreditation process.

# **THE FLETA ACCREDITATION PROCESS**

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

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

## **APPLICATION**

The FLETA Board is the independent body charged with accrediting all federal law enforcement training. The FLETA process reaches virtually every federal department and agency with a traditional law enforcement or law enforcement-support mission. The FLETA Board welcomes applications from TOs that are responsible for funding, managing, developing, and/or delivering federal law enforcement training, or support a federal law enforcement mission, on behalf of the federal government.

The application for FLETA accreditation is available on the FLETA internal network. Organizations new to FLETA must meet with an OA PM to determine eligibility before applying. Reaccreditation applications will be assigned to the TO AM following the awarding of accreditation by the FLETA Board. The OA staff is available to aid with the application process or to meet with prospective applicants to provide additional information.

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

Applications must be signed by an Authorizing Official (AO). The AO must be a senior official who has the authority to enter into a written agreement on behalf of the TO. The AO should also have the authority to obligate funds, make budget decisions, and make personnel assignments. The AO should consider the level of commitment required to achieve and maintain accreditation before applying. While compensation is not provided to FLETA, the AO should recognize that personnel, facilities, and other resources will have to be dedicated to the accreditation process. For example, FLETA assessors are an integral part of the FLETA process as they serve as the eyes and ears of the Board when conducting assessments. Participating organizations are expected to provide federal employees to attend the required training and conduct FLETA assessments to contribute to the process.

A TO may apply for accreditation of one or more training programs (in-person or eTraining) and/or academy; however, a separate application must be submitted for each. Prior to applying for academy accreditation, the TO must have achieved FLETA accreditation for all basic training programs and achieve accreditation for or use a FLETA-accredited basic instructor program. The basic requirements for each type of accreditation are provided below:

- A. **Program Accreditation**: Program Accreditation is recognition by the FLETA Board that a training program is administered, developed, and delivered according to the FLETA standards. For a training program to be accredited, the applicant must:
1. Have documented directives, policies, and/or procedures to address each applicable FLETA program standard.
  2. Provide supporting evidence to indicate the program meets each applicable program standard. The goal is to demonstrate that the program follows its own policies/directives.
  3. Identify in the application each location where the training program is presented. Identify the facilities and resources if the training program is exported or conducted at multiple sites. The training at each site must meet the standards, and a sampling of policies/evidence from the other locations must be included in the applicable files.
  4. Include the supporting TO's name on the application. Policies/evidence from the supporting TO must be included in the applicable files, if the TO shares responsibility for delivering the program with another TO.
  5. Include policies/evidence for the eTraining in the applicable files, if the training program meets the FLETA glossary for eTraining.
  6. Present newly created training programs at a minimum of one time beyond the program's pilot before a FLETA assessment will be conducted.
  7. Programs that fall within an accredited academy must demonstrate full-time instructor attendance at a FLETA-accredited basic instructor training program, while programs that do not fall within an accredited academy may use evidence of attendance at a non-FLETA accredited basic instructor training program.
- B. **Academy Accreditation**: Academy accreditation is an organizational-level recognition that an academy administers, develops, and delivers all training programs under the academy's purview according to the FLETA standards. Attainment of academy accreditation does not confer accreditation to all programs under the academy; training organizations must obtain program accreditation for each training program seeking FLETA recognition. To be eligible for academy accreditation, a TO must:
1. Have all basic training program(s) and a basic instructor training program(s) accredited through FLETA (or use a FLETA accredited instructor training program).
  2. Have documented directives, policies, and/or procedures to address each applicable FLETA standard. Academy accreditation is a commitment that all directives, policies, and/or procedures are applied uniformly across all training programs under its authority; this includes training programs that have not been formally assessed through the FLETA process.
  3. Include policies/evidence for the eTraining in the applicable files, even if the program is not one selected to represent the academy, if the academy manages training programs that meet the FLETA glossary definition for eTraining.
  4. Identify the sites in the application, if the academy trains at multiple locations. The facilities, resources, and training at each site must meet the standards, and a sampling of policies/evidence for all locations must be included in the applicable files.

5. Provide supporting evidence to indicate the academy meets each applicable academy standard. The goal is to demonstrate that all training programs under the academy meet the FLETA standards. The number of training programs used for supporting evidence will be based upon the number of training programs within the academy.

*If the academy has less than 10 training programs, beyond the basic training and basic instructor training program(s), then supporting evidence will, at a minimum, come from 50% of the “other” training programs. The academy will list the training programs used to represent the academy in the SAM. If necessary, the academy may use additional programs, beyond the “other” programs selected, to demonstrate that it meets the standards. The academy will include the additional program(s) in the SAM, if known, before submission to the OA and on the ISCR. The assessment team will include the program names in the FLETA Assessment Report.*

*If the academy has 10 or more training programs, beyond the basic training and basic instructor training programs, then supporting evidence will come from, at a minimum, five of the “other” training programs. The academy will list the training programs used to represent the academy in the SAM. If necessary, the academy may use more than five programs to demonstrate that it meets the standards. The academy will include the additional program(s) in the SAM, if known, before submission to the OA and on the ISCR. The assessment team will include the program names in the FLETA Assessment Report.*

When none of the selected “other” training programs have had the opportunity to perform an activity as it relates to a standard, the academy will include policy and/or evidence from the academy’s basic training and/or basic instructor training program(s) in the file. The OA only acknowledges N/A status for applicable academy standards when none of the training programs under the academy perform the requirement of the standard. The assessment team validates the N/A during the FLETA assessment.

When an academy does not have additional training programs beyond its basic training and/or basic instructor training program(s), the academy must receive approval from the FLETA OA Executive Director to use evidence from the basic training and basic instructor training programs. The applicant must ensure this approval is noted in the application for academy accreditation and the SAM.

When an academy does not have basic training programs as defined in this Manual, the academy will substitute its primary program(s) as a replacement for the basic training requirement, and follow the process outlined above as if the primary program(s) were basic training.

The TO will work with the OA to identify/determine the training programs required to obtain/maintain academy accreditation.



# **APPLICANT PREPARATION**

## **Role of the Authorizing Official**

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

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

## **Preparing for the Assessment**

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

- A. **Gap Analysis:** The gap analysis is the first and one of the most important tasks associated with preparing an academy/program for accreditation. The gap analysis provides the TO with an understanding of its relative status with the accreditation standards and identifies work that needs to be accomplished to meet the standards.
  1. During the gap analysis, the AM and other TO stakeholders will compare the current academy/program directives/policies with the FLETA standards. The analysis should identify any policy and/or directive that does not meet a FLETA standard. It is recommended that the TO use the support of their FLETA PM to support this process.
  2. When the analysis reveals a gap between current directives/policies and a FLETA standard, the TO should develop a plan to modify an existing directive/policy or create one that addresses the standard. During the modification and/or creation process, the TO should consider the documentation required to demonstrate that the TO follows its process, which will be used as supporting evidence.
  3. If the analysis does not reveal a gap between current directives/policies and a FLETA standard, the TO should move to create standards files and locate the evidence required to demonstrate that it meets the standards.

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

C. **Create Standards Files:** A separate file for *each* FLETA standard must be developed for *each* academy/program. Each file must have all the applicable elements to stand alone during the assessment review. The files should be electronic. Accreditation files must be easy for assessors to understand and access. With electronic files, it is recommended that the applicant have a back-up plan in case of a network outage or system failure that may make electronic file review impossible. Extraneous material should not be included in the files. Each file must contain:

1. *Individual Standard Compliance Report (ISCR):* The ISCR (*see FLETA internal network*) is a form used to document the directives/policies and evidence used to support the standard. The applicant should include the names of individuals for potential interviews, observations, and/or key contact(s) that may assist assessors in validating that the academy/program meets the standard. The ISCR functions as the *table of contents* for the file. It is used by the applicant to organize the materials being presented.

2. *Proofs of Compliance:* Proofs of compliance include directives/policies and supporting evidence that the applicant uses to demonstrate that it meets the FLETA standards. If the TO shares training with another organization, and/or trains at multiple locations, the TO should include a sampling of proofs of compliance from the other organization and/or different locations in the applicable files. Policy/evidence from the other organization and/or other locations is not required in every file. The assessors review the applicant's proofs of compliance as part of the assessment process. In addition, assessors will conduct interviews and/or observations to support the proofs of compliance provided in the files. Interviews and observations are important to the assessment process but may not stand alone.

a. *Directives/Policies:* The file must contain the relevant sections of the directives/policies applicable to the standard, including all items separated by commas and/or bulleted items. The directive/policy inclusions should clearly outline the process or procedure that must be followed to meet the standard being addressed. Comprehensive directives/policies identify steps within the process, areas of responsibility, and timelines for completion. The directives/policies should include guidance or provide examples of forms necessary to capture and document information critical to demonstrating compliance with the directive/policy. The applicant will highlight and tab/delineate the portion(s) of the directive/policy that applies to the specific standard in the file. Additionally, the entire policy or procedure should be available for review, if necessary, during the assessment.

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

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

To support initial accreditation, one or more pieces of supporting evidence must be included in each FLETA standard file. In some cases, multiple pieces of supporting evidence will be required to address the policy (policies) used to meet standards, separated by commas and/or bulleted items, and/or where TO policy calls for multiple steps or components, e.g., documentation necessary to prove the four criteria of an instructor qualification process were completed.

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

If the TO had no opportunity to employ a particular directive/policy as it related to the standard for a specific year(s), a Memo to File signed by the AO, or designee, attesting to that fact, is sufficient. A Memo to File cannot be used in place of actual evidence.

Evidence may require redaction if it includes personally identifiable information, health information, classified information, or is otherwise sensitive. This should not be construed to mean that all evidence may be redacted. Evidence must be able to be reviewed in enough detail to allow the assessors to determine that the applicant followed its policy (policies).

- D. **Collection of Proofs of Compliance:** The AM must coordinate with various stakeholders to gather the evidence necessary to demonstrate the TO's compliance with directives/policies. Evidence may be collected throughout the applicant preparation process.
- E. **Identification of "Not Applicable" Standards:** Although limited, a few standards may not apply to every academy/program. FLETA standards that may be considered N/A contain the word, "*If...*" or "*When...*" at the beginning of the standard. For example, "*If the training has prerequisites...*" or "*When using guest presenters...*". Applicants may request that a standard be considered N/A for an academy/program when the applicant does not perform the activity. The identification of standards having potential for N/A status must be submitted through the FLETA OA Program Manager for review and acknowledged by the FLETA OA Executive Director as early as possible in the preparation process. The applicant will be notified of the acknowledgment (if appropriate). If the FLETA OA Executive Director acknowledges an N/A, a copy of the N/A acknowledgment document must be maintained in the standard file. The N/A acknowledgment document will be used in lieu of policy and evidence on the ISCR.
- F. **Communication:** Key stakeholders must communicate with one another throughout the accreditation process. The AO may want to schedule regular meetings with the academy/program staff to discuss milestones and deliverables. Because accreditation has an impact on the entire organization, it is much more effective if everyone is aware of what others in the organization are doing. It is also helpful for the OA PM to be kept informed so that appropriate assistance can be provided.

## The Self-Assessment

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

Applicants seeking academy/program accreditation must conduct a self-assessment and submit a SAM 60 days before the FLETA assessment begins. The SAM template is assigned to the AM on the FLETA internal network. Applicants may conduct more than one self-assessment if the SAM is submitted to the OA by the 60-day deadline.

The applicant is responsible for soliciting, selecting, and funding, if applicable, the self-assessment. The self-assessment team is ideally composed of individuals who have knowledge and expertise in training and the FLETA standards. It is recommended that the TO conduct the self-assessment like the FLETA assessment to better prepare TO personnel for the FLETA assessment. The self-assessors should identify all deficiencies and offer constructive suggestions.

During the self-assessment, the assessors may identify that the academy/program did not meet one or more FLETA standards. The TO AM should contact the OA PM to identify potential solutions to the situation and determine if a CAP should be submitted with the SAM. If the academy/program under review is being considered for initial accreditation, and the discrepancy cannot be completed prior to the submission of the SAM, the TO will work with the OA PM to identify a new FLETA assessment date to allow the academy/program time to correct the deficiency.

If it is a reaccreditation, and the TO cannot correct the situation before the 60-day SAM reporting requirement to the OA, then the applicant will describe how the academy/program did not meet the standards in the SAM and submit a CAP in conjunction with the SAM. The TO will submit monthly updates if the situation extends beyond one month. The TO will submit a CAP close-out memorandum as soon as the deficiency is corrected. The FLETA OA Executive Director has the authority to delay or cancel the FLETA assessment based upon the CAP completion timeline and academy/program status.

# FLETA ASSESSMENT

## **Scheduling the Assessment**

The applicant must contact the OA to schedule the FLETA assessment. The OA schedules assessments based on FLETA Board meetings. Due to the resources required to support the FLETA assessment process, the TO should schedule the assessment at least one year prior to the Board meeting in which the academy/program is to appear for review. Newly created training programs must conduct at least one iteration beyond the program's pilot before the FLETA assessment occurs. The applicant should consider these requirements when scheduling the FLETA assessment.

## **Planning the Assessment**

The OA will begin the planning process after an assessment is scheduled. The first step in the process is to select a qualified assessment team. Before selecting the team, the OA will screen potential assessors to ensure there are no conflicts of interest. A conflict of interest exists if a potential assessor worked for the applicant TO and/or assisted with the revision/development of the academy/program being assessed within the last 18 months, has a spouse/partner that works for the applicant TO, or was a member of the applicant's self-assessment team. The applicant TO may also identify assessors they believe pose a conflict of interest by submitting a written justification to the OA. The FLETA OA Executive Director will make the final determination of an assessor's eligibility.

Upon completion of the screening process, the OA will appoint a team to conduct the assessment. A FLETA assessment team is comprised of a TL and an appropriate number of team members. The OA will designate one of the assessors as the TL and make travel arrangements for the team per the *Federal Travel Regulation* and the *Travel Guidelines for FLETA Assessors (see FLETA internal network)*, if applicable. The OA will also:

- Ensure the TL and AM are provided with electronic copies of all FLETA documents required to complete the assessment;
- Verify with the AM and team members to ensure laptops/computers and/or other necessary equipment are available for the assessment; and
- Confirm travel arrangements are made for each team member, if applicable. Each member of the team will be provided a copy of their travel authorization.

FLETA assessments are typically conducted on-site for academies/programs; an alternative site/method may be used when approved by the OA Executive Director. When training is conducted at multiple sites, the TO should provide a sample of proofs of compliance from the other sites included in the applicable files, and personnel from the other sites should be available during the FLETA assessment to conduct interviews and/or support demonstrations. Training organizations are encouraged to include photo evidence from the other sites in the academy/program in-briefing, as evidence in the files, and/or as additional references to serve as observations. The AM must ensure that everything required for the assessment has been coordinated. Some of the pre-assessment planning tasks include:

- **Entry Requirements (on-site only):** If the location for the assessment has entry authorization requirements, the AM must provide all required information for the assessment team members to security officials.
- **Workspace (on-site only):** The AM must provide workspace, administrative support for assessors at the academy or the facility where the academy/program is delivered, and computers and/or computer accessories, when assessors use their devices. The location should be near the records and facilities for the academy/program under review.

- **Standards Files:** The AM must ensure accreditation files are readily accessible to the team, easy to navigate, and there is a method for providing additional proofs if the team requests additional policy and/or evidence. When using electronic files, the AM should have sufficient equipment to support the review and test the files before the assessment to ensure that all links, pages, buttons, etc. work. (If the assessment is on-site, it is recommended that the applicant have a back-up plan in case of a network outage or system failure).
- **TO-Provided Computers (on-site only):** Depending on the TO's information technology policies, the TO must provide a minimum of three computers/laptops for the assessment team to complete the report. The computers must have Microsoft Word, an Adobe product, the ability to share/transfer draft documents among the team members electronically, and a way to extract the FLETA Assessment Report for emailing to the OA.
- **TO-Provided Peripheral Devices (on-site only):** If team members are asked to bring their own computers and/or the TO provides computers, the TO should provide keyboards, mice, and an adequate size and/or number of monitors to facilitate the file review.
- **Electronic Files:** The TO will want to verify that links or other navigational buttons work, the files include bookmarks, highlighting, or other notations to facilitate review, and that the assessment team members have access to intranet or internet if the files are to be reviewed on a web-based or an internal network. When assessors are asked to use their own devices, the files are made available for download the week prior.
- **Directives/Policies, Manuals, and Other Documents:** Complete copies should be available for review, if needed.
- **Stakeholders:** The AM must be present during the entire assessment and should ensure other key stakeholders associated with the assessment are present or available virtually by phone or other online method. This includes arranging for the in-brief and out-brief with the AO.

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

- **Assessment assignments:** The TL should coordinate with the team members on their assessment responsibilities as early as possible. This enables team members to review and prepare for the assessment.
- **Transportation (if applicable):** The OA reserves the rental car(s) and works with the travelers so that they may communicate with the team for ride-share. This includes transportation to/from the airport, if necessary.
- **Equipment (on-site only):** The TL must verify with the AM and team members to ensure laptops/computers and/or other necessary equipment are available for the assessment.
- **Pre-assessment meeting:** The TL shall meet with the team before the academy/program in-brief to outline the plan for the assessment and to address concerns the team may have. Additionally, the TL should brief the team on dress code (on-site only), confidentiality, conflict resolution procedures, and protocol for the assessment. The meeting may be held before the assessment or on the morning of the first day.
- **Additional guidance for TLs is available in the Team Leader Handbook.**

## **FLETA Assessment Protocols**

To ensure FLETA assessments are conducted professionally and efficiently, all participants and stakeholders should understand what is expected. While this list is not all-inclusive, the procedures detailed below will be followed for all FLETA assessments. The OA maintains the Team Leader Handbook, which provides more detailed guidance for FLETA assessments. AMs, assessors, and TO personnel are encouraged to review the Team Leader Handbook, which is available on the FLETA internal network.

### **Ethical Conduct**

The FLETA process relies on volunteers from the federal law enforcement community to conduct assessments on behalf of the Board. It is critical that FLETA assessment teams and training organizations avoid any situations that would give the appearance of impropriety during the assessment process. For example, while the FLETA assessment is in progress, members from the TO and assessment team will avoid the exchanging of gifts, going to any meals together, and any other activities that could be perceived as showing any favoritism or unethical conduct.

The FLETA assessment process requires team leaders, assessors, OJT assessors, and all TO personnel to conduct themselves in a professional, impartial, and unbiased manner always. Any violations that would call into question the integrity of the FLETA process could result in the assessment being invalidated and will be addressed by the FLETA OA Executive Director.

### **General**

- All individuals associated with the assessment process will always conduct themselves professionally. Disagreements should be brought to the attention of the TL. The TL will notify the OA PM if he/she is unable to resolve the issue. Under no circumstances should disagreements result in inappropriate conduct.
- All personnel involved in the process will keep the details of the assessment confidential. Any breaches of confidentiality should be reported to the OA PM immediately.
- The FLETA OA Executive Director must be notified immediately of any situation that may result in inappropriate conduct or behavior. The FLETA OA Executive Director may suspend or postpone the assessment, if necessary, to resolve the issue.
- The TL and AM will coordinate an in-brief to discuss the assessment process and to introduce the team and key stakeholders. At a minimum, the TL will:
  - introduce the assessment team;
  - provide an overview of the assessment process and anticipated schedule;
  - advise the applicant of any special needs or requirements;
  - address any issues or questions the applicant may have;
  - notify the applicant of any known interviews and/or observations that will need to be scheduled;
  - request that disputes be brought directly to the TL; and
  - emphasize the confidentiality of the assessment.
- The TL will keep the AM and OA PM apprised of any concerns that arise throughout the assessment.
- The TL will brief the OA PM daily on the status of the assessment.
- Upon completion of the assessment, the TL will lead a closeout meeting with the AO and AM. The AM may invite additional staff to the meeting. The TL will discuss any deficiencies, corrective actions, and concerns the attendees may have. The team will explain that they may be asked to clarify/correct the FLETA Assessment Report, upon review by the OA. The TL will make it clear that the Board will make the final decision of compliance and accreditation.

- The TL will provide the AM an electronic copy of the FLETA Assessment Report before departing/concluding.

### **Applicant**

- If on-site, the applicant will provide workspace and computers and/or peripherals for each assessor at the facility where the academy/program is delivered or at a mutually agreed-upon location. The team's work location should be near the records and facilities where the program is delivered.
- If on-site, the AM should remain near the assessment location and be available for questions but will not remain in the same room with the assessment team.
- The assessors must be able to access the electronic files, and the applicant must provide any technical support required.
- Applicants must provide the required policy and evidence for each standard (see *Applicant Preparation – Preparing for Assessment*). The policy and evidence must be highlighted and bookmarked/delineated for easy review.
- If the applicant has a new directive/policy that has not been used to date (for initial accreditation) or for a given year(s) (for reaccreditation) as it relates to the standard, a Memo to File signed by the AO, or designee, attesting to that fact may be sufficient. Memos to File that are specifically written for the accreditation file cannot be used in place of actual evidence that demonstrates the TO followed its directive/policy.
- Interviews and observations will be conducted during the FLETA assessment. Applicants must have personnel available to answer questions and/or provide demonstrations to the assessors. Interviews and observations cannot stand alone but are used to supplement the proofs of compliance in the files. The TO may list points of contact or areas for observations on the ISCR as a quick reference for the AM.

### **Assessment Team**

- FLETA assessment teams will be comprised of a TL and an appropriate number of assessors to complete the assessment.
- Business dress will be worn by all on-site assessors throughout the assessment.
- The TL will ensure that individuals completing on-the-job (OJT) do not conduct any assessor duties independently and complete all requirements outlined on the OJT Assessor Training Verification form.
- The team will perform the assessment through a review of the files and supplement with interviews and observations. If additional information is required to clarify the TO's process, the assessor may request additional policy/evidence, conduct interviews, and/or make observations. The assessor must be satisfied that the applicant is meeting the standard.
- Assessors must ensure files are evaluated within the scope of the standard. Personal opinions or benchmarks will not be used in the assessment process.
- Upon discovery, assessors will notify the TL if the academy/program does not meet the standard. The TL will lead a team discussion and notify the AM and the OA PM as soon as the team has reached a consensus.

### **FLETA File Evaluation Guidelines**

- Is the FLETA standard documented on the ISCR current?
- Is the directive/policy properly signed, dated, or otherwise authenticated?
- Is the directive/policy comprehensive to address the standard? This includes standards separated by commas and/or bullets.
- Is the directive/policy appropriate for the standard?
- Does the evidence demonstrate that the academy/program follows its process?
- If the evidence is redacted, is there enough information to decide, or would an



- interview and/or observation support the evidence in the file?
- Would an interview and/or observation support and/or reinforce the documentary evidence? Please ensure all interviews and observations are thoroughly documented.
  - Was a Memo to File signed by the AO, or designee, placed in the file, if the directive/policy relative to the standard was not implemented during the review period?
  - If the academy/program was delivered at multiple sites, was policy and evidence present to demonstrate the academy/program was delivered consistently? Please include the location of the proofs of compliance in the standard comment. The applicant does not have to include evidence from all sites in every folder, but there should be proofs of compliance included in the applicable files to represent other sites.
  - Reaccreditation Only – The academy/program reaccreditation years are based on rolling years beginning the day after the prior FLETA assessment (e.g. the prior assessment concluded on November 7, 2025; therefore, the years of the reaccreditation are Year One: November 8, 2025 – November 7, 2026, Year Two: November 8, 2026 – November 7, 2027, etc.). Were policy and evidence covering each year of the reaccreditation cycle included in the file? Note: the TO may include the years on the ISCR or as a reference document. Please reference the years in each standard comment.
  - Reaccreditation Only – Was the directive/policy for each year provided in the file? Note: Policy that spans multiple years only needs to be listed once for the years covered.
  - Reaccreditation Only – Was evidence for each year available for review? Was the evidence comprehensive to address standard items separated by commas and/or bulleted items or TO processes with more than one step/requirement? Did the evidence demonstrate that the academy/program followed its processes for each year of the accreditation? Accumulating numerous proofs for one year but none for other years does not demonstrate that the TO followed its process.
  - Reaccreditation Only – If the academy/program was approved to conduct the reaccreditation assessment early, or an extension or exigent circumstance extended the final year of the reaccreditation cycle, the TO will contact the OA PM for guidance on structuring the final year’s materials in the file.
  - If the last year before the FLETA assessment was a partial year with less than six months, the TO may roll the proofs of compliance into the previous year; if the last year was greater than six months, then it should be a separate year. If the academy/program was approved for an extension that prolonged the reaccreditation beyond six months after the conclusion of the final year, the ISCR will include an “Extension” section below the fifth year, and directive/policy and evidence for this period will be included in the file.

Years Under Review (Rolling Years – Not Calendar Years – Begins Day After FLETA Assessment)						
Previous FLETA Assessment	First Year	Second Year	Third Year	Fourth Year	Fifth Year	FLETA Assessment
	12 months	12 months	12 months	12 months	Six to 12+ months	

## **The FLETA Assessment Report**

During the assessment, the team will prepare the FLETA Assessment Report. The FLETA Assessment Report is the property of the FLETA Board for purposes of FLETA accreditation. An electronic draft copy will be provided to the applicant for review to ensure names and titles are correct for personnel identified in the report. Corrections must be provided to the OA within five business days. If the team identified that the applicant did not meet one or more standards, the FLETA Assessment Report will include/describe the deficiencies, the TL will notify the AM and OA PM, and the AM will work with the OA PM to develop and complete the CAP process.

The FLETA Assessment Report, along with other required team documents, will be forwarded to the OA upon completion of the assessment. The Board directs the OA to review the report to ensure that it is complete before the FLETA OA Executive Director approves it for presentation at the next Board review. The OA will review the FLETA Assessment Report and request any clarifications or revisions by the team and AM. Once all corrections are made, the final copy will be provided to the applicant, the TL, and the FLETA BRC.

## **Model Practices**

One benefit of the FLETA process is the opportunity to see other academies/programs and share model practices amongst the FLETA community. A model practice is a policy, practice, or procedure that is notable as an efficient and effective method for meeting the TO's mission. Model practices are successful at delivering and/or improving outcomes for a particular TO and may have the potential for achieving process improvement for other organizations as well. They are available for informational purposes and are not requirements.

The FLETA Board encourages organizations to identify and present model practices to the OA for consideration. Additionally, the Board may recognize a TO for a model practice. The most common method for identifying model practices is during the FLETA assessment. If the team identifies a model practice, they will include a summary of the practice in the FLETA Assessment Report. The team may require a photo or assistance from the TO when drafting the Model Practice summary.

Once verified by the OA, the model practice is eligible for sharing on the FLETA internal network. An organization may decline to share a practice. For all practices being submitted, the TO will provide to the OA:

- a synopsis of how the practice is employed, supported, etc.;
- a sanitized copy of the supporting policies, documents, etc.; and
- a TO point of contact that can answer additional questions on the subject.

# **FLETA ACCREDITATION**

## **FLETA Board Review Committee**

The FLETA OA Executive Director will determine if the academy/program appearance before the BRC is appropriate. The OA will provide the Board with the approved FLETA Assessment Report and CAP documents, if applicable, to prepare them for the final review, conducted during the BRC. The FLETA OA Executive Director will appoint board members to one or more BRCs and designate a BRC Chairperson to make recommendations regarding applicants who have completed the FLETA assessment process.

After the BRC Chairperson receives the applicant's FLETA Assessment Report, a BRC meeting will be scheduled prior to the next regularly scheduled Board meeting. The applicant, the TL or a member of the team, and an OA representative are required to appear. The purpose of the BRC is to review and discuss the findings in the FLETA Assessment Report. The OA will provide the applicant and TL additional guidance such as presentation structure, length, and media requirements if used. Applicant staff should have representatives who are well versed in the academy/program present at the BRC to answer questions from the Board.

Applicants and TLs are expected to be available if the Board has questions following the conclusion of the BRC. AMs and TLs are expected to provide the OA PM a contact number for possible follow-up.

## **Accreditation Decision**

After the BRC, the BRC Chairperson/Review Leader will present the review findings for the applicant to the entire Board during the Executive Session. The Board is the deciding body for compliance or non-compliance for each academy/program. The BRC Chairperson/Review Leader will make the BRC's recommendation, after discussion, to the Board in the form of a motion that the applicant be granted *accreditation/reaccreditation*, *provisional accreditation*, or *denial of accreditation*. Once the motion is received and seconded, the Board members will have the opportunity to vote. The Board's decision will be recorded in the Board Meeting Report and made available on the FLETA website.

If the Board grants accreditation/reaccreditation, the FLETA Board Chairperson will announce the academy/program that will receive the Certificate of Accreditation at the next regularly scheduled meeting of the FLETA Board. The accreditation date of record is the day the Board presents accreditation. An opportunity for photographs will be provided to memorialize the event, whenever possible.

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

## **Maintaining Accreditation**

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

The purpose of the Annual Report is for the organization to demonstrate to the Board that it managed the accreditation of the academy/program. Additionally, the Annual Report provides the accredited academy/program the opportunity to demonstrate that it continued to meet the FLETA standards and/or that a CAP was initiated to address one or more deficiencies and that consistent and high-quality training continued to be provided. To accomplish this objective, the TO must complete a thorough review and analysis of the directives/policies and supporting evidence relative to each FLETA standard. The Annual Report is an opportunity for the TO to show they were meeting all applicable FLETA standards and to highlight improvements and/or activities the academy/program implemented.

The Annual Report must be submitted to the OA no later than 30 days after the anniversary date of the awarding of accreditation or reaccreditation. The OA may direct an academy/program up for reaccreditation to provide annual reports based upon a previously scheduled Board meeting that was canceled due to unforeseen situations. The AM will receive notification shortly after the Board meeting that the academy/program is expected to report on an alternative timeframe. In this situation, the next FLETA assessment for the academy/program will be scheduled based upon the most recent assessment date to avoid an unintentional extension.

For example, the U.S. Port Police Basic Officer Course (BOC) (fictitious organization) was reaccredited on November 20, 2025. The BOC was originally scheduled to go before the May 2025 FLETA Board, which was canceled due to a tropical storm. The BOC FLETA assessment was conducted during the October 2024 – March 2025 cycle. The annual report for the BOC will be due in May of each year to keep the program on the original reaccreditation cycle, and the next FLETA assessment would be scheduled during the October 2029 – March 2030 cycle.

The Annual Report template is available on the FLETA internal network. The report must address specific standards or information requested by the Board, and any major incident, event, or circumstance that may affect the TO's ability to meet the standards. If the TO determines issues exist that could negatively impact the accreditation status of an academy/program, the discrepancy must be noted in the Annual Report, and a CAP must be submitted in conjunction with the report.

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

If the applicant fails to submit an Annual Report, the FLETA OA Executive Director will have the final decision to allow additional time for reporting or remove the academy/program's accreditation status.

## REACCREDITATION

An accredited academy/program must be reaccredited every five years using the current standards and process. Reaccreditation is a *fresh* look at an academy/program to ensure continued compliance with the current version of the FLETA standards. The assessment for reaccreditation is conducted essentially the same as an initial assessment, e.g., files addressing each standard must contain the written directives/policies and required evidence to demonstrate the academy/program is meeting the current version of the FLETA standards. In the event the FLETA Board is not able to meet before the expiration of the date to consider reaccreditation of an academy/program, the accreditation shall be extended until the next FLETA Board meeting.

Meeting the FLETA standards is an ongoing process; therefore, the academy/program should have a designated AM throughout all the accreditation phases. The AM helps ensure that new policies and procedures adopted by the TO are meeting the FLETA standards and one of the AM's responsibilities is regular maintenance of accreditation files. The AM should plan to review each file regularly and look for proofs of compliance that can be used for reaccreditation. This continual analysis and evaluation will help streamline and expedite the reaccreditation process for the academy/program.

Within 30 days of the awarding of accreditation, the applicant must apply for reaccreditation. Upon the FLETA OA Executive Director's approval of the reaccreditation application, the applicant may identify standards for the academy/program as N/A and coordinate reaccreditation assessment dates with the OA. If the FLETA OA Executive Director acknowledges any N/A standards, the acknowledgment will cover the full reaccreditation cycle, unless the standard becomes applicable, in which case the TO will provide proofs of compliance for the year(s) that the standard applied to the academy/program.

The only significant distinction between initial accreditation and reaccreditation is that written directives/policies in effect during each year of the reaccreditation cycle and supporting evidence must be included in the files. Proofs of compliance for the years under review should come from *each* year of the reaccreditation cycle, beginning the day after the previous FLETA assessment concluded (e.g. if the previous assessment ended on November 7, 2025, the TO will begin collecting proofs of compliance for Year One November 8, 2025 - November 7, 2026, and subsequent years' proofs of compliance based upon the assessment). Accumulating numerous proofs for one year, but none for other years is not acceptable. Files must include current and superseded directives/policies in effect during the reaccreditation timeframe, and a *minimum* of one piece of supporting evidence for each year since the previous assessment. This should not be construed to mean that *only* one piece of evidence per year is required; multiple pieces of supporting evidence will be required to address the policy used to meet standards separated by commas and/or bulleted items, and/or where TO policy calls for multiple steps or components for each year. In other words, if a single piece of evidence is enough to validate the applicant met the standard for a specific year, one is sufficient; however, if additional evidence is required to demonstrate that the academy/program met the standard, then that evidence should be included.

During one or more years of the reaccreditation period, if the TO self-reported one or more deficiencies, the TO will include in the file(s): the OA-signed copy of the Annual Report with the initial CAP (or just the initial CAP if one was submitted mid-year) and the OA-signed copy of the CAP Close-Out Memorandum, along with the policy and evidence that demonstrated the TO corrected the situation following the CAP. The assessors will review the CAP along with any corrected policy and evidence as part of the reaccreditation assessment.

As with initial accreditation, if the TO had no opportunity to employ a particular directive/policy as it related to the standard for a specific year(s), a Memo to File signed by the AO, or designee, attesting to that fact is sufficient evidence. As part of the process, the TO must conduct a self-assessment and submit a SAM to the OA at least 60 days before the FLETA assessment begins. A FLETA assessment, using the current standards, is required for reaccreditation.

If the academy/program was approved for an extension that prolongs the reaccreditation beyond six months after the conclusion of the final year, the ISCR will include an “Extension” section below the fifth year, and directive/policy and evidence for this period will be included in the file.

When the Board develops and/or revises the standard(s), the academy/program has six months to transition to the new standard(s). This may require the applicant to develop and/or revise policy, update the ISCRs to reflect the current standards language or numbering, or delete standard file(s). If the FLETA assessment for reaccreditation occurs less than six months following any revisions, the applicant has the choice to remain with the previously published version of the standards or transition early to the revised version. On a case-by-case basis, the OA Executive Director may approve requests from training organizations to use the prior version of the standards on FLETA assessments that are scheduled past the six-month implementation requirement. The FLETA OA Executive Director has the authority to cancel any FLETA assessment for academies/programs that are not using the current version of the standards.

## **CORRECTIVE ACTION PLAN**

Situations where the academy/program does not meet the standard(s) may be identified during the self-assessment, FLETA assessment, Annual Report, by the Board, or possibly any time during reaccreditation. If the applicant does not meet one or more applicable FLETA standard(s), the applicant must develop and complete the CAP process.

### **CAP Requirements**

All CAPs include:

- the standard number for each item identified,
- the nature of the problem as delineated in the self-assessment, FLETA assessment, Annual Report, or Board guidance,
- the proposed corrective action,
- the person(s)/group(s) responsible for completing the action,
- an estimated completion date, and
- confirmation that the organization will provide monthly status updates to the OA.

The OA PM will review the CAP to determine the feasibility and appropriateness of the plan regarding the FLETA process and standards. The FLETA OA Executive Director must approve the plan. The applicant will submit monthly reports to the OA PM on the progress being made to complete the CAP. Once complete, the TO will provide a CAP Close-Out Memorandum to the OA.

### **FLETA Assessment CAP Process**

If the FLETA assessment team finds that the academy/program does not meet one or more applicable FLETA standard(s), the team will describe the discrepancy (or discrepancies) in the FLETA Assessment Report.

The AM will work with the OA PM to develop the CAP; the team cannot assist with the development of the CAP because they will be required to re-assess the file(s). The applicant will develop and provide a CAP to the OA as soon as possible following the FLETA assessment.

The applicant will have up to 180 days from the date of the FLETA assessment to complete the CAP and have a follow-up assessment completed. The follow-up assessment will address only the standard(s) not met during the FLETA assessment.

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

If the CAP cannot be completed within the allotted time, the applicant TO will be required to submit a new application and complete the appropriate steps for initial accreditation. The academy/program may reapply but must wait for a minimum of six months before an application will be accepted.

## Self-Assessment CAP Process

During the self-assessment, the assessors may identify that the academy/program did not meet one or more FLETA standards. The TO AM should contact the OA PM to identify potential solutions to the situation and if a CAP should be submitted in conjunction with the SAM. If the academy/program under review is being considered for *initial accreditation*, and the discrepancy cannot be completed prior to the submission of the SAM, the TO will work with the OA PM to identify a new FLETA assessment date to allow the academy/program time to correct the deficiency.

If the academy/program under review is being considered for *reaccreditation* and the TO cannot correct the situation before the 60-day SAM reporting requirement to the OA, then the applicant will describe how the academy/program did not meet the standards in the SAM and submit a CAP to the OA. The TO will submit monthly updates if the situation extends beyond one month. The TO will submit a CAP Close-Out Memorandum as soon as the deficiency is corrected. The FLETA OA Executive Director has the authority to delay or cancel the FLETA assessment based upon the CAP completion timeline and academy/program status.

If the academy/program under review is being considered for *reaccreditation* and the CAP cannot be completed before the end of the five-year accreditation cycle, the TO should submit a request for an extension to their accreditation. The applicant must complete the CAP and demonstrate that the academy/program meets the standard(s) before the extension expires. If this does not occur, the applicant will lose their accredited status and be required to submit a new application and complete the appropriate steps for initial accreditation. The TO may withdraw the application. The academy/program may reapply but must wait for a minimum of six months before an application will be accepted.

## Annual Report CAP Process

During the reaccreditation cycle, the applicant may self-identify failure to meet the standards. The applicant will report the discrepancy on the Annual Report and submit a CAP in conjunction with the report.

The length of time the applicant has to correct the deficiency depends upon which year of the reaccreditation cycle the discrepancy is identified. If the TO provides monthly updates demonstrating a good faith effort, the CAP may remain in effect until corrected, as reported in a CAP Close-Out Memorandum, or the FLETA OA Executive Director determines that the CAP conflicts with an upcoming FLETA assessment.

The FLETA Board encourages applicants to use the Annual Report process to report any situations in which the academy/program did not meet the standards. This process allows applicants to demonstrate to the Board that the TO is actively managing the accreditation process. The TO will place the OA-signed copy of the Annual Report with the initial CAP and the OA-signed copy of the CAP Close-Out Memorandum in the standard file(s) for the year(s) it was in effect, along with the policy and evidence that demonstrated that the TO corrected the situation following the CAP. The assessors will review the CAP along with any corrected policy and evidence as part of the reaccreditation assessment.



## **Board-Identified CAP Process**

During the review of an academy/program, the FLETA Board may determine non-compliance with one or more FLETA standards. The Board may place the academy/program in provisional accreditation status. The Board will require the training organization to develop and provide a CAP to the OA. The Board will notify the TO as to the deadline for completing the CAP.

The TO will work with the OA to complete the CAP process. The Board may require a member of the FLETA assessment team, a member of the OA, or a member of the Board to conduct a review of the corrections. Instead of an external review, the Board may direct the training organization to present the corrections at the next scheduled Board meeting.

## **ADDITIONAL GUIDANCE**

### **Appeals**

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

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

### **Extension Requests**

During reaccreditation, an applicant may request additional time from the FLETA OA Executive Director and/or Board to complete a step in the accreditation process that has been delayed due to unforeseen circumstances. Requests for an extension must be submitted, in writing, to the FLETA OA Executive Director as early as possible in the preparation process. The FLETA OA Executive Director may approve an extension of one Board meeting. The full Board must review and approve an extension that goes beyond one meeting. The applicant will be notified, in writing, of the decision.

If the academy/program was approved for an extension that prolongs the reaccreditation beyond six months after the conclusion of the final year, the ISCR will include an “Extension” section below the fifth year, and directive/policy and evidence for this period will be included in the file.

If approved for an extension and the applicant requires additional time, beyond the two-meeting maximum, the accreditation will lapse, and the academy/program will no longer be accredited. The TO may withdraw the application. The academy/program may reapply but must wait for a minimum of six months before an application will be accepted.

### **National Emergencies**

There may be times when national or world events/emergencies will impact federal law enforcement training operations. The federal law enforcement training community will need to employ flexibility to appropriately respond to these unprecedented situations using the resources and tools available to them at the time. The guidance to organizations that continue training during these situations is to document revised or new directive/guidance and evidence at the earliest opportunity. The documentation will help support organizational decisions, outline changes that were made to operations and training, and serve as an archival record for the organization. Assessors are directed that when reviewing policy and evidence during national emergencies, to use the widest interpretation of the standard, while also allowing deviations from traditional methods for issuing policy/directives and documenting processes as evidence. Acceptable policies/directives may include, but are not limited to, emails that are directive in nature, directive memoranda, guidance posted to websites, and memoranda that document verbal instruction and requirements given during the time. Additionally, assessors should also allow for deviations from the typical types of evidence collected during normal operations. Types of evidence may include, but are not limited to, emails outlining delivery changes to programs, screenshots showing online webinars or training, memorandum or other summary documents that outlined the actions taken, and changes to the program. All assessment teams are expected to comply with this guidance. Questions regarding proofs of compliance should be directed to the OA Program Manager.

## **Records Retention**

The FLETA Board declines to establish a policy for applicant accreditation records retention; the Board views this as an internal training organization matter. It is recommended that the applicant maintain the accreditation files for the current period until the Board has decided on accreditation. Following the awarding of accreditation, organizations may retain any directives/policies that remain valid into the subsequent reaccreditation cycle. Supporting evidence is specific to each year of the current reaccreditation cycle.

## **Use of the FLETA Accreditation Seal**

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

## **Waiver Requests**

An applicant may request a waiver addressing a temporary condition that does not allow the academy/program to meet a standard. The request must be made, in writing, to the FLETA Board, through the FLETA OA Executive Director. The request must include an explanation of the limiting situation, a strategy to cope with the temporary issue, a plan to resolve the condition, and an estimated completion date. The Board may grant or deny the waiver request; if granted, the FLETA Board will establish an expiration date for the waiver. The waiver will be placed in the applicable accreditation file(s), and the assessment team will review the waiver as part of the reaccreditation assessment. The assessors will summarize the waiver, along with the directives/policies and evidence in the FLETA Assessment Report.

## **Withdrawal**

An applicant may withdraw the application for accreditation at any time during the process. The applicant is required to submit the withdrawal, signed by the AO, to the FLETA OA Executive Director. Upon receipt, the academy/program file will be archived. If the academy/program has accredited status, the accredited status will be removed, based upon the date the withdrawal was received, and the academy/program name will be removed from the FLETA.gov listing. The academy/program may reapply but must wait for a minimum of six months before an application will be accepted. The application will be considered an initial application, and the academy/program will follow OA guidance. The FLETA OA Executive Director has the authority to modify the timeframe.

# **PROGRAM STANDARDS**

## **Section 1 – Program Administration**

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

### **1.01 Ethics Training**

If the program is a basic or entry-level law enforcement program, the program includes specific job-related training in ethics and integrity.

Advisory: Potentially not applicable.

### **1.02 Shared Responsibility Agreements**

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

Advisory: Potentially not applicable.

### **1.03 Security Measures**

The applicant has implemented security measures.

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

### **1.04 eTraining Technical Assistance**

When conducting eTraining, technical assistance is available.

Advisory: Potentially not applicable.

### **1.05 Training Equipment Maintenance**

If the program has training equipment, it is maintained in accordance with organizational policy or industry standards.

Advisory: Potentially not applicable.

### **1.06 Suspension of Hazardous Training**

The applicant suspends or discontinues training activities that are in progress and become hazardous due to exigent circumstances.

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

### **1.07 Copyrighted Material**

When copyrighted materials are used, the applicant complies with relevant rules and laws.

Advisory: Potentially not applicable.

### **1.08 Program Recordkeeping**

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

- .01 - curriculum content (e.g., syllabi, lesson plans, training materials, etc.);
- .02 - a listing of all instructors and other instructional personnel indicating the actual block of instruction in which each presented or participated;
- .03 - inclusive dates the program is conducted and actual dates and times when each segment of training occurs;
- .04 - roster of participants; and
- .05 - practical evaluations and/or written examinations and keys.

Advisory: None.

### **1.09 Student Recordkeeping**

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

- .01 - if the training has prerequisites, documentation that verifies the student met all prerequisites for attending the training program;
- .02 - a complete record of the students' training evaluations (grades, scores, final results);
- .03 - documentation of any exceptions, waivers, or reasonable accommodations requested or granted to the student; and
- .04 - documentation that verifies the student successfully completes the training program.

Advisory: .01 is potentially not applicable.

## **1.10 Training Records Management**

The applicant follows procedures for training records (physical and/or electronic), regarding:

.01- security and

.02 - retention.

Advisory: The intent of the standard is to address the training organization's records management processes associated with security and retention of training program and student records.

## **1.11 Medical Clearance Process**

If physical activity is a required part of the curriculum, the applicant adheres to its policy for medical clearance.

Advisory: Potentially not applicable.

## **1.12 Student Misconduct Process**

The applicant adheres to its policy for student misconduct.

Advisory: Evidence may include documentation of notification, adjudication, and/or redress for allegations of student misconduct.

## Section 2 – Program Instructor Staff

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

### 2.01 Instructor Orientation

The applicant provides an orientation to instructors that includes:

- .01 - applicant's mission and/or vision;
- .02 - program goals and/or objectives;
- .03 - code of conduct;
- .04 - potential consequences of prohibited conduct;
- .05 - organizational structure; and
- .06 - safety rules/regulations and procedures.

Advisory: None.

### 2.02 New Instructors Monitored

The applicant monitors and provides guidance/feedback to new instructors.

Advisory: Evidence may include, but is not limited to, evaluations, instructor certification panel results, personal conferences, email conversations, mentor reports, or other documentation.

### 2.03 Basic Instructor Training

The applicant ensures and documents that instructors receive basic instructor training.

Advisory: None.

### 2.04 Instructor Development

The applicant ensures and documents development of its instructors through formal or informal training or operational participation.

Advisory: Evidence may include items such as, reviewing operational reports, journal article reviews, TDY assignments to the field, town halls, recertification, reading articles on advanced instructional competencies, development in mentoring and coaching, training on instructional systems design, etc. Evidence should show acquired skills beyond the applicant's initial or minimum instructor requirements.

## **2.05 Instructor Quality Checks**

Supervisors (or designees) conduct and document quality checks on instructors.

Advisory: The intent of this standard is to ensure quality controls for instructors primarily assigned to deliver one or more training programs.

## **2.06 Guest Presenter Quality Assurance**

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

Advisory: Potentially not applicable. The intent of this standard is to ensure training quality is maintained when inviting persons to deliver materials who are not designated as instructors; who are speaking on an infrequent basis; or where the training organization cannot control/direct the training or development of the individual.

## **2.07 Other Than Full-Time Instructor Quality Assurance**

When a program has other than full-time instructors, the applicant ensures training quality is maintained.

Advisory: Potentially not applicable. The intent of this standard is to address instructors who are part-time, adjunct, detailed, coaches, counselors, mentors, field advisors, etc.



## Section 3 – Program Training Development

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

### 3.01 Curriculum Archive

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

Advisory: None.

### 3.02 Written Examination Approval and Security

When using written examination(s), the applicant:

.01 - approves and

.02 - secures the examination(s).

Advisory: Potentially not applicable. The intent of the standard is to minimize potential compromise.

### 3.03 Practical Evaluation Approval and Security

When using practical evaluation(s), the applicant:

.01 - approves and

.02 - secures the evaluation(s).

Advisory: Potentially not applicable. The intent of the standard is to minimize potential compromise.

### 3.04 Task Validation

The applicant defines and validates tasks (job requirements).

Advisory: The applicant may use subject matter experts, and/or the review of policies, legislation, procedures and manuals, operational reports, etc., to determine: the tasks to be trained, the organization/grouping of job-related tasks, and the special conditions under which tasks will be performed.

### 3.05 Objective Development

Objectives are derived from job tasks (job requirements).

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

### **3.06 Students Evaluated on Objectives**

Students are evaluated on each objective. All evaluation criteria are referenced to one or more objectives.

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

### **3.07 Program Resources**

Program documents identify instructional strategies, methodologies, and/or resources to estimate program costs.

Advisory: Pre-existing programs may use historical program expenditures to estimate costs.

### **3.08 Risk Assessment and Safety Protocols**

When the training program is inherently dangerous and/or creates potential safety risks, the applicant conducts risk assessments and implements procedures to mitigate identified hazards.

Advisory: Potentially not applicable. The intent of this standard is to show how the risk assessment is applied to the training.

### **3.09 Training Materials**

Training materials describe activities to ensure consistent delivery of instruction.

Advisory: Items may include, but are not limited to, lesson plans, instructor guides, program(s) of instruction, presentations with instructor notes, etc.

### **3.10 Review and Approval of Training Materials**

Training materials are reviewed and approved prior to their use.

Advisory: Items may include, but are not limited to, lesson plans, instructor guides, program(s) of instruction, presentations with instructor notes, etc.

### **3.11 Pilot Completed**

The program is piloted with documented results.

Advisory: The pilot requirement addresses new or revised programs. Ongoing maintenance to training materials may not require a pilot.

### **3.12 Written Examination and/or Practical Evaluation Criteria**

The applicant establishes the standard(s) of competence:

.01 - When using written examination(s)

.02 - When using practical evaluation(s)

Advisory: .01 or .02 is potentially not applicable. As an example, training programs may reference other programs/organizations, consider attrition/failure rates, use informed judgment, comparative/contrast groups, conjectural methods, or rely on subject matter experts or other methods when determining the standard set by the training organization. Training programs may use numerical cut scores, pass/fail, go/no go, sat/unsat, or other methods for documenting participant completion of written exams, laboratory/practical exercises, performance activities, or other tools used to evaluate the standard set by the training organization.

### **3.13 Equivalent Written Examinations**

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

Advisory: Potentially not applicable. An objective-to-test item matrix may be used.

### **3.14 Equivalent Practical Evaluations**

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

Advisory: Potentially not applicable. An objective-to-test item matrix may be used.

### **3.15 Student Reaction Review – Level 1**

The applicant reviews student reactions (Level 1 of the Kirkpatrick model or an equivalent), identifying opportunities to improve the program, instruction, and support/administrative elements of the training received.

Advisory: None.

### **3.16 Written Examination and/or Practical Evaluation Review - Level 2**

The applicant reviews the examination and/or evaluation results (Level 2 of the Kirkpatrick model or an equivalent) to determine gaps in instruction, training materials, or the examination and/or evaluation tool(s):

.01 - When using written examination(s)

.02 - When using practical evaluation(s)

Advisory: .01 or .02 is potentially not applicable.

### **3.17 Program Effectiveness Review - Level 3**

The applicant reviews feedback (Level 3 of the Kirkpatrick model or an equivalent) from graduates and others who often observe the graduates' performance, such as their immediate supervisors, subordinates, and/or peers to identify opportunities to improve the program.

Advisory: None.

### **3.18 Curriculum Review Process**

The applicant conducts a curriculum review process of the training program within a five-year period, which includes the review of Levels 1, 2, and 3 evaluations of the Kirkpatrick model or an equivalent.

Advisory: None.

## Section 4 – Program Training Delivery

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

### 4.01 Training Materials Are Followed

Training materials are followed for instruction conducted in the program.

Advisory: None.

### 4.02 Training Delivery Space, Equipment, Resources, and/or Student Materials

The applicant provides training space, equipment, resources, and/or student materials identified to support the program:

.01 - When delivering in-person training

.02 - When delivering eTraining

Advisory: .01 or .02 is potentially not applicable. Evidence may include, but is not limited to, facilities, equipment, or hardware/software.

### 4.03 Student Orientation

The applicant provides an orientation to students that includes:

.01 - program goals and/or objectives;

.02 - training schedules;

.03 - practical evaluation and/or written examination requirements;

.04 - when training is conducted in person, students receive information on safety rules and emergency procedures;

.05 - code of conduct rules; and

.06 - disciplinary procedures.

Advisory: .04 is potentially not applicable.

### 4.04 Remedial Training and Reevaluation

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

Advisory: This standard does not apply to prerequisite requirements.

#### **4.05 Role Player Preparation**

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

Advisory: Potentially not applicable. Role players may include students, instructors, or staff.

#### **4.06 Student Identification Protocol**

When eTraining includes unproctored examinations, protocols are in place to verify student identity.

Advisory: Potentially not applicable.

# **ACADEMY STANDARDS**

## **Section 1 - Academy Administration**

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

### **A1.01 Vision, Mission, Goals**

The academy establishes vision, mission, goals, and/or objectives.

Advisory: The intent of this standard is for the academy to have a defined purpose.

### **A1.02 Directives Procedures**

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

Advisory: The intent of this standard is to ensure the academy has a process that supports the development, approval, and distribution of documents that govern academy operations.

### **A1.03 Organizational Structure**

The academy establishes and documents an organizational structure.

Advisory: None.

### **A1.04 Definition of Responsibilities**

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

Advisory: Position descriptions or similar documents exist.

### **A1.05 Training Needs Determined**

The academy determines the training needs of its customer base.

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

### **A1.06 Shared Responsibility Agreements**

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

Advisory: Potentially not applicable.

### **A1.07 eTraining Technical Assistance**

When conducting eTraining, technical assistance is available.

Advisory: Potentially not applicable.

### **A1.08 Facility Security**

The academy implements facility security measures.

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

### **A1.09 Environmental/Occupational Safety**

The academy adheres to environmental, fire, and occupational safety guidelines.

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

### **A1.10 COOP**

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

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

### **A1.11 Training Equipment Maintenance**

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

Advisory: None.

### **A1.12 Suspension of Hazardous Training**

The academy suspends or discontinues training activities that are in progress and become hazardous due to exigent circumstances.

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

### **A1.13 Copyrighted Material**

When copyrighted materials are used, the academy complies with relevant rules and laws.

Advisory: Potentially not applicable.



#### **A1.14 Program Recordkeeping**

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

- .01 - curriculum content (e.g., syllabi, lesson plans, training materials, etc.);
- .02 - a listing of all instructors and other instructional personnel indicating the actual block of instruction in which each presented or participated;
- .03 - inclusive dates the program is conducted and actual dates and times when each segment of training occurs;
- .04 - roster of participants; and
- .05 - practical evaluations and/or written examinations and keys.

Advisory: None.

#### **A1.15 Student Recordkeeping**

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

- .01- if the training has prerequisites, documentation that verifies the student met all prerequisites for attending the training program;
- .02 - a complete record of the students' training evaluations (grades, scores, final results);
- .03 - documentation of any exceptions, waivers, or reasonable accommodations requested or granted to the student; and
- .04 - documentation that verifies the student successfully completes the training program.

Advisory: .01 is potentially not applicable.

#### **A1.16 Training Records Management**

The academy follows procedures for training records (physical and/or electronic), regarding:

- .01- security and
- .02 - retention.

Advisory: The intent of the standard is to address the training organization's records management processes associated with security and retention of training program and student records.

### **A1.17 Medical Clearance Process**

If physical activity is a required part of the curriculum, the academy adheres to its medical clearance process.

Advisory: Potentially not applicable.

### **A1.18 Student Misconduct Process**

The academy adheres to its policy for student misconduct.

Advisory: Evidence may include documentation of notification, adjudication, and/or redress for allegations of student misconduct.

## Section 2 - Academy Instructor Staff

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

### A2.01 Instructor Orientation

The academy provides an orientation to instructors that includes:

- .01 - applicant's mission and/or vision;
- .02 - program goals and/or objectives;
- .03 - code of conduct;
- .04 - potential consequences of prohibited conduct;
- .05 - organizational structure; and
- .06 - safety rules/regulations and procedures.

Advisory: None.

### A2.02 New Instructors Monitored

The academy monitors and provides guidance/feedback to new instructors.

Advisory: Evidence may include, but is not limited to, evaluations, instructor certification panel results, personal conferences, email conversations, mentor reports, or other documentation.

### A2.03 Basic Instructor Training

The academy ensures and documents that instructors receive basic instructor training.

Advisory: None.

### A2.04 Instructor Development

The academy ensures and documents development of its instructors through formal or informal training or operational participation.

Advisory: Evidence may include items such as, reviewing operational reports, journal article reviews, TDY assignments to the field, town halls, recertification, reading articles on advanced instructional competencies, development in mentoring and coaching, training on instructional systems design, etc. Evidence should show acquired skills beyond the applicant's initial or minimum instructor requirements.

## **A2.05 Instructor Quality Checks**

Supervisors (or designees) conduct and document quality checks on instructors.

Advisory: The intent of this standard is to ensure quality controls for instructors primarily assigned to deliver one or more training programs.

## **A2.06 Other than Full-Time Instructor Quality Assurance**

When an academy has other than full-time instructors, the applicant ensures that training quality is maintained.

Advisory: Potentially not applicable. The intent of this standard is to address instructors who are part-time, adjunct, detailed, coaches, counselors, mentors, field advisors, etc.

## Section 3 - Academy Training Development

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

### **A3.01 Uses Systematic Approach**

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

Advisory: None.

### **A3.02 Curriculum Archive**

The academy uses an archiving system to store and retrieve program curriculum development/revision documents.

Advisory: None.

### **A3.03 Written Examination Approval and Security**

When using written examination(s), the academy:

.01 - approves and

.02 - secures the examination(s).

Advisory: Potentially not applicable. The intent of the standard is to minimize potential compromise.

### **A3.04 Practical Evaluation Approval and Security**

When using practical evaluation(s), the academy:

.01 - approves and

.02 - secures the evaluation(s).

Advisory: Potentially not applicable. The intent of the standard is to minimize potential compromise.

### **A3.05 Students Evaluated on Objectives**

Students are evaluated on each objective. All evaluation criteria are referenced to one or more objectives.

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

### **A3.06 Risk Assessment and Safety Protocols**

When training is inherently dangerous and/or creates potential safety risks, the academy conducts risk assessments and implements procedures to mitigate identified hazards.

Advisory: Potentially not applicable. The intent of this standard is to show how the risk assessment is applied to the training.

### **A3.07 Training Materials**

Training materials describe activities to ensure consistent delivery of instruction.

Advisory: Items may include, but are not limited to, lesson plans, instructor guides, program(s) of instruction, presentations with instructor notes, etc.

### **A3.08 Review and Approval of Training Materials**

Training materials are reviewed and approved prior to their use.

Advisory: Items may include, but are not limited to, lesson plans, instructor guides, program(s) of instruction, presentations with instructor notes, etc.

### **A3.09 Pilot Completed**

Programs are piloted with documented results.

Advisory: The pilot requirement addresses new or revised programs. Ongoing maintenance to training materials may not require a pilot.

### **A3.10 Written Examination and/or Practical Evaluation Criteria**

The academy establishes the standard(s) of competence:

.01 - When using written examination(s)

.02 - When using practical evaluation(s)

Advisory: .01 or .02 is potentially not applicable. As an example, academies may reference other programs/organizations, consider attrition/failure rates, use informed judgment, comparative/contrast groups, conjectural methods, or rely on subject matter experts or other methods when determining the standard set by the training organization. Training programs may use numerical cut scores, pass/fail, go/no go, sat/unsat, or other methods for documenting participant completion of written exams, laboratory/practical exercises, performance activities, or other tools used to evaluate the standard set by the training organization.

### **A3.11 Equivalent Written Examinations**

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

Advisory: Potentially not applicable. An objective-to-test item matrix may be used.

### **A3.12 Equivalent Practical Evaluations**

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

Advisory: Potentially not applicable. An objective-to-test item matrix may be used.

### **A3.13 Curriculum Review Process**

The academy conducts a curriculum review process of training programs within a five-year period, which includes the review of Levels 1, 2, and 3 evaluations of the Kirkpatrick model or an equivalent.

Advisory: None.

## Section 4 – Academy Training Delivery

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

### A4.01 Training Delivery Space, Equipment, Resources, and/or Student Materials

The academy provides training space, equipment, resources, and/or student materials identified to support the program:

- .01 - When delivering in-person training
- .02 - When delivering eTraining

Advisory: .01 or .02 is potentially not applicable. Evidence may include, but is not limited to, facilities, equipment, or hardware/software.

### A4.02 Student Orientation

The academy provides an orientation to students that includes:

- .01 - program goals and/or objectives;
- .02 - training schedules;
- .03 - practical evaluation and/or written examination requirements;
- .04 - when training is conducted in person, students receive information on safety rules and emergency procedures;
- .05 - code of conduct rules; and
- .06 - disciplinary procedures.

Advisory: .04 is potentially not applicable.

### A4.03 Remedial Training and Reevaluation

The academy adheres to its policy for student remediation and reevaluation.

Advisory: This standard does not apply to prerequisite requirements.



#### **A4.04 Role Player Preparation**

If professional role players are used, the academy has a process for acquiring, preparing, and evaluating them.

Advisory: Potentially not applicable.

#### **A4.05 Student Identification Protocol**

When eTraining includes unproctored examinations, protocols are in place to verify student identity.

Advisory: Potentially not applicable.

## **GLOSSARY**

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

**ACADEMY ACCREDITATION** – Organizational-level recognition that all training programs that an academy manages are administered, developed, and delivered according to the FLETA standards. To be eligible for academy accreditation, a training organization must achieve accreditation for all law enforcement service basic training programs (as defined in the glossary) and either use a FLETA-accredited basic instructor training program or achieve accreditation for its basic instructor training program. A training organization without basic training programs must achieve accreditation for its primary program(s) and either use a FLETA-accredited basic instructor training program or achieve accreditation for its basic instructor training program. Attainment of academy accreditation does not confer accreditation to all programs under the academy.

**ACCREDITATION** – Recognition bestowed by the FLETA Board that an academy/program is compliant with the FLETA standards.

**ACCREDITATION MANAGER (AM)** – The individual(s) assigned by the training organization to manage accreditation activities for one or more academies/programs. The AM is the person(s) responsible for all aspects of the TO's accreditation activities and materials. The AM serves as the primary point(s) of contact for the OA Program Manager.

**ADVISORY** – Information that provides additional guidance to a FLETA standard.

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

**AND/OR** – A function word to indicate that two words or items are to be taken together or individually. Academies/programs that perform both expressions are expected to use the function word “and,” while academies/programs that perform only one of the items would use the function word “or.”

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

**APPLICANT** – A training organization seeking accreditation for an academy/program.

**ASSESSOR** – An individual who has successfully completed the assessor qualification process, which includes the FLETA OA's *Assessor Training Program*, OJT, and other requirements established by the OA Executive Director. Only federal employees may serve on FLETA assessments.

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

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

**BASIC TRAINING PROGRAM** – An entry-level program that is transitional to law enforcement service and provides training on critical competencies and responsibilities or has a nexus to law enforcement service. Successful completion of a basic training program is generally a requirement for appointment to a job or job series in a law enforcement service job, or one with a law enforcement support mission.

**BOARD REVIEW COMMITTEE (BRC)** – Members of the FLETA Board designated to review academies and programs for FLETA accreditation. The BRC reviews the FLETA Assessment Report, asks questions of the applicant and FLETA assessment TL, and provides accreditation recommendations to the FLETA Board.

**CONTINUITY OF OPERATIONS PLAN (COOP)** – A plan developed by an applicant to continue/resume operations during a period of business interruption due to unforeseen circumstances, such as power outages, natural disasters, or terrorist attacks. The plan must address the process for the safety of training organization students, training staff, and resources. The plan may be referred to by different names, such as Disaster Recovery Plan or Business Resumption Plan.

**CORRECTIVE ACTION PLAN (CAP)** – A plan developed by the applicant to correct deficiencies identified during the self-assessment, FLETA assessment, Annual Report, if granted Provisional Accreditation by the FLETA Board, or possibly submitted any time by the TO during reaccreditation.

**COURSE** – See Training Program.

**CURRICULUM REVIEW PROCESS** – A thorough and systematic evaluation of the program, which includes the review of Levels 1, 2, and 3 evaluations of the Kirkpatrick model or an equivalent. The process may include, but is not limited to, the review of all curriculum material as it relates to job requirements, learning objectives, program and course content, instructional methodology and technology, and sequencing of objectives. The frequency at which the comprehensive program review occurs is driven by the content and scope of the training program, but at a minimum, occurs within a five-year period.

**DIRECTIVE/POLICY** – Any administrative document that is written and published with vested authority to control or direct processes and personnel within the organization. Directives/Policies are governing documents above the training materials (See Training Materials).

**eTRAINING** – Training sessions delivered, in whole or in part (blended), with technology and accessed through a network (intranet or internet) or experienced via portable media, for a specific audience on a recurring basis. eTraining:

- may be supported synchronously or asynchronously by an instructor/facilitator who is not in the same location as the student(s);
- is tested online or in-person, and the results of the evaluated material are a requirement for successful completion of the program;
- has an expectation that learning will occur and/or performance will improve, or that a prescribed level of proficiency will be achieved, as evidenced by an appropriate evaluation tool; but
- does not apply to electronic materials, systems, or technologies used only to support and/or enhance in-person delivery.

**eTRAINING: COMPUTER-BASED TRAINING (CBT)** – A self-paced mode of training accessed via computer, CD ROM, or DVD, which may not be dependent upon a network for delivery. This training is typically self-paced and may not require an instructor/facilitator.

**eTRAINING: DELIVERY ASYNCHRONOUS** – Interaction that does not take place at a designated time. An example includes, but is not limited to, self-paced online training supported by an instructor/facilitator.

**eTRAINING: DELIVERY SYNCHRONOUS** – A real-time, instructor/facilitator-led eTraining event, in which the instructor/facilitator maintains control of the class, and students are able to interact. Examples of content delivery include using audio or videoconferencing, web-based platforms, or two-way live broadcasts of lectures to students in a classroom.

**eTRAINING: INSTRUCTOR/FACILITATOR** – An individual assigned to support the delivery of eTraining.

**eTRAINING: WEB-BASED TRAINING (WBT)** – A self-paced mode of training accessed through a network (intranet or internet).

**EVALUATION** – A systematic process conducted to observe and judge how well individuals, procedures, or programs have met the objectives or goal of the training program. Evaluation is used for many purposes including, but not limited to, verifying the attainment of a standard of competence; analyzing the various aspects of the program, instruction, and support/administrative elements of the training; and validating or identifying the effectiveness of the program based on job performance and/or field expectation.

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

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

**FLETA ASSESSMENT** – The process of reviewing an applicant's proofs of compliance with the FLETA standards. The FLETA OA directs the FLETA assessment and uses a team of qualified individuals to formally assess an academy/program in preparation for review by the BRC.

**INDIVIDUAL STANDARD COMPLIANCE REPORT (ISCR)** – A FLETA form completed by the applicant, which serves as the table of contents for each standard, listing the proofs of compliance and other academy/program information, and organizes the materials being presented.

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

**INSTRUCTOR** – Individuals who deliver training on behalf of the TO. Instructors may be full-time or TO staff primarily assigned, as defined by the organization, to instruct in the program(s).

**INSTRUCTOR: OTHER THAN FULL-TIME** – Instructors who are not assigned to the TO but who instruct in the program.

**INSTRUCTIONAL SYSTEMS DESIGN (ISD)** – See Systematic Approach to Training.

**JOB TASK ANALYSIS (JTA)** – The process of determining the duties and activities of a particular job. The JTA may be used in defining job requirements, selection processes, job training, and in establishing the content validity of training and testing.

**LESSON PLAN** – See Training Materials.

**LEVEL 1 (Kirkpatrick’s Model)** – Measures the degree that the participant reacts to training. Student feedback or critique forms are one method used to collect Level 1 data.

**LEVEL 2 (Kirkpatrick’s Model)** – Measures the degree that participants acquire the intended knowledge, skills, and abilities based upon their participation in the training. Written examinations and practical evaluations are examples of tools used to collect Level 2 data.

**LEVEL 3 (Kirkpatrick’s Model)** – Measures the degree that participants apply what they learned when they are back on the job. There are several ways to collect Level 3 feedback including analyzing operational data, conducting trend analysis, conducting surveys and/or interviews with students and their supervisors or other personnel who directly observe the graduates’ performance, etc.

**MEMO TO FILE** – A memorandum, signed by the AO, or designee, developed and included as evidence in the file(s) for the sole purpose of explaining when the academy/program had no opportunity to employ a particular directive/policy as it related to the standard for a specific year(s). Memos to file cannot replace actual evidence in the file(s).

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

**NON-COMPLIANCE** – A determination made by the FLETA Board in which the process or actions associated with the standard does not meet the requirements (i.e., the system or process is absent or does not meet the requirements) or that the academy/program is not following its directive(s)/policy(ies).

**NOT APPLICABLE (N/A)** – A designation identified by the applicant/academy, acknowledged by the OA Executive Director, and validated by the FLETA assessment team through an interview and/or observation that a specific standard does not apply to an academy/program based upon the nature of operations. The words “If” or “When” identify standards that could be considered N/A.

**OBJECTIVES** – Descriptions of expectations that learners must be able to exhibit before they are considered competent. Objectives outline:

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

**PHYSICAL ACTIVITY** – Any bodily movement that utilizes energy to complete the training task/exercise beyond typical movement or activity. Examples may include, but are not limited to physical training/exercise, stress-induced training, extended-duration tasks, lifting/carrying, aquatic activities, etc.

**PILOT** – The initial offering(s) of any training program or block(s) within the program to gather data on the effectiveness of instruction, results of student performance, and time to complete the training.

**PRACTICAL EVALUATION** – A training mechanism in which students are evaluated on one or more objective(s) using a scenario or role-play, report writing, in-basket, hands-on, presentation, laboratory, or other exercise(s)/activity(ies).

**PREREQUISITE** – An established requirement set and managed by the academy/program that the students must meet to be accepted/admitted into a training program.

**PROFESSIONAL ROLE-PLAYER** – See Role-Player.

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

**PROGRAM MANAGER (PM)** – The individuals within the FLETA OA responsible for consulting with and assisting assigned applicants with the FLETA accreditation process.

**PROOFS OF COMPLIANCE** – Evidence of adherence to a standard through directive/policy and supporting evidence, which may be supported by interviews and/or observations.

**PROVISIONAL ACCREDITATION** – Status granted by the FLETA Board when an applicant requires additional time, not to exceed the date of the next scheduled FLETA Board meeting, to successfully complete an approved CAP to be compliant with all applicable FLETA standards.

**REACCREDITATION** – A fresh look at an academy/program to ensure that it continued to meet the FLETA standards. The assessment for reaccreditation is conducted essentially the same as an initial assessment, e.g., files addressing each standard must contain the written directive/policy and supporting evidence to demonstrate that the TO is adhering to its policy, but the files must include all directives/policies in effect during the reaccreditation cycle and evidence for each year of the reaccreditation cycle.

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

**ROLE-PLAYER** – A participant who acts out a role for the purpose of supporting the student who is practicing a skill or set of skills, or to simulate a real-world situation. Role-players follow written or verbal instructions to ensure that the objective(s) of the exercise or scenario are maintained in support of the learning/improvement/development of skills or competencies. Role-players may include, but are not limited to, students, staff, instructors, and/or individuals contracted for the sole purposes of role-playing during training activities.

**SELF-ASSESSMENT** – A step in the accreditation process initiated and directed by the applicant in which a team of assessors, selected by the applicant, reviews the academy/program in preparation for the FLETA assessment.

**SELF-ASSESSMENT MEMORANDUM (SAM)** – A written certification that a self-assessment was completed, and that the applicant believes its academy/program for which accreditation is being sought meets the FLETA standards. The SAM must be provided to the FLETA OA 60 days before the FLETA assessment begins.

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

**STANDARD** – A single or multiple requirements that must be met by the applicant.

**STUDENTS** – A general term used for individuals who attend/participate in training programs. Organizations may refer to attendees as: learners, students, trainees, attendees, participants, etc.

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

**SYSTEMATIC APPROACH TO TRAINING (SAT)** – A systematic method for establishing and maintaining training programs to ensure that essential knowledge and skills are identified, taught, and evaluated for successful job performance. Examples include Analysis, Design, Development, Implementation, and Evaluation (ADDIE), Dick and Carey Systems Approach, Kemp Design Model, Gagne's Nine Events of Instruction, Successive Approximation Model (SAM), etc.

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

**TRAINING MATERIALS** – Lesson plans, instructor guides, programs of instruction, presentations with instructor notes, or other similar documents that outline instruction to be followed.

**TRAINING ORGANIZATION** – A federal entity or group that is responsible for funding, managing, developing, and/or delivering training on behalf of a federal branch, department, agency, office, council, independent establishment, and/or government corporation. To be eligible for FLETA accreditation, the training organization must be a federal entity, and the training must be funded through federal appropriations to support a federal law enforcement mission.

**TRAINING PROGRAM** – Blocks, courses, groups of training sessions, or learning activities conducted for specific audiences on a recurring basis, with the expectation that learning will occur and/or performance will improve, or that a prescribed level of proficiency will be achieved, as evidenced by an appropriate evaluation tool (i.e. training program must include Levels 1, 2, and 3 or an equivalent). Training programs may be in-person, eTraining, or blended.

**UNPROCTORED** – Evaluations that are not directly monitored during delivery.

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

**WITHDRAWAL** – A request, signed by the AO, used to cancel a current application for academy/program accreditation.

**WRITTEN EXAMINATION** – An evaluation mechanism in which students are evaluated on one or more objective(s) using a written tool such as, but not limited to, multiple-choice, true/false, fill-in the blank, essay, in-basket, or other activity.



**End of FLETA Procedures and Standards 2025 Edition**