

2023 Firearms Curriculum Rewrite Summary

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INTRODUCTION

Realizing the need for revisions to the existing basic recruit firearms course and qualification for active officers, the Criminal Justice Standards and Training Commission (CJSTC) formed a group of 21 firearms subject matter experts (SMEs) who represented agencies of all sizes and types throughout the state of Florida. Over a three-year period, these SMEs worked hard to develop training that reflected the needs of officers in the field while also acknowledging the needs of retirees. Their top priority was to create training that helps keep current and future officers safe in the face of increasing threats to public and officer safety.

The new curriculum is based on officer ambush data and the growing threat of active shooter incidents across the nation, and this information is used to prepare officers to survive deadly force encounters. The training requires officers to step off the “X” when engaged in a deadly threat to make themselves a harder target. The training also requires officers to demonstrate primary and support hand shooting in the event an arm or a hand is taken out of action.

Some instructors and retirees raised concerns regarding the new curriculum after its release. Commission staff and the SMEs carefully examined each concern, and they addressed the most critical ones by issuing curriculum alerts 2023-01 and 2023-04. Most concerns coming from instructors and retirees appeared to be rooted in:

- differing views on handgun fundamentals
- dissatisfaction with instruction when taking the update course
- reluctance or discomfort to learn something new
- unfamiliarity with the process used to develop the new curriculum and concerns that it has not been vetted
- fear of failing or having failed the update course
- misinformation

To help provide more context for the course, at the August 2023 CJSTC meeting, the high liability committee requested that Commission staff compose a brief summary of the decisions made by the SME workgroup. In support of transparency, Commission staff chose to draft a more thorough summary that recounts not only the steps the workgroup took to reach each decision, but the data that influenced those decisions and how they evolved throughout the three-year project.

Important note regarding the new curriculum and the HR 218 program

All certified officers attempting to requalify with the handgun to maintain their certification, including retirees seeking to earn their concealed carry permit through the HR 218 program, must pass the new 38-round handgun daylight qualification on or after July 1, 2024. We recognize that some retirees who had previously qualified on the 40-round daylight qualification may struggle with the new 38-round course because of the requirements to take one step laterally or shoot with one hand.

The workgroup wanted to create a separate qualification course for retirees. However, for the qualification to meet the requirements of the federal Law Enforcement Officers Safety Act (LEOSA), HR 218, the qualification must be the same as that for active officers in the state. Therefore, federal law prohibits us from having separate qualification courses for active law enforcement and retirees.

PHASE I: ASSEMBLING THE SUBJECT MATTER EXPERT TEAM

JANUARY 2020

With the assistance of the Training Center Directors Association (TCDA), Florida's state law enforcement agencies, the Florida Sheriffs Association (FSA), and the Florida Police Chiefs Association (FPCA), Commission staff formed a group of 21 SMEs in January 2020 to help revise the over 20-year-old basic recruit training (BRT) firearms course, instructor course, and in-service qualification.

These SMEs represented the following criminal justice disciplines:

- Sheriff's Office: 7
- Municipal Police: 7
- State Police (FDLE, FHP, FWC): 6
- Florida Department of Corrections (FDC): 1

Of the seven sheriff's office SMEs, three were academy instructors, two were on patrol, one was a training center director, and one was an undersheriff.

Of the 13 state and municipal police officer SMEs, three were academy instructors, four were on patrol, two were field service representatives, two were inspectors, one was a training center director, and one was a deputy police chief.

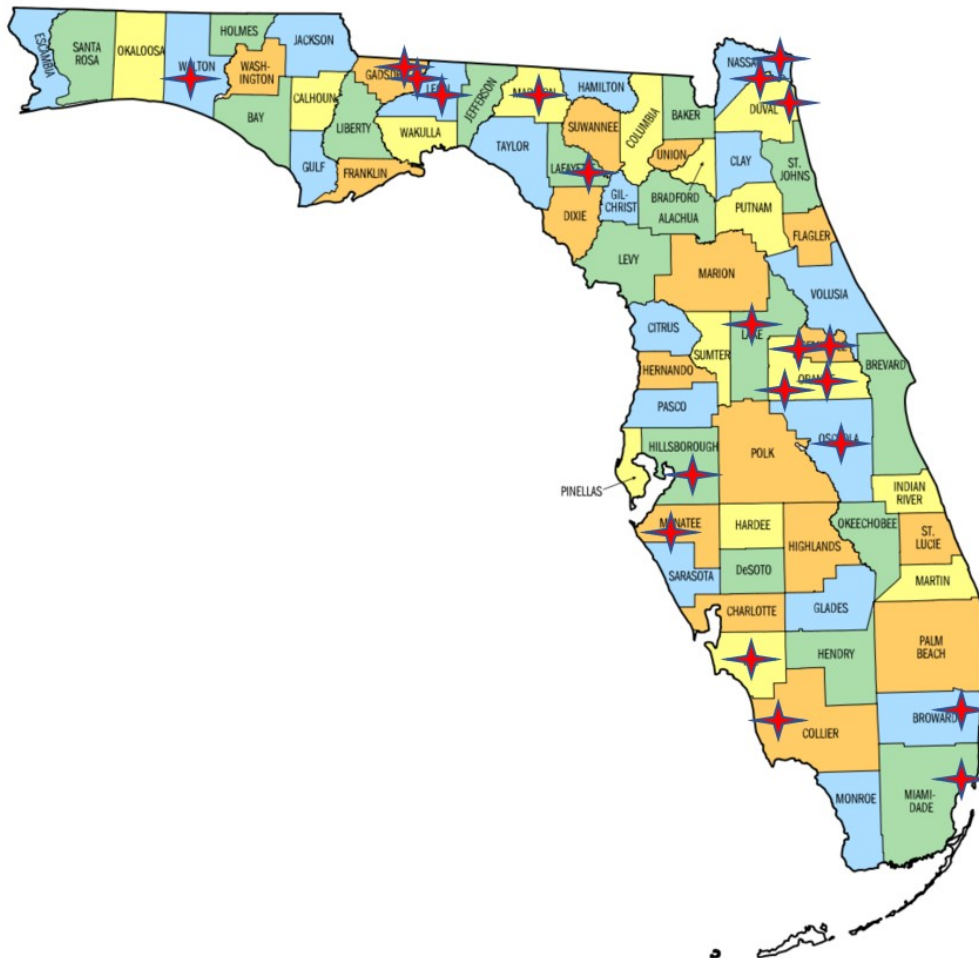
Lastly, the SME who represented FDC was a regional training manager.

These SMEs represented the following agencies and training centers:

- Madison County Sheriff's Office
- Nassau County Sheriff's Office
- Collier County Sheriff's Office
- Orange County Sheriff's Office
- Seminole County Sheriff's Office
- Manatee County Sheriff's Office Training Center
- Hillsborough Community College Criminal Justice Institute
- Florida Department of Law Enforcement, Tallahassee Headquarters
- Florida Department of Law Enforcement, Jacksonville Region
- Florida Department of Law Enforcement, Fort Myers Region
- Florida Department of Law Enforcement, Orlando Regional Operations Center
- Fort Walton Police Department

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- Eustis Police Department
- Orange Park Police Department
- Casselberry Police Department
- Aventura Police Department
- Criminal Justice Academy of Osceola
- Broward College Institute for Public Safety
- Florida Fish and Wildlife Conservation Law Enforcement Training Center, Havana
- Florida Highway Patrol Training Academy, Havana
- Mayo Correctional Institution



PHASE II: RESEARCH AND DATA COLLECTION

FEBRUARY—SEPTEMBER 2020

FDLE course developers researched and analyzed Florida officer shootouts and line of duty deaths between 2007–2019 to identify the following information during the time of the officers' death:

- type of call or encounter
- weapons used by the subject
- the officer's fatal wound location
- the distance between the subject and the officer

Additionally, course developers compared Florida's existing BRT 48-round daylight course of fire to 12 other states to examine their:

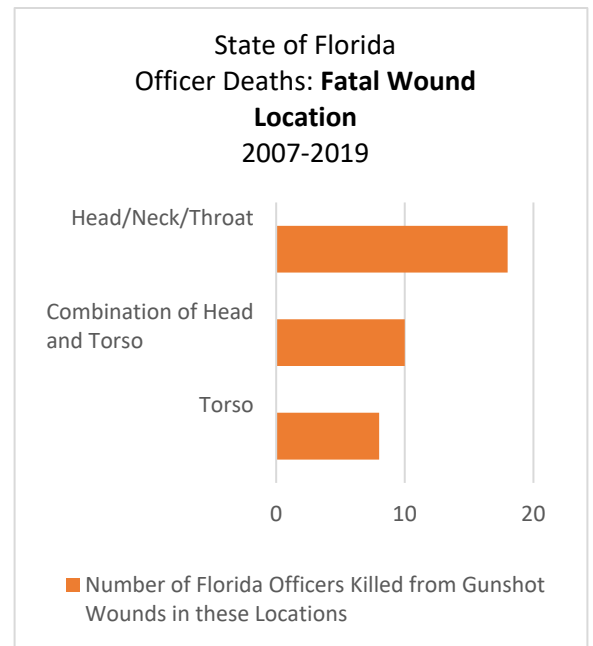
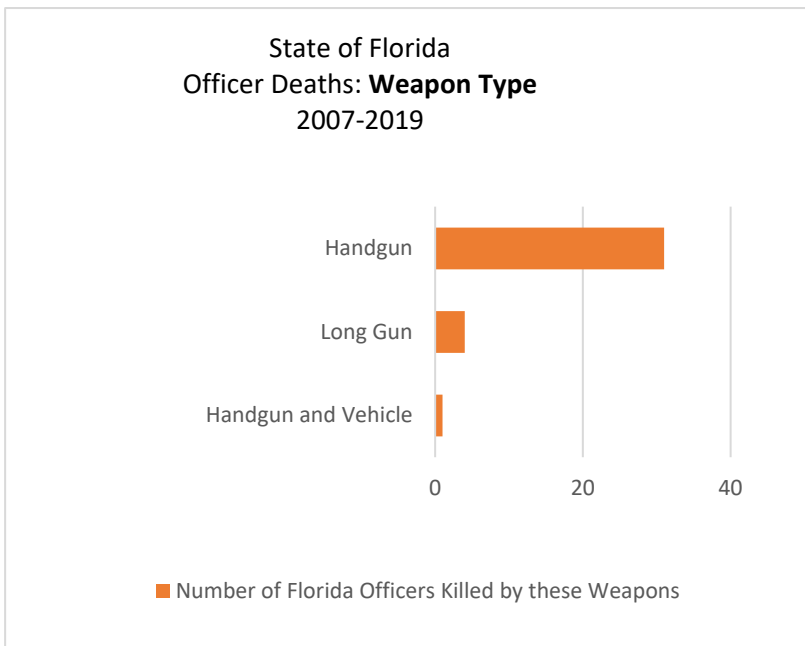
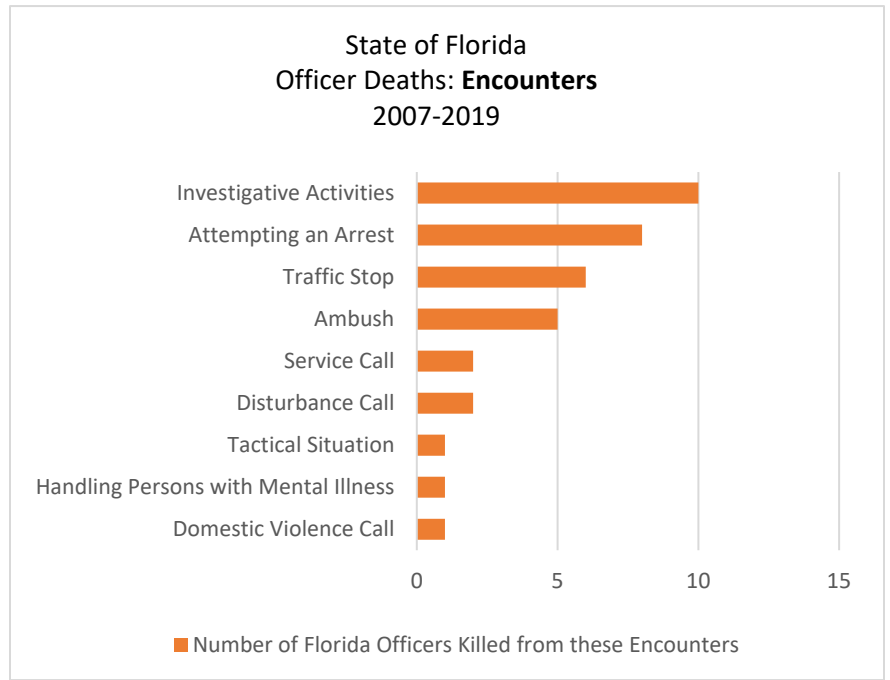
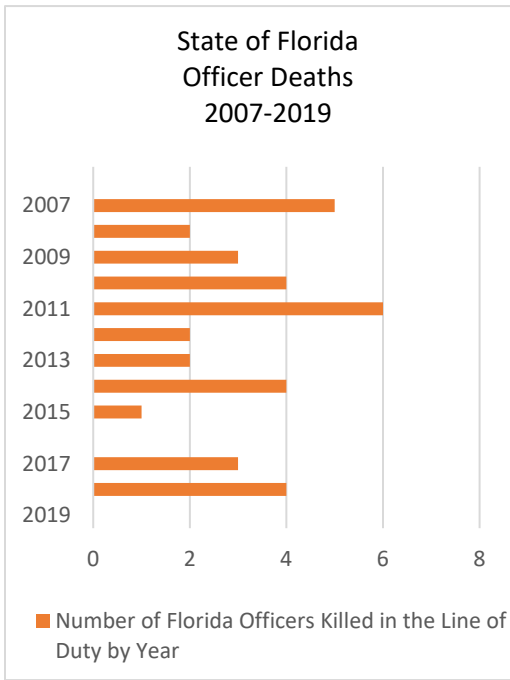
- drills/stages of fire
- shooting distances
- round count
- target types
- number of targets used during qualification

FDLE course developers compiled a report on the data to serve as the foundation for the firearms rewrite project. Data in the report came from credible law enforcement studies and websites to include The FBI Uniform Crime Reporting (UCR) website, National Library of Medicine Studies on assaults against U.S. law enforcement officers in the line-of-duty, the Florida Department of Law Enforcement website, the Washington Post's 2020 report on police shootings, public records requests, and various criminal justice officer training center websites from around the country.

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Florida Officer Assaults and Line of Duty Deaths from 2007-2019

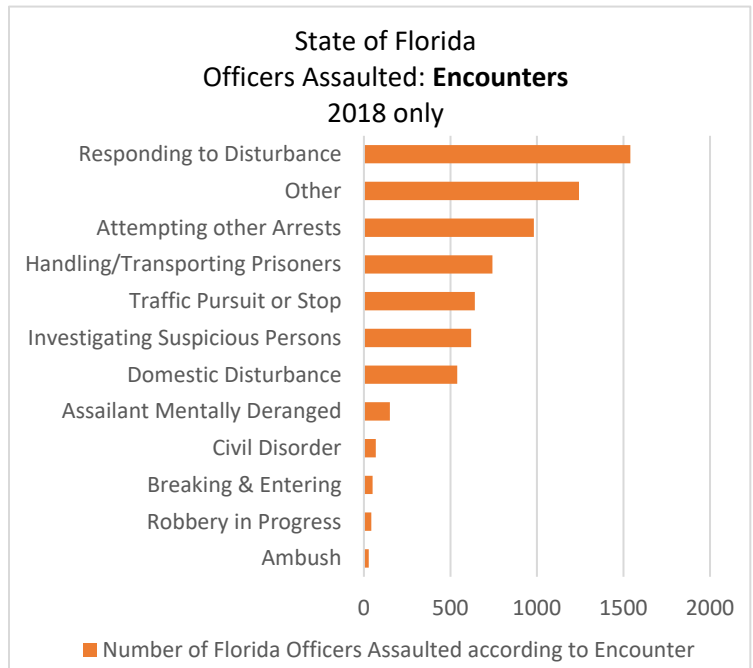
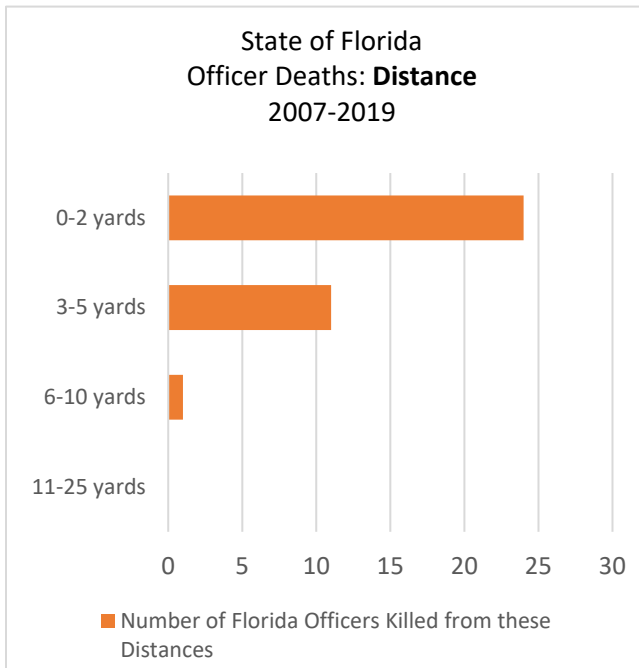
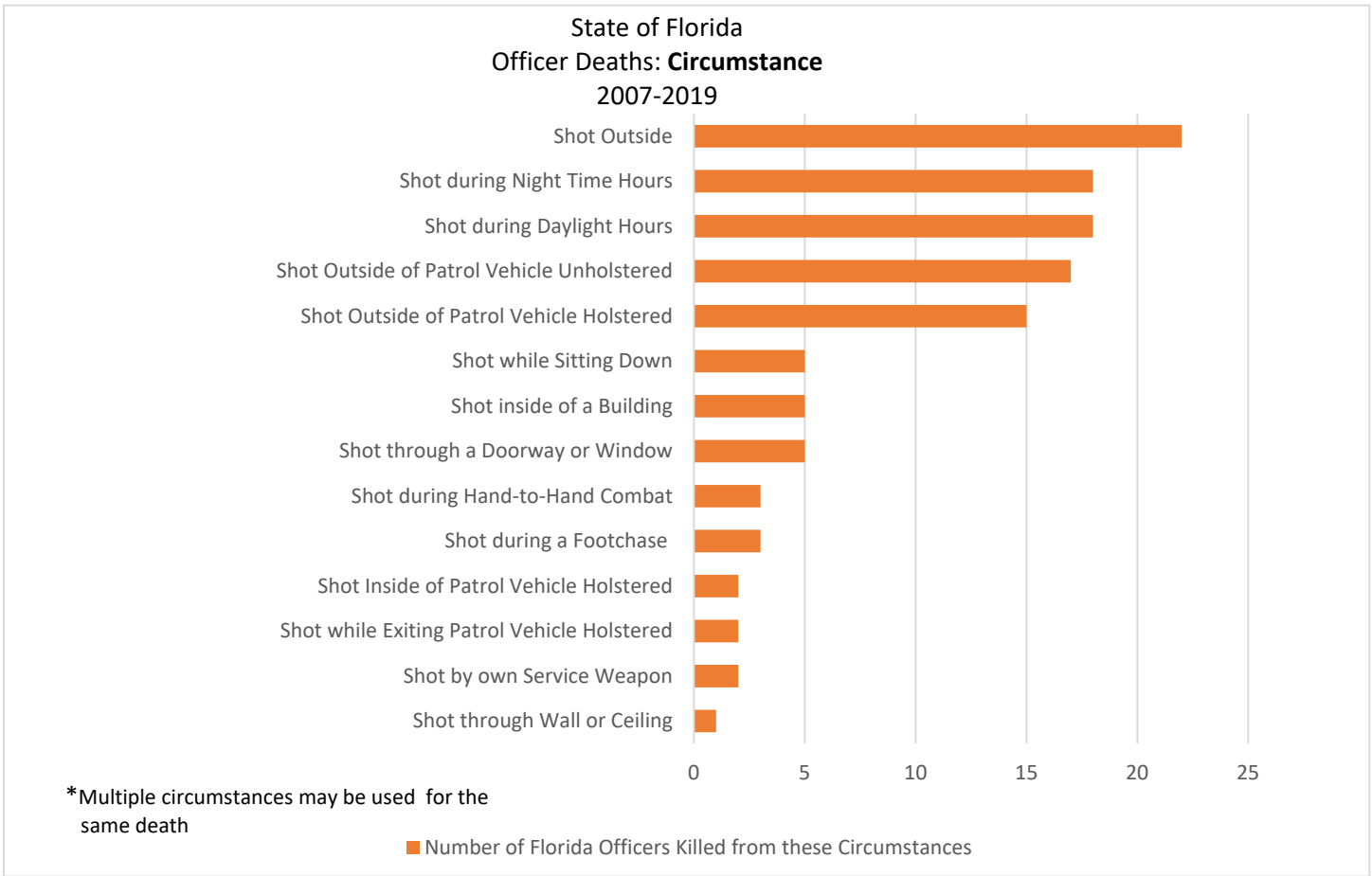
Courtesy of the FBI UCR website



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Florida Officer Assaults and Line-of-Duty Deaths from 2007-2019 *Cont'd*

Courtesy of the FBI UCR website

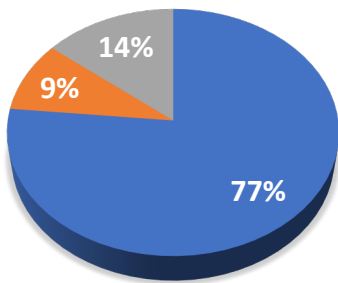


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Florida Officer-Involved Shootings from 2018-2020

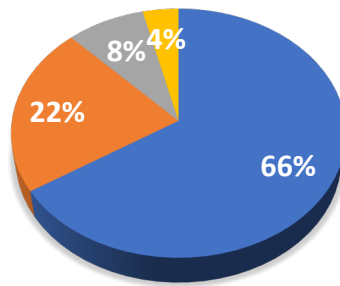
Courtesy of the Washington Post

Estimated distance of engagement where officers neutralized assailant(s)



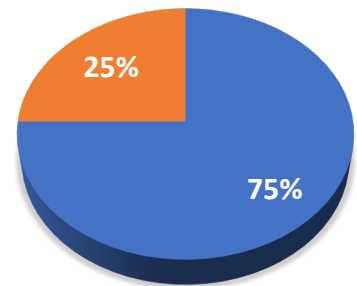
- Less than 15 yards
- Greater than 15 yards
- Cannot be determined

Reason for the engagement less than 15 yards



- Brandished or attacked officer with a weapon (no shots fired at officer)
- Fired gun at an officer
- Used vehicle as a weapon
- In the process of assaulting or killing another person

Location of the engagement less than 15 yards

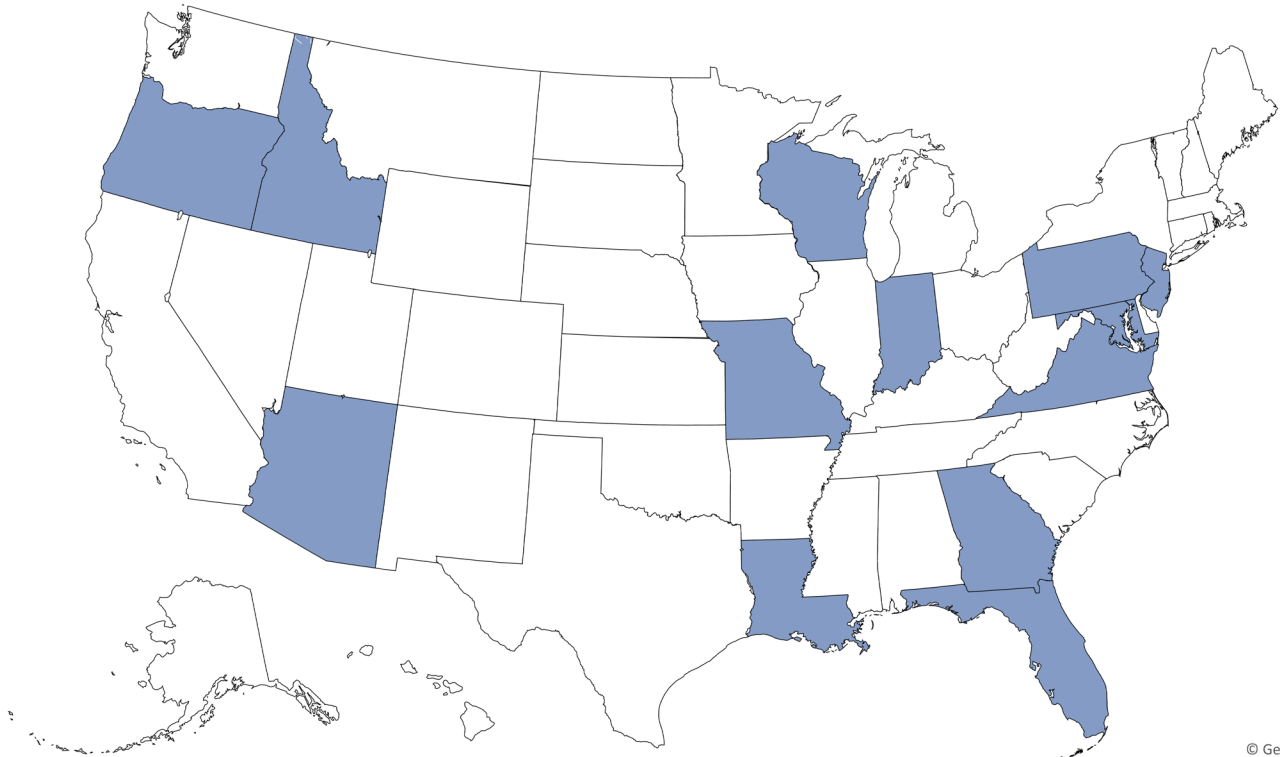


- Outdoors
- Indoors

Handgun Qualification in Basic Recruit Training State-to-State Comparison

Courtesy of the training center websites and public records request

States Represented



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Handgun Qualification in Basic Recruit Training State-to-State Comparison *Cont'd*

Courtesy of the training center websites and public records request

ST	Semi-Automatic Handgun Daytime Qualification Strings of Fire
FL	<p>25 yd: move to cover, two-handed from draw, engage (multiple targets) 15 yd: move to cover, two-handed from draw, engage w mandatory reload (multiple targets) 7 yd: two-handed point from tactical ready, engage (multiple targets) 7 yd: two-handed from draw, engage (multiple targets) x3 7 yd: two-handed from draw, engage x3 3 yd: two-handed point from tactical ready, engage x2 1-3 yd: one- or two handed from hip, engage x3</p>
AZ	<p>25 yd: two-handed from draw, engage 7 yd: two-handed from draw, engage w empty gun reload 7 yd: two-handed from draw, engage 7 yd: two-handed from tactical ready, engage 7 yd: two-handed from draw, engage, conduct immediate action drill & reengage 7 yd: two-handed from tactical ready, engage w tactical reload 7 yd: two-handed from draw, engage w empty gun reload 3 yd: strong-hand only from draw, lateral step, engage w failure drill to chest/head 3 yd: two-handed from draw, lateral step, engage w failure drill to chest/head 3 yd: support-hand only from draw, lateral step, engage w failure drill to chest/head</p>
GA	<p>25 yd: two-handed from cover, engage (multiple targets) x2 15 yd: two-handed draw from cover, engage standing w mandatory reload, reengage from kneeling (multiple targets) 7 yd: two-handed from draw, lateral step, engage w mandatory reload (multiple targets) x3 7 yd: two-handed from low ready, engage w failure drill to head only (multiple targets) 3 yd: two-handed from draw, step back, verbal commands, engage w mandatory reload (multiple targets) x3</p>
ID	<p>3 yd: two-handed from draw while taking side-step & engage w failure drill to chest/head 5 yd: two-handed from draw while taking side-step & engage w failure drill to chest/head, combat reload, reengage w failure drill to chest/head 25 yd: two-handed from draw while taking side-step & engage from standing, tactical reload, reengage from kneeling 15 yd: two-handed from draw while taking side-step, engage x2 15-7 yd: two-handed from draw while moving forward, engage w combat reload 7 yd: two-handed from low guard, engage 7 yd: pivot left, right, or 180 degrees to face target (shooter's choice), two-handed from low guard, engage 7-3 yd: two-handed from low guard while moving forward, engage 3-7 yd: two-handed from low guard while moving rearward, engage 5 yd: strong-hand only from draw, engage, then transition to support-hand only & reengage</p>
MO	<p>1 yd: combat tuck stance, two-handed from draw, engage x3 3 yd: strong-hand only from draw or low ready, engage x2 3 yd: strong-hand from draw w transition to support-hand only, engage x3 5 yd: strong-hand from draw w transition to support-hand only, engage x3 5 yd: two-handed from draw, engage w failure drill to chest/head 7 yd: two-handed from draw, engage w failure drill to chest/head 15 yd: two-handed, draw from cover, engage standing w mandatory reload, then reengage from kneeling 25 yd: two-handed, draw from strong side cover, engage w mandatory reload, then reengage from support side cover</p>
VA	<p>25 yd: strong-hand w support from draw, engage 15 yd: strong-hand w support from draw, engage 7 yd: strong-hand w support from draw, engage, transition to weak hand w support, & reengage 5 yd: two-handed from draw, engage 3 yd: two-handed point from draw, engage</p>

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Handgun Qualification in Basic Recruit Training State-to-State Comparison *Cont'd*

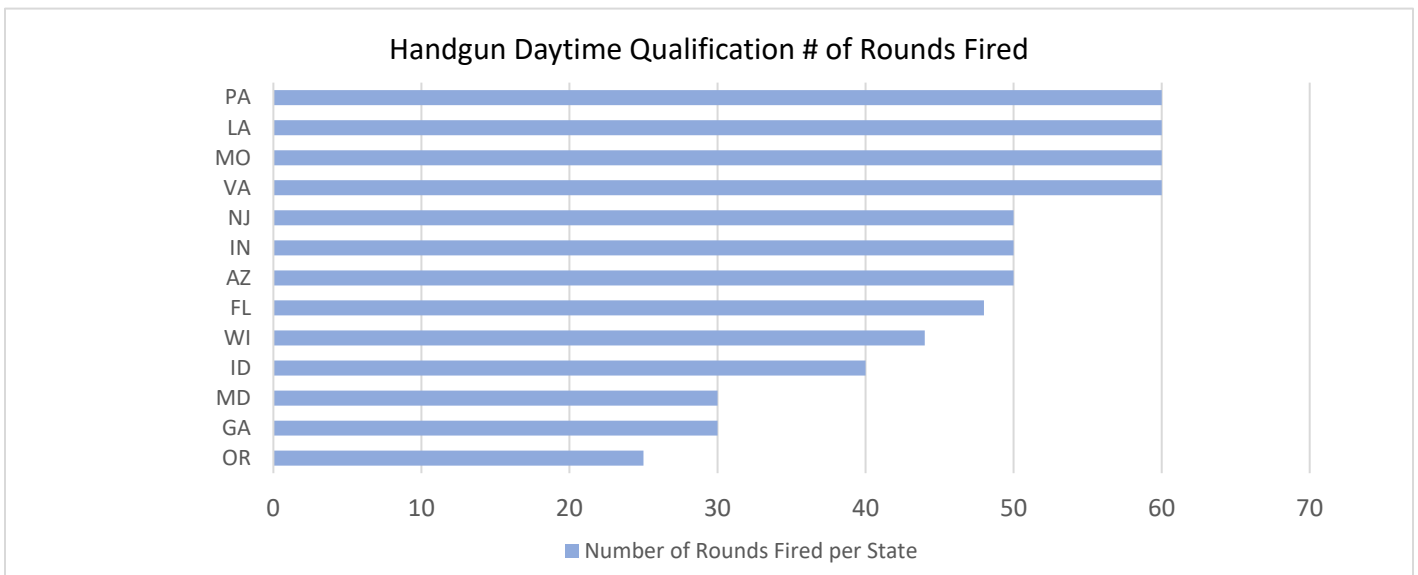
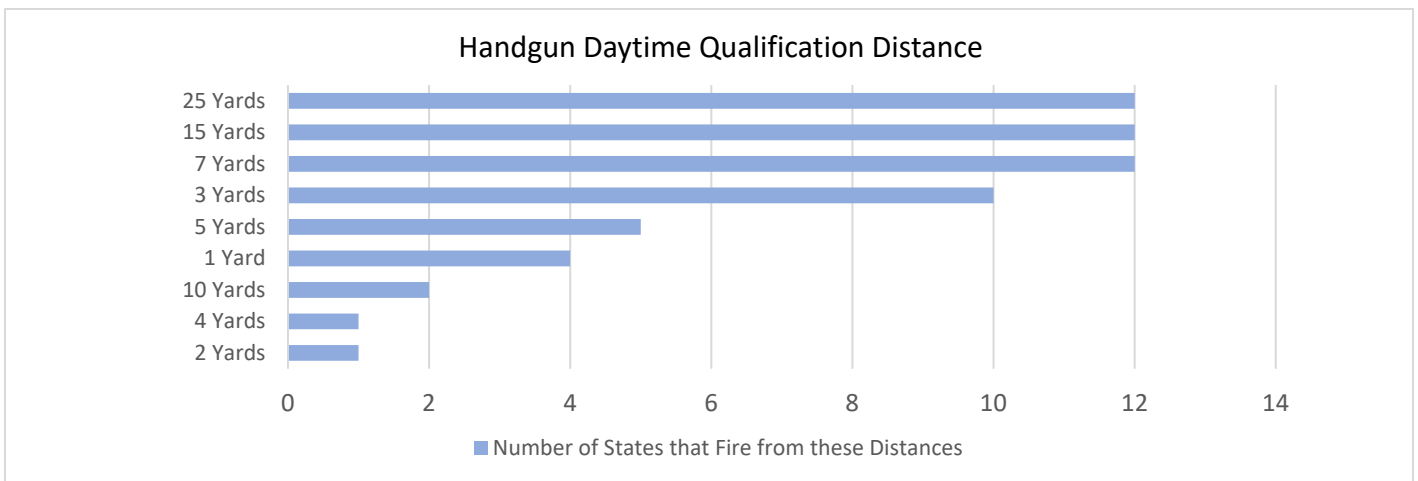
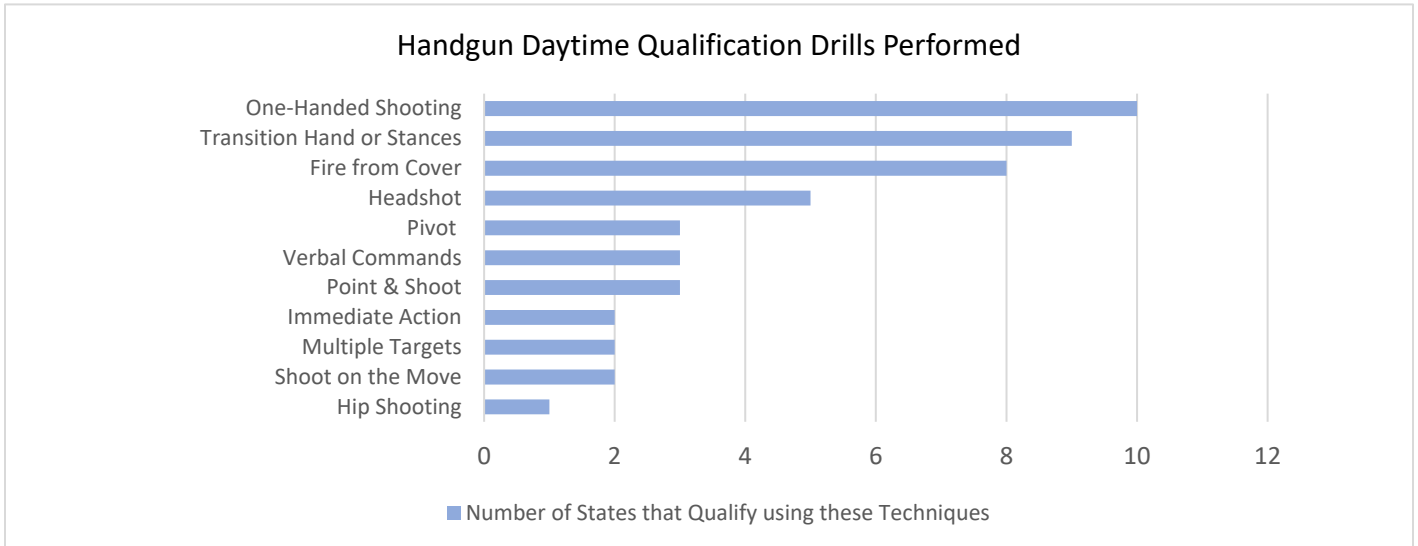
Courtesy of the training center websites and public records request

ST	Semi-Automatic Handgun Daytime Qualification Strings of Fire
NJ	<p>25 yd: move to strong side cover, two-handed from draw, engage from kneeling or standing</p> <p>25 yd: two-handed from top of cover, engage from crouched or high kneeling</p> <p>25 yd: two-handed from support side cover, reload if necessary, engage from kneeling <u>or</u> standing</p> <p>15 yd: two-handed from draw, engage</p> <p>15 yd: two-handed from draw, engage w reload, reengage kneeling</p> <p>10 yd: ready position from draw, engage x2</p> <p>7 yd: two-handed from draw, engage</p> <p>7 yd: two-handed from draw w mandatory reload, engage</p> <p>7 yd: two-handed from draw, engage</p> <p>5 yd: strong-hand only from draw, reload if necessary, engage x2</p> <p>5 yd: strong-hand from draw w transition to support-hand only, engage from ready position x2</p> <p>1 yd: weapon retention position from draw, engage x2</p>
LA	<p>25 yd: two-handed, draw from strong side cover, engage after verbal command, move to support side cover & reengage</p> <p>15 yd: move to 15, two-handed draw from strong side cover, engage standing, move to support side cover, reengage kneeling</p> <p>7 yd: strong-hand only, draw from low cover, engage</p> <p>7 yd: support-hand only, gun-ready position from low cover, engage</p> <p>7 yd: two-handed, draw from low cover, engage w mandatory reload, reengage kneeling</p> <p>4 yd: one- or two-handed point from draw, engage w failure drill to chest/head, then step right</p> <p>4 yd: one- or two-handed point from draw, engage w failure drill to chest/head, then step left</p> <p>2 yd: close quarter shooting position, one- or two handed point from draw, step back & engage</p>
PA	<p>25 yd: two-handed from draw, move to cover, engage from standing & kneeling right side cover, reengage from kneeling & standing left side cover</p> <p>15 yd: two-handed from draw, engage, move right behind low cover, reengage from kneeling</p> <p>15 yd: two-handed from draw, engage, move left behind low cover, reengage from kneeling</p> <p>15-7 yd: walk toward target then stop, two-handed from draw & engage on command</p> <p>7 yd: strong-hand only from draw, engage, transfer to support-hand only & reengage x2</p> <p>1 yd: strike at target w support-hand, step back, two-handed from draw, engage</p> <p>3 yd: two-handed from draw, engage</p> <p>3-7 yd: two-handed from draw while moving back, engage, stop & scan, reengage w failure drill to head</p> <p>7 yd: pivot 180 degrees to face target, two-handed from draw, engage; repeat this three times and finish w failure drill to head</p> <p>10 yd: two-handed from draw, engage while moving left</p> <p>10 yd: two-handed from draw, engage while moving right</p> <p>10-15: two-handed from draw, engage while moving forward</p>
OR	<p>25 yd: two-handed from low ready, engage from standing, then engage from kneeling</p> <p>15 yd: two-handed from cover, engage from right side, then engage from left side</p> <p>7 yd: two-handed from draw, engage</p> <p>7 yd: pivot left to face target, two-handed from draw, engage</p> <p>7 yd: pivot right to face target, two-handed from draw, engage</p> <p>7 yd: 180 degree pivot to face target, two-handed from draw, engage</p> <p>5 yd: two-handed from low ready, engage, step right or left w empty reload, reengage</p> <p>3 yd: strong-hand only from draw, engage</p> <p>3 yd: support-hand only from draw, engage</p>
WI	<p>3 yd: step right. two-handed from draw, engage, step left and reengage</p> <p>3 yd: strong-hand only from draw, engage x2</p> <p>3 yd: strong-hand from draw w transition to support-hand only, engage x2</p> <p>7 yd: side-step to cover w verbal commands, two-handed from draw, engage w out-of-battery reload, then reengage x2</p> <p>7 yd: side-step to cover w verbal commands, two-handed from draw, engage, conduct immediate action drill & reengage</p> <p>7 yd: side-step to cover w verbal commands, two-handed from draw, engage, conduct immediate action drill, attempt to reengage & repeat</p> <p>15 yd: two-handed, ready position from cover, engage from standing right & left, then engage from kneeling right & left w in-battery reload</p> <p>25 yd: two-handed from draw, engage</p>
IN	<p>3 yd: two-handed from draw, engage</p> <p>3 yd: two-handed from low ready, engage w combat reload x2</p> <p>5 yd: strong-hand only from draw, engage w combat reload, transition to support hand & reengage</p> <p>7 yd: step right, two-handed from draw, engage w combat reload</p> <p>15 yd: two-handed from draw, engage standing w combat reload, then reengage from kneeling</p> <p>25 yd: two-handed, draw from strong side cover, engage w combat reload, transition to support side cover & reengage</p>

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Handgun Qualification in Basic Recruit Training State-to-State Comparison *Cont'd*

Courtesy of the training center websites and public records request



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PHASE III: WORKSHOP AND CURRICULA DEVELOPMENT

SEPTEMBER 2020 | PREMIMINARY VIRTUAL MEETINGS

FDLE course developers hosted a series of virtual workshops with the SMEs to review the report. The workgroup agreed to use the data as a starting point to address the gaps in the current BRT handgun qualification course. At the conclusion of the meeting, the SMEs were asked to design their own BRT handgun daylight course to fire to field test with each other at the November workshop in Orlando. FDLE course developers asked the SMEs to submit their courses of fire before the workshop to be reviewed. The course developers used the information from the SMEs' courses of fire and their responses to a brief survey to identify what the SMEs believed to be the ideal BRT handgun qualification.

SME Proposed Daylight Qualification Courses by the Numbers

All of the information was compiled from each SME course of fire (19 of 21 SMEs participated)

# of rounds	SME votes
40 rds	4
48 rds (current)	4
42 rds	3
50 rds	3
46 rds	1
45 rds	1
49 rds	1
52 rds	1
61 rds	1

Distances by yards	SME votes
7 yds (current)	17
15 yds (current)	17
3 yds (current)	14
1 yds (current)	11
5 yds	10
25 yds (current)	7
10 yds	4
2 yds	1
1.5 yds	1
4 yds	1

# of targets	SME votes
2 tmts (current)	13
1 tgt	6

Drills/Actions during qualification	SME votes
Mandatory reload/Magazine change	14
Hip shooting	13
Shooting from dominant hand	10
Shooting from support hand	10
Shooting from behind cover	8
Lateral movement	8
Movement out of the holster	6
Headshots/Failure drill	6
Mandatory kneeling position during fire	6
90/180 degree pivots	4
Transition between dominant and support hand during fire	3
Mandatory prone position during fire	3
Optional kneeling or prone positions during fire	3
Transition between shooting positions during fire	3
Shooting while on the move	3
Move from one yard line to the next, and then shoot	3
Clear a malfunction	3
Assume a fighting/defensive posture	3
Mandatory weakside shooting from cover	3
Step back (create space), and then shoot	2
Wear body armor	1
Transition from hip to two-handed shooting	1
Transition from taser to sidearm	1
Verbal commands	1

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SME Survey Responses

What new officers should know	SME votes
Basic marksmanship	10
How to clear malfunctions	8
Firearms safety	7
How to draw and holster their handgun	7
Survival shooting	6
Firearms familiarization	5
How to use cover and concealment	4
How to load and unload firearms	3
Discretionary shooting	3
Use of force & deadly force policies	3
How to shoot with both eyes open	3
Close quarters shooting	3
How to shoot on the move	2
How to shoot with a flashlight	2
Movement out of the holster	2
How to employ firearm in stressful situations	2
Concealed Carry Weapons Laws	1

Regarding targets:

"I was wondering if anyone else has suggested changing the target. One to put a gun in the hand of the target, to show we are not shooting a person in training with no deadly force threat and also for Failure Drills."
-SME

Regarding shooting stances:

"The [textbook] picture of the isosceles should go away. Looking at previous shootings, very rarely do you see the squared off isosceles stance. The Weaver stance should be more like a fighting stance. The stance should be body lowered as if throwing punches."
-SME

Regarding movement out of the holster:

"Students should draw and simultaneously move laterally. This creates lag time on the offender's part, takes students out of the offender's visual cone and places them in a combat platform. As with any good fighting system creating angles is preferred."
-SME

Regarding marksmanship:

"Stress both eyes open and students indexing their target/threat by looking through their hands at what they wish to destroy. Inexperienced shooters first fixated the sights on the pistol and then aligned the sights of their gun to the target (PAPER SHOOTING) resulting in a final fixation that was shorter in duration than that of the elite shooters who fixated the target first (REAL WORLD) and never let their gaze deviate from the target as they raised their pistol and aligned the sights relative to one stable line of gaze."
-SME

Regarding qualification vs actual training:

"My opinion would be to make the initial daytime qualification the same as the required course for officers in the field. This leaves more time for actual training such as shoot and move drills, draw and shoot drills, multiple target drills, etc. Once qualification is complete, then the recruits become more susceptible to more fluid training and usually become better shooters. I believe that the emphasis should be placed more on actual firearms training and drills, rather than the actual qualification itself."
-SME

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NOVEMBER 2020 | WORKSHOP #1

FDLE course developers facilitated the first workshop in Orlando, where the SMEs field tested their courses of fire. It became obvious to the workgroup that most courses of fire were too advanced for BRT students.

After field testing the courses of fire and determining what was too advanced, the SMEs regrouped and discussed the following topics:

- qualification versus training
- stepping laterally before engaging the target to reduce training scars
- whether BRT and in-service qualification should be the same
- shooting distances and stances
- number of attempts to qualify, plus remediation
- number and types of targets
- red dot sights
- active shooter drills

After several days in the classroom and on the range, the workgroup developed and agreed to a 50-round daylight course of fire that was loosely based on the current BRT 48-round daylight course of fire but with the following changes:

1. Require students to step laterally when engaging the target.
2. Require students to step back and reengage the threat after firing from the hip.
3. Include primary and support-hand shooting.
4. Shorten the time for each string of fire.
5. Remove the 25-yard line.

Decision #1: The SMEs decided to require students to step laterally when engaging the target so they would get into the habit of training how they fight and to reduce the training scar of standing still during a deadly force encounter. Officers survive deadly force encounters when they create angles to escape the threat's visual cone of fire, and it is better that a student learns to do this in the academy instead of during their first gunfight.

Decision #2: The SMEs made it a requirement for students to take one step back to reengage the target after firing from the hip so they would get into the habit of creating distance between themselves and the threat. This follows the same principle of stepping laterally to create angles. Officers should not be standing still during a deadly force encounter unless positioned behind cover.

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Decision #3: The SMEs included primary and support-hand shooting to provide students with the skills to engage an identified deadly threat with any hand in the event that either one is taken out of action. Also, data collected from 12 states show that the majority of them already evaluate this skill in their academies.

Decision #4: The SMEs shortened the times per string of fire since the BRT instructors in the group reported that students are given too much time to complete the strings of fire in the current 48-round course.

Decision #5: The SMEs removed the 25-yard line from the qualification because the data showed that Florida officers tend to fire their weapon at an identified deadly threat within 15-yards and are most likely to be shot and killed at distances of 5 yards or less.

At the conclusion of the workshop, CJSTC staff asked the SMEs to field test the proposed BRT 50-round daylight course of fire at their agencies and training centers and compile data to be discussed at the next workshop.

Key Takeaways:

- Workgroup agreed to replace the current BRT 48-round daylight course of fire with a new 50-round daylight course of fire.

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MARCH 2021 | WORKSHOP #2

FDLE course developers facilitated the second workshop in Kissimmee, where some of the SMEs who field tested the proposed 50-round course of fire expressed their concerns with it. A few of the SMEs were unsure whether the course of fire should continue to require students to step laterally, fire from the hip, and shoot with one hand since these could be seen as teaching tactics instead of demonstrating handgun fundamentals during qualification. The SMEs also questioned the high round count considering the cost of ammunition and whether it actually takes 50 rounds for a student to prove they are proficient with a handgun.

After debating, the SMEs decided to:

1. reduce the proposed 50-round course of fire to 38 rounds, reduce the number of targets from two to one, and repurpose it as the new proposed CJSTC handgun in-service qualification
2. develop a new BRT 36-round daylight course of fire loosely based on the current CJSTC 40-round handgun in-service qualification

Decision #1: For the proposed CJSTC in-service 38-round course of fire, they agreed to continue requiring officers to step laterally, fire from the hip, and shoot with one hand when qualifying at their agencies.

Decision #2: For the proposed BRT 36-round course of fire, they agreed to remove the hip-shooting and one-hand shooting stages and no longer require students to step laterally when engaging the target so that students could focus on demonstrating handgun fundamentals.

The workgroup conducted a mini-field test of the proposed 36-round course of fire with two first-year officers. After seeing that both officers passed with ease, the SMEs agreed that the course of fire was now too easy to be a stand-alone qualification and should be supplemented with a variety of useful mandatory handgun drills.

Essentially, the 36-round course of fire would become the measuring stick to determine whether a student was safe enough to move forward with actual firearms training (mandatory handgun drills).

The SMEs also debated about long-gun and whether or not to:

- keep those qualifications in BRT
- use them for familiarization purposes only
- remove them all together to make room for more handgun training after students qualify on the proposed 36-round course of fire

No changes were made to the current BRT 36-round lowlight course of fire except for some minor time adjustments.

On the final day of the workshop, the SMEs conducted mini-field tests for all three courses of fire (two daylight and one lowlight) with another pair of first year officers. One officer passed all three qualifications while the other only passed the proposed CJSTC in-service 38-round handgun qualification. After the field test, the SMEs continued to debate the lowlight qualification times for each string of fire and how to implement mandatory handgun drills into BRT.

2023 Firearms Curriculum Rewrite Summary

Key Takeaways:

- The workgroup agreed to replace the proposed BRT 50-round daylight course of fire with a new 36-round daylight course of fire (no movement, hip-shooting, or one-hand shooting).
- The workgroup agreed to repurpose the 50-round daylight course of fire as the new CJSTC in-service 38-round daylight course of fire that would eventually replace the current 40-round course.
- The workgroup agreed to keep the BRT 36-round lowlight course of fire the same with a few time adjustments.

2023 Firearms Curriculum Rewrite Summary

JUNE 2021 | WORKSHOP #3

FDLE course developers facilitated the third workshop in Tallahassee, where the workgroup continued to discuss ways to incorporate mandatory handgun drills to supplement the proposed BRT 36-round daylight course of fire. The SMEs also continued to debate the difference between qualification and training and how to marry these two concepts together in BRT.

FDLE course developers worked with the SMEs to list what is actually measured in the current BRT 48-round daylight course of fire versus what is not. The SMEs who instruct BRT agreed that students are only measured by the number of times they hit the target in a specified amount of time and are not held accountable for incorrectly using cover or clearing malfunctions during qualification. Therefore, the workgroup classified those as separate measurables alongside other perceived tactics to include:

- hip shooting
- primary and support-hand shooting
- stepping laterally when engaging an identified deadly threat
- clearing handgun malfunctions
- reloading

FDLE course developers incorporated these measurables into a team activity where the SMEs were assigned to groups of 3–4. Once they were in their groups, they were provided instructions to develop pass/fail handgun evaluation courses of fire on the following measurables: hip shooting, support hand shooting, reloading and clearing malfunctions, and using cover. They were given 20 minutes to draft their course of fire and 45–60 minutes to field test it before introducing it to the rest of the workgroup.

See the activity on the next page.

SME Team Activity: Page 1 of 2

Evaluation Exercise

Set up three targets with 1-2 spaces in between each one.

Hip Shooting Eval	Support Hand Shooting Eval	Reloading and Clearing Malfunctions Eval	Cover and Concealment Eval
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████		██████████	

Your Task:

You have 20 minutes to create an evaluation based on your assigned drill.

- The evaluation needs a scenario. The scenario you create is up to you and should reflect the situations officers typically encounter in gunfights.
- The number of rounds is up to you.
- The magazine loadout is up to you.
- Know what you are measuring and why you are measuring it. What you measure is up to you.
- The shooting position that you choose (standing, kneeling, prone, supine, etc.) is up to you. You may transition from one position to the next your scenario calls for it.
- One person on the team will call the line while the rest will execute the drill. Figure out your roles.

The order of execution will be random, so always assume that your team is next.

Before you demonstrate:

Everyone from each team who intends to shoot load their magazines.

Introduce the evaluation to the group.

- What is your scenario and how does it tie to your drill?
- What is being measured?
- How many rounds are required for your evaluation?
- What is the magazine loadout?
- How many recruits are able to shoot the evaluation at one time?

Feedback/Observations:

- What do you like about the evaluation?
- What would you change about the evaluation?
- Other suggestions or observations.

2023 Firearms Curriculum Rewrite Summary

SME Team Activity: Page 2 of 2

<p>Hip Shooting Eval</p> <p>Measurables:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Observations/Notes:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Support Hand Shooting Eval</p> <p>Measurables:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Observations/Notes:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Reloading and Clearing Malfunctions Eval</p> <p>Measurables:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Observations/Notes:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Cover and Concealment Eval</p> <p>Measurables:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Observations/Notes:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

2023 Firearms Curriculum Rewrite Summary

After the SMEs finished introducing their evaluations, the workgroup field tested each one and then asked six FWC and two FHP students to field test them.

The **Phase I and II Malfunction Clearance evaluations** were developed to measure a student's ability to identify the cause of a malfunction and properly clear it on their own during qualification and in a gunfight. The SMEs reported that many new officers are not confident in their ability to clear handgun malfunctions and believe this evaluation would keep those officers alive and in the fight.

The **Hip Shooting evaluation** was developed to mirror what was already in the 38-round course of fire so students would become familiar with it before qualifying at their agency. This evaluation would measure a student's ability to engage a threat from the hip while employing an upper area block, create distance, and reengage that threat from the two-handed high point. The SMEs emphasized how important it is for an officer to always be moving and creating distance during a deadly force encounter if not behind cover.

The **Cover and Concealment evaluation** was developed to simulate a consensual encounter with a subject who turns deadly without warning. This evaluation would measure a student's ability to engage the target on the way to cover, reload from behind cover, and reengage that target while using cover properly. The SMEs felt that most BRT instructors who teach the current 48-round course of fire do not hold students accountable for using cover improperly and believed that making this an evaluation would address the issue.

The **Primary and Support-Hand Shooting evaluation** was developed to mirror what was already in the proposed in-service 38-round course of fire so that students would become familiar with it before qualifying at their agency. This evaluation would measure a student's ability to engage a deadly threat with any hand in the event that either one is taken out of action. The SMEs agreed that students should be evaluated on their ability to shoot with any hand since some assailants aim for the shooting arm or hand and an officer must find a way to stay in the fight.

Lastly, the workgroup developed the **Recoil Management evaluation** to assess the students' grip and stance, since the majority of gunfights require officers to fire several rounds successively during an armed encounter. It would also be used as a tool to help students adjust to the faster time requirements for the proposed courses of fire.

The SMEs were also required to explain to the group how to measure each evaluation. These measurables let the instructor know what to assess when evaluating students.

On the final day of the workshop, the SMEs took some of the drills from specialized course, 1402 Single Officer Response to Active Threat and Shooter Incidents, and added them to the training to combat the growing number of active shooter incidents in the state and that any new officer could respond to one on their first day. While the workgroup agreed that these would not be considered evaluations, students would be required to safely perform them. The drills were pulled from the specialized course as a way to:

1. familiarize students with shooting and moving through a crowded environment and engage the threat upon approach
2. ensure that the threat remains neutralized by engaging it as they "follow it to the ground"
3. perform a self-check and proper 360° scan of the environment

2023 Firearms Curriculum Rewrite Summary

Decision #1: Most SMEs agreed that students should get comfortable shooting while on the move in a crowded space since they will likely need to do this when responding to an active shooter incident. Students would learn to take the shot only when they have positively identified the deadly threat, are clear of any innocent bystanders, and are within a reasonable distance.

Decision #2: The SMEs agreed that an officer must continue to engage the identified deadly threat as they fall to the ground since falling to the ground does not mean that the threat is neutralized or incapable of reaching for their gun. Students would be trained to shoot and assess at the same time to judge the effect of their shots as the threat falls to the ground as opposed to shooting, stopping to assess, and then possibly having to shoot again if the threat continues fighting.

Decision #3: Most SMEs agreed that a student should also get into the habit of checking themselves for life-threatening injuries and perform a proper 360° scan of the environment after neutralizing the threat to ensure that they and others around them are safe. Simply looking to one's left and right does not constitute a proper scan and may encourage more training scars.

The SMEs who developed the active shooter drills explained to the workgroup why it is important to keep one's head and eyes up at all times (even when reloading and clearing malfunctions), always maintain a low center of gravity, and keep the finger on the trigger when the weapon is presented at an identified deadly threat. If the weapon is presented, it is because that officer has positively identified a deadly threat and is justified in pulling the trigger. However, if no deadly threat has been identified, then that officer would assume the compressed ready position (which takes the place of the currently used low-ready position) with their finger off the trigger.

The workgroup also discussed these other topics:

- matching form CJSTC-4 to form CJSTC-6 for consistency
- instructor qualification criteria
- the number of attempts a student should have to pass each evaluation and qualification
- whether to mirror some of firearm's terminology with defensive tactics to establish harmony between the two curriculums or disciplines
- whether to make discretionary shooting a mandatory pass/fail evaluation
- removing revolver from the curriculum
- removing long gun from the curriculum and later developing a series of specialized courses to fill this gap

By the end of the day, FDLE course developers asked the SMEs to continue field testing of the proposed courses of fire at their agencies and training centers and report the collected data at the next workshop.

Key Takeaways:

- The workgroup developed six mandatory pass/fail evaluations to supplement the proposed BRT 36-round handgun daylight course of fire.
- The workgroup added five mandatory non-pass/fail active shooter drills from specialized course #1402 to the survival shooting unit.

2023 Firearms Curriculum Rewrite Summary

SEPTEMBER 2021 | WORKSHOP #4

FDLE course developers facilitated the fourth workshop in Kissimmee, where the workgroup spent the morning debating on, and then voting to:

1. replace the proposed 36-round daylight course of fire with the proposed in-service 38-round daylight course of fire as the official BRT qualification and eliminating the 36-round course altogether
2. reduce the number of attempts for the daylight course of fire from 3/6 to 2/3
3. make the number of attempts for each evaluation 1/2
4. cut the current 36-round lowlight course of fire in half
5. remove the 80% pass score for the day and lowlight courses of fire
6. make discretionary shooting a mandatory pass/fail evaluation just like the other six

Decision #1: The SMEs decided to reverse their stance and replace the proposed 36-round daylight course of fire with the 38-round daylight course of fire because stepping laterally to create angles, firing from the hip, and shooting with one hand during a deadly force encounter are important skills that a student should know before reporting to their agency.

Decision #2: The required number of attempts to pass the daylight course was reduced from 3/6 (or two in a row) to 2/3 to prevent qualification from consuming most of the 80-hour training block.

Decision #3: The SMEs agreed to make the number of attempts for each evaluation 1/2 with remediation between attempts to mirror what is in defensive tactics.

Decision #4: The 36-round lowlight course was trimmed down to 18-rounds for two reasons. First, the current lowlight course required students to fire 18 rounds from the three-yard line which, in effect, created softball-sized holes in the targets that made it difficult for many instructors to score. Secondly, shooting 18 rounds from the three yard-line is a waste of ammunition and should not require that many rounds to determine whether a shooter is proficient from that distance.

For those reasons, the workgroup decided to keep the course of fire the same but remove the redundant strings of fire from the three and seven-yard lines.

Decision #5: Previously, 80% had been arbitrarily declared to be the universal passing score for all performance evaluations. However, the SMEs took a different approach and decided to use the median scores from prior field tests to influence the new passing score. Based on that information, the SMEs agreed to passing scores of 32/36 for the daylight course of fire and 15/18 for the lowlight course of fire.

Decision #6: The SMEs decided to make discretionary shooting a mandatory pass/fail evaluation because students should be held accountable for their ability to differentiate between a deadly and non-deadly threat before graduating the academy and reporting to their agencies.

2023 Firearms Curriculum Rewrite Summary

The workgroup also discussed the following:

- qualification scores for the revised instructor curricula
- when the instructor courses should go live
- how to train current instructors on the new qualifications and evaluations
- how long the instructor update course should take
- replacing the isosceles and weaver stances with the offensive ready stance to mirror what is in defensive tactics

FDLE course developers asked SMEs to go back to their training centers and agencies to field test the evaluations and compile data to discuss at the next workshop in Orlando.

Key Takeaways:

- The workgroup replaced the 36-round course with the 38-round course as the official BRT daylight qualification, effectively making the qualification the same for students and in-service officers.
- The workgroup reduced the number of attempts to pass the daylight course of fire from 3/6 to 2/3, and made the number of attempts for each evaluation 1/2.
- The workgroup reduced the number of rounds fired in the lowlight course of fire from 36 to 18.
- The workgroup removed 80% as the passing score for qualification.
- The workgroup decided to make discretionary shooting the seventh pass/fail evaluation.

2023 Firearms Curriculum Rewrite Summary

NOVEMBER 2021 | WORKSHOP #5

FDLE course developers facilitated the fifth workshop in Orlando, where the workgroup spent the first day discussing the following:

- what to adjust in each of the handgun evaluations based on the SME field test data
- field test logistics for the new courses of fire around the state

The SMEs spent the next day in groups developing an outline for the new firearms chapter, where the workgroup decided to:

1. reduce handgun/ammunition nomenclature and vocabulary down to what officers need to know
2. remove the units on revolver and long gun
3. add the neck index and FBI flashlight techniques to the new lesson on flashlight principles
4. move the unit and lesson on cover and concealment to the unit on survival shooting
5. add a lesson on response to active threat and shooter incidents to the unit on survival shooting
6. remove the lesson on discretionary shooting

Decision #1: The SMEs decided to reduce the amount of nomenclature and vocabulary taught in the curriculum since most of that information will have no bearing on how a student will perform on the range or in the field.

Decision #2: Revolver was removed from the curriculum since most officers in the state no longer carry these. Long gun was also removed from the curriculum since the current long gun qualification does not adequately prepare someone with no prior knowledge of the weapon systems to operate one. Moreover, agencies usually train and qualify their officers on long gun or send them to a long gun course before issuing them a rifle or shotgun despite having already “qualified” with both in BRT.

Course developers plan to create specialized long gun courses to meet the needs of agencies who cannot afford to send their officers to long gun training.

Decision #3: The neck index and FBI flashlight techniques were added to the curriculum since both serve functional purposes in the field.

Decision #4: The unit and lesson on cover and concealment moved to the unit on survival shooting because using cover and concealment properly is an important part of surviving a deadly force encounter.

Decision #5: A new lesson on response to active threat and shooter incidents was added to the unit on survival shooting since the new lesson discusses survival stress, mental preparation, and tactical response principles.

Decision #6: The original lesson on discretionary shooting was removed from the curriculum since the new active shooter lesson goes more into detail about discretionary shooting, to include the principles of tactical response, how to scan for and recognize threatening and non-threatening people at the scene, and the tactics to use immediately after neutralizing the threat.

2023 Firearms Curriculum Rewrite Summary

After finalizing the outline, the workgroup spent hours reviewing every line of the basic recruit chapter to ensure that all written handgun procedures, nomenclature, and terminology were correct and appropriate for the learner. The SMEs also earmarked parts of the chapter where videos and illustrations could be used to supplement the student guide, instructor guide, and instructor courses.

At the conclusion of the workshop, FDLE course developers asked the SMEs to provide a list of training centers and agencies who would be willing to host field tests over the course of the next five months, and whether the SMEs would be interested in leading these.

Key Takeaways:

- The workgroup reduced the amount of nomenclature and terminology taught in the curriculum to what an officer needs to know in the field.
- The workgroup removed revolver and long gun from the curriculum, effectively reducing the textbook from 8 units down to 4 units.
- The workgroup added two new flashlight techniques.
- The workgroup improved the unit on survival shooting.

2023 Firearms Curriculum Rewrite Summary

JANUARY 2022 | WORKSHOP #6

FDLE course developers facilitated the sixth workshop in Tallahassee, where the workgroup continued to list the training centers and agencies who agreed to host the field tests and the SMEs who would lead them. The workgroup also decided which SMEs would teach the first instructor update course for each region when that course went into effect.

The SMEs spent the rest of the workshop discussing the following:

- field test logistics (e.g. locations, dates, lead instructors)
- fundamental or optional drills instructors could use to prepare students for each evaluation
- what needs to go into the instructor and instructor update courses and what current instructors must know to teach the new curriculum
- instructor pass requirement
- the role and purpose of the new BRT student guide

The workgroup developed a preliminary outline for the new instructor course. They agreed that the development process for the instructor and instructor update courses would be handled virtually since course developers already had most of the information needed to create both.

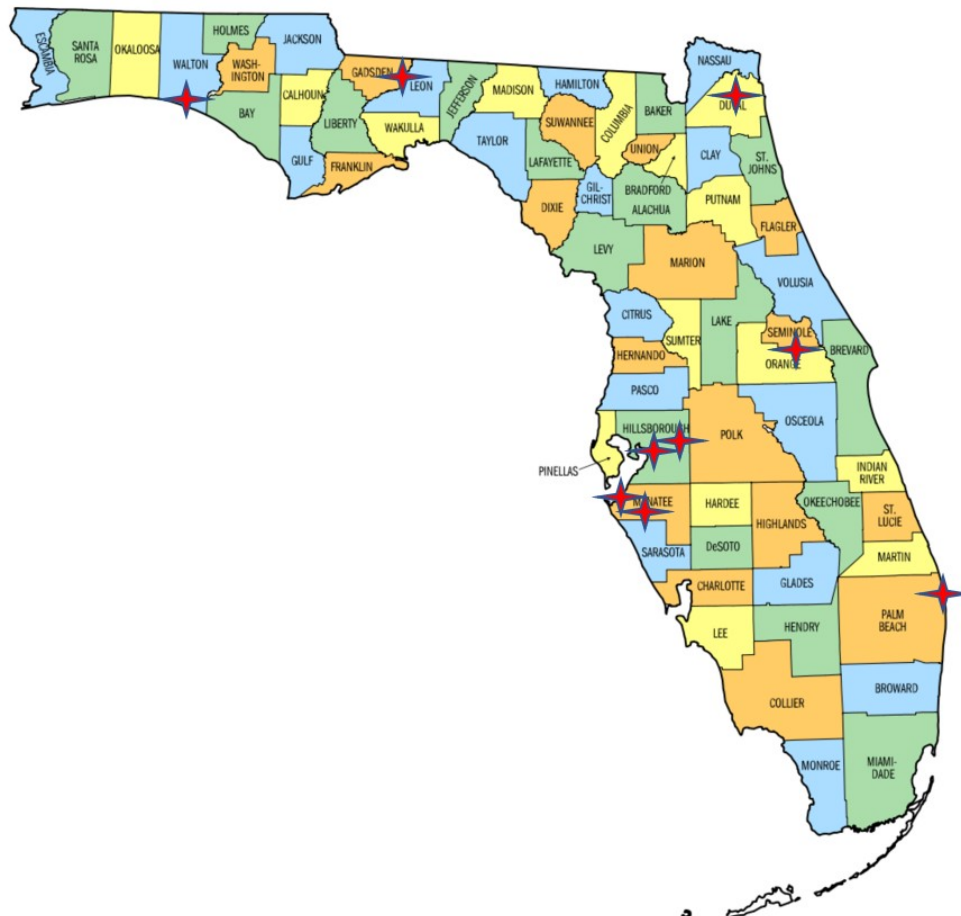
By the end of the workshop, the workgroup developed sample field test schedules to keep SMEs on track and the following list of rules or “field-test preparation commandments” for them to follow:

1. SMEs must know each evaluation inside and out before leading a field-test.
2. If SMEs are confused about an evaluation or anything else pertaining to the field-test, they must ask questions beforehand to save time.
3. Assume that the students know nothing, even if they did discuss draw, grip, stance, etc. in the classroom. Train them for the new curriculum.
4. SMEs leading a field-test must plan out drills to prepare students for each evaluation, including magazine load outs, delegation of duties, etc. for max efficiency or economy of time.
5. The designated lead SME must reach out to the lead instructor/POC at the school before the field-test to discuss scheduling, etc. Communication is paramount.
6. A workgroup SME must be the lead instructor, without question.

2023 Firearms Curriculum Rewrite Summary

PHASE IV: FIELD TESTING

FIELD TEST SCHEDULE	
TRAINING CENTER	DATES
Valencia College Criminal Justice Institute	Dec 6-9, 2021 & Feb 8-10, 2022
Northwest Florida State College Criminal Justice Institute	Jan 22-23 & Jan 29-30, 2022
Hillsborough Community College Ybor City Campus Criminal Justice Institute	Feb 28-3, 2022
Hillsborough Sheriff's Office Training Center	Mar 7-10, 2022
Manatee Technical College Criminal Justice Academy	Mar 21-23, 2022
FWC Law Enforcement Training Center	Mar 21-23, 2022
Palm Beach State College	Mar 21-25 & Apr 4-8, 2022
St. Johns River State College Criminal Justice Academy	Apr 11-14, 2022
Manatee Sheriff's Office Training Center	Apr 18-20, 2022



2023 Firearms Curriculum Rewrite Summary

MAY 2022 | WORKSHOP #7

FDLE course developers facilitated the final workshop in Tallahassee, where the workgroup discussed their observations during the field tests and made minor adjustments to the evaluation courses of fire and measurables and the passing scores of the qualifications. The workgroup also discussed the possibility of filming instructional videos to demonstrate all of the evaluations and qualifications for instructors.

The workgroup also reviewed all of the course texts, including the BRT student text and instructor guide, the 1201 Firearms Instructor Update course, and the 801 Firearms Instructor Course, and provided final approval. During this review, they noted which topics would benefit from supplemental videos.

Finally, members of the workgroup performed all of the evaluations and qualifications, as well as completed the active shooter courses of fire, associated with the 1201 Firearms Instructor Update Course to qualify them to instruct the initial classes once the class went into effect.

Decision #1: The workgroup revised some of the measurables for the evaluations. Notably, the cover and concealment evaluation course of fire was changed from firing two shots on the move and four shots from behind cover to three while moving and three behind cover. This way, students would be required to hit at least one shot while moving. The allotted time was also increased from 9 seconds to 12 seconds to allow students ample time to complete the drill.

Decision #2: The workgroup raised the passing score for the daylight qualification to 33/38 so that shooters would be required to hit at least one shot from the 15-yard line.

Decision #3: The workgroup set the passing score for the daylight qualification to 36/38 for instructors since many students were able to score 38/38 after only three days of training during the field tests.

Decision #4: The workgroup set the number of hours for the 1201 Firearms Instructor Update Course at 24, but specified that it should be competency-based so that the course could be less hours as long as adequate time is provided to cover all required objectives and testing.

Key Takeaways:

- The workgroup adjusted the measurables and courses of fire for the evaluations based on their observations during the field tests.
- The workgroup set the final passing score for the daylight qualification for students/officers and instructors.
- The workgroup approved all course texts.
- The workgroup set the number of hours for the 1201 Firearms Instructor Update Course.
- Members of the workgroup qualified on all of the required evaluations, qualifications, and drills in the 1201 Firearms Instructor Update Course.

PHASE V: CURRICULA APPROVAL

The CJSTC approved the following firearms curricula:

August 18, 2022—Ponte Vedra Beach, FL

- #1201, Specialized Instructor, Firearms Instructor Update Course, Version 2022.08

November 3, 2022—Panama City Beach, FL

- Textbook—Florida Basic Recruit Training Program: High Liability, Volume 2, Version 2023.07

February 16, 2023—Lake Mary, FL

- Instructor Guide—High Liability, Version 2023.07
- #801, Specialized Instructor, Firearms Instructor Course, Version 2023.07