METHOD ADVANTAGES DISADVANTAGES CONSIDERATIONS FOR ICAP TRAINING

Incident Process

The incident process is essentially a variation of the case method. Unlike the case method, where all documentation needed to analyze and solve a problem is provided, the participant in this method is given only a critical incident in the development of the problem, e.g., a document highlighting a critical problem. The participants must then seek out the facts they need to direct investigation. Usually the investigation is carried out by asking questions of the instructor, who gives factual answers. The participants are given only the information they actually seek, and they themselves must develop the documentation needed to bring about an adequate solution.

- Better approximation of job environments, i.e., the trainee does his own fact finding
- Participants interact.
- Feedback to the trainee is immediate.

- Structure is somewhat artificial.
- High degree of instructor skill is required for the method to be effectively implemented.
- If properly implemented it can closely approximate the actual job situation.

Role Play

Role-playing can be described as an extension of the incident process where the situation is structured with specific roles for participants.

- Allows immediate feedback to participants from the reactions of others involved in the role play.
- If properly implemented it can closely approximate the actual job situation.

- If roles are highly structured the trainer will merely record results; if roles are somewhat unstructured the trainer skill will have to be high.

Role-playing can be used to develop human relations skills. For supervisors, this may involve dealing with the officers assigned to him; for the patrol officer, the training may focus on witness interview techniques.

Like the case study, the incident process has potential for both patrol supervisor and officer skills training. Use of either of these methods (case or incident process) for officer training may be limited by the practical constraint of the number of persons to be trained, i.e., the group may be too large to effectively use these methods.

Figure 5-1. Training Methods and Techniques

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<table>
<thead>
<tr>
<th>METHOD</th>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
<th>CONSIDERATIONS FOR ICAP TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simulation</td>
<td>• The major advantage again is the close approximation of the actual job environment.</td>
<td>• Simulation requires real time -- training takes place in a period of time commensurate with that which it would take in the real job situation.</td>
<td>Assuming the particular job can be recreated at a reasonable cost, this method is particularly effective for skills and management training. For example, a series of calls-for-service could be placed on tape to train dispatches in call prioritization, blocking and stacking. An &quot;in-basket&quot; exercise is one of the simpler simulations for management training.</td>
</tr>
<tr>
<td></td>
<td>• Additional input may be controlled allowing the instructor to control the complexity of the simulated problem.</td>
<td>• Costs for simulation vary, depending on the complexity of the environment to be recreated.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Trainee receives direct feedback on his action from other participants in the simulation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management Games</td>
<td>• Approximates the decision making process management personnel goes through on the job.</td>
<td>• Cost of this method is high. Some gaming models may be purchased from private and academic organizations.</td>
<td>The time required to develop a realistic model would make the use of this method for in-house training unrealistic. Upper management of the department may, however, encounter this method while attending outside training programs. This method could be particularly useful in looking at manpower allocation and deployment strategies.</td>
</tr>
<tr>
<td></td>
<td>• Model itself provides immediate feedback to the participants.</td>
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<td></td>
</tr>
</tbody>
</table>

Figure 5-1. Training Methods and Techniques

(Page 4 of 5)
Programmed Instruction

Programmed instruction is the presentation of material in relatively short steps, each requiring the trainee to respond to questions and check his response against the correct answers provided. The instruction may be presented through a computer, audio visuals, or through the structure of the text. One version of programmed instruction uses multiple choice questions to determine trainee knowledge of the material; for wrong answers, the trainee is directed to additional instruction to teach the correct response.

- Primary advantage is the high degree of feedback to the trainee concerning his progress.
- The pace of the instruction is totally controlled by the speed with which the trainee learns.
- Cost of programmed instruction can be extremely high due to the cost of developing the materials. Since an instructor will not monitor the training, the instruction must be validated. This requires testing, revision, and retesting of the program to ensure that it meets instructional objectives.

Given the cost of preparation for most programmed instruction, it is unlikely that it will be used extensively in the ICAP cities. It may be used in a limited way in its simplest form (e.g., questions at intermittent points in a filmstrip, questions incorporated into the text of a book, etc.).

Figure 5-1. Training Methods and Techniques
the supervisor must be knowledgeable about the program in order that he be both willing and able to implement the program and provide an explanation of specific program activities to his officers (orientation).

- The role of the middle manager must be fully defined to enable the assumption of additional responsibilities. To the extent possible, tasks inherent in the new role and performance criteria by which the supervisor and his officers will be assessed should be specified (role definition).

- An attitude change may be needed to allow the middle manager to accept a supervisory role and make the necessary adjustments in his relationships to his subordinates. He must begin to identify with management and see his role in the decisionmaking process of the department (attitude change).

- With additional decisionmaking authority and responsibility, the patrol supervisor must be able to analyze and use available information (analytical/decisionmaking skills).

Supervisory training also must deal with the problem of developing a proficient officer into a manager. It cannot be assumed that a successful officer has the necessary skills to direct other individuals.
These requirements indicate the need for training that provides a high degree of feedback to the instructor concerning trainee progress, allows the training program to be adapted to individual learning rates, provides the appropriate forum for peer discussion, and provides for simulation of the problems/situations with which the supervisor will be confronted in the job environment. These requirements suggest heavy reliance on small-group training methods. Since there will be a smaller number of individuals to be given such training, the use of small groups should be feasible in most departments. The lecture method might be used for the orientation or preliminary phases of role definition training.

The case study and the incident process (a variation of the case study) are based on the documentation of an operational problem, preferably a reality-based problem. Students are expected to analyze available information and develop a solution. For example, the case problem used may be an existing deployment problem and may be presented to a group of sergeants by a watch commander. Comment on student solutions may be provided not only by the instructor but by the watch commander, who is in a position to make specific comments on why certain suggested solutions would or would not resolve the problem.

Working the problems as a group provides individuals with the benefits of their peers' thoughts. Working the problems individually provides a good exercise in decisionmaking. A combination of these probably should be used in the course of the management training program.

Simulation is another method which can be used in management training.
The supervisor's job may be simulated in a limited fashion through an "in-basket" exercise. For example, a patrol sergeant's in-basket would be filled with field reports to review, a special memorandum from the crime analysis unit concerning a specific crime problem in his area of responsibility, a standard-operating-procedure memo to be distributed to field personnel, and so on. The supervisor would be trained through the process of handling each of the items in the in-basket.

5.2.2 Patrol Skills Development Training

The primary focus of ICAP training should be on the patrol force. Although other department divisions should receive training in the course of ICAP implementation (e.g., dispatchers, investigators), this chapter focuses on the skills development training to be provided to patrol.

To select the best methods for patrol training, review of the skills necessary to ICAP implementation is essential. As stated in earlier chapters, the primary requirements include the ability to:

- Prepare quality field reports.
- Use situational analysis information in planning patrol actions.
- Conduct preliminary and, in some cases, followup investigations.
- Participate to a greater extent in patrol planning.
- Accomplish crime prevention activities as a part of the regular patrol function.

Noting these skill requirements, the training method selected should
approximate the actual job situation. Since the emphasis in patrol training is on "skills," the method selected should provide for:

- Discussion of the process.
- Observation of those skills as they actually are applied on the job.
- The opportunity for the trainee to perform the learned skills and receive immediate feedback on the quality of his performance.

The primary method to be used in training patrol then should be field or on-the-job training. The various forms which this field training can take are discussed earlier in this section.

Although on-the-job training will be relied upon heavily in developing the required patrol skills, it should not be used to the exclusion of other methods of training. The lecture method, which is the most common of all forms of training and has been used extensively by ICAP departments in the past, continues to be a viable method of instruction. The presentation of factual information, guidelines, and/or policies is often a prerequisite to actual skills development training. For example, training to improve field reporting could begin with a classroom lecture explaining the report form and the desired technique for its completion.

Some of the obvious disadvantages of the lecture method include its failure to approximate the job environment and the fact that students are passive. However, certain advantages associated with the method argue for its
continued use. Those advantages include its low cost (relative to other methods) and the ability to present material to a large number of students simultaneously. These two advantages clearly demonstrate the relevance of the lecture method to ICAP patrol training, since cost and time are critical factors in method selection.

It is generally recognized by training experts that the lecture method is effective when used along with other methods that allow more individual attention to be given to the trainees. For patrol skills development, the lecture should be reinforced through field experience. On-the-job training allows for observation of the trainee within the actual job setting to determine if, in fact, the trainee learned from the classroom instruction. The instructor(s) will have the opportunity to identify skill deficiencies and take immediate remedial action, and to recognize and reinforce desired behavior.

Other methods that apply to the training of patrol personnel are those which simulate certain aspects of the job. The importance of these methods is that they allow the trainee to practice a skill prior to performing in the actual job situation. For example, an instructor might employ role playing to develop witness interview skills. Trainees learn in role-play situations through practice (as they participate in the exercise), observation of their peers, and imitation.

Included in the general use of the term simulation are the case study and incident process methods, which can be defined as the simulation, through documentation, of a critical situation or condition. These methods provide
trainees with the opportunity to test or practice their analytical skills.

The structured discussion method also may have application to patrol personnel training as a means to examine trainee attitudes and alter negative attitudes held towards given program concepts. If they are supportive of the program, other members of the group will be particularly helpful in altering the opinion of a peer.

5.2.2.1 On-the-Job Training

The advantages of on-the-job or field training have been discussed in the previous section. However, they are repeated here to emphasize the importance of this method of training. Most importantly, field training provides the appropriate vehicle for observation of trainee performance within the real job environment and allows the instructor(s) to reinforce desired behavior and to provide remedial instruction to those trainees who require additional attention. Secondly, field training removes obstacles that exist in the transfer of learned skills and behaviors from the classroom environment to the real job setting.

A benefit of field training not previously discussed is that an immediate return is realized on the department's investment in training: The trainee is actually performing his job responsibilities and duties while he is being trained.

These advantages, and the fact that skills are best taught through a process of discussion, observation, and task performance with feedback on the quality of the performance, strongly recommend the use of field training for patrol skills development.
The most familiar form of field training is that developed for instruction of the new officer. These programs operate on the basis of one-to-one instruction of new employees by field training officer, field training instructor, or field escort officer. The concept was developed because it was recognized that academy training did not sufficiently prepare an officer for field responsibilities. The basis of the program is the teaming of an experienced officer with a rookie for a set training period or until such time that evaluation of the rookie's performance shows he is proficient in conducting his job. Appendices C and D include a generic model of a field training officer (FTO) program and a brief description of the San Diego FTO program. The San Diego FTO program is well conceptualized; of particular note is the evaluation system established for feedback on trainees' progress.

While many departments have successfully implemented an FTO program, this type of training is limited. First, the audience is exclusively new officers. Secondly, because of the cost associated with a one-to-one ratio of instructors to trainees, some departments are dissuaded from using this training method. Within ICAP, a training method is required that will be appropriate for all patrol personnel and yet will retain the advantages integral to field training.

The method suggested is tactical training. ICAP's emphasis on management and maximizing gain dictates that training exercises serve a dual purpose, that is, training exercises can be structured as tactical responses to identified crime, crisis, or order maintenance problems. Thus, the
training hours normally consumed by classroom-type presentations are returned to the street, in that the hours are productively applied to a specific problem in the field. Learning while doing is not only more effective than classroom instruction in developing skills but can have a co-opting influence in altering negative attitudes that might exist at entry into the training/tactical response program.

The basic concepts of tactical training include:

- A specific crime pattern identified by the crime analysis unit that requires a response. Alternatively, it may be an identified order maintenance problem (e.g., a parade or demonstration).
- A plan for tactical response. (As part of the training, trainees may be involved in the tactical planning process.)
- Instruction in the planned response. A brief lecture or lecture demonstration will be provided to participants (approximately 1 to 2 hours).
- Implementation. The remainder of the 8-hour shift will be devoted to implementing the plan. (The shift schedule should be designed so that individuals are available for training for a minimum of one full shift.)
- Feedback. Both the subject matter expert (e.g., the crime prevention director/instructor) and the
patrol supervisors will work with and observe trainees in the field. Feedback will be given to officers immediately where the opportunity exists; other feedback can be provided through a feedback/analysis session, if necessary.

Appendix E provides an after-action assessment of a specific tactical training operation conducted by the St. Petersburg Police Department. Based on crime analysis information showing that Beat 6 had a major problem of residential and commercial burglaries, "Operation Saturation" was planned for that area to advise residents and merchants about security surveys. The manpower to conduct the operation was drawn together through a department shift schedule that provided three extra squads of approximately 10 officers and a sergeant each Wednesday and Friday. The three extra squads are regularly scheduled on these days to make them available for training. (Appendix F shows the shift schedule used by the department.) Prior to the groups conducting security surveys, a 1-1/2-hour training session was conducted by a sergeant from the crime prevention unit. The operation took place on four separate days: Two days were devoted to residential surveys and two days in the following week were devoted to commercial establishments. Although the targeted number of surveys was not completed, the operation was deemed a success in terms of a decline in the incidence of burglary offenses and in terms of officer/trainee reaction to conducting crime prevention activities.

A final form of field training, which may be defined as soft training
hours, has gone largely unrecognized. This is training conducted within a department that is not labeled as training. For example, some departments allow patrol officers -- depending on the time available -- to work with department investigators in conducting followup investigations. Additional opportunities for this type of informal training should be explored by departments as a further means of expanding the field training concept.
6. EVALUATION OF ICAP TRAINING

6.1 The Evaluation Element of the Training System

As shown in the general model of a training system (Figure 2-1), the evaluation element directly supports training development and implementation. Evaluation, as it measures the training activity and changes in the behaviors of attendees, provides the specific feedback required by those responsible for program development and instruction. The model reflects an iterative process where evaluation provides the input necessary for refinement of training objectives, content, and technique on a continuing basis.

The feedback processes are based upon two levels of evaluation, an internal evaluation of the training program itself and an external evaluation of behaviors outside the training situation. Typically, the internal evaluation measures changes in trainee knowledge, skills, and attitudes. These measures should be made before training to determine their levels at entry and at the close of a training program, or at intermediate points in the program, to provide more immediate feedback and allow modification to the course in progress. The external evaluation assesses trainees' on-the-job performance to measure behavioral changes attributable to training.

The assessments and recommendations of line management concerning trainees' performance is of key importance in this effort. The evaluation makes use of the performance assessments to determine the extent to which trainees employ learned skills or techniques on the job as well as changes in the quantity or quality of the trainees' work. Measurement of these factors
provides an indication of the extent to which the training has facilitated change. Moreover, these measures can indicate deficiencies in course content (i.e., required skills not sufficiently addressed by the training program). Thus, evaluation provides feedback to those responsible for assessing department training needs by examining the relevance and practical application of the training program to the trainees' specific job responsibilities. Evaluation of on-the-job performance is important in that it may show that what an individual has been trained to do is inappropriate in a realistic setting. For example, a certain task may be performed in a careful and thorough manner, but it may take longer than is practical or feasible in light of service demands.

6.2 Evaluation Objectives

The general mission of training has been defined as the development and maintenance of human behaviors or performances required by an agency to meet its objectives. Therefore, evaluation of training programs must focus upon the behaviors and performance of those who have been trained. The concept that evaluation of training must be primarily based upon the assessment of trainees' on-the-job performance is worthy of emphasis. Of primary concern to department administrators, the program manager, and those directly responsible for training is a determination of the return to the organization for their training investment. Questions which the evaluation should answer are: Has training effected the desired changes in behavior? Have changes improved the department's position relative to its overall objectives?
This primary objective should naturally lead to the evaluation of the training activity itself. This will be of significance to the training director and instructor in refinement of the curriculum and approach.

The specific objectives for evaluation can be stated as:

- Evaluation of the training activity to determine the extent to which training effected changes in conferees' knowledge, skills, and attitudes.
- Evaluation of the behaviors external to the training situation to assess the extent to which training has effected desired behavior and the impact of those changes on department operations and objectives.

6.3 Levels of Training Evaluation

For each of the two levels of evaluation defined above, internal and external, there are two sublevels.¹

- For internal evaluation of the training activity there are:
  - **Reaction** -- A determination of the conferees' feelings concerning the training.
  - **Learning** -- A determination of changes in knowledge, skills, or attitude.

• For external evaluation of conferee behaviors there are:
  - **Behaviors** -- A determination of on-the-job behavior changes.
  - **Results** -- A determination of the impact of the learned behaviors on organization objectives (e.g., increased arrests, increased efficiency, increased convictions).

Each of these levels of evaluation are discussed below. They are presented in order of increasing difficulty of measurement. Their specific application to evaluation of ICAP training is discussed in greater detail in Section 6.4.

6.3.1 **Reaction to the Training Program**

Evaluation to determine conferees' reaction to a training program can be defined as measuring how well the group liked the course. Usually, it is a measure of the group's reaction to the course content, the manner in which material was presented, and the instructor. Because it is the simplest of all training evaluations, it is the most common.

It is important to note that evaluation of conferees' reaction to a program does not provide an indication of increased knowledge or changes in behavior. It does provide feedback to department administration that can be considered in decisions related to continuation of the course and/or selection of an instructor. It also provides the instructor with feedback on the student's reaction to his approach to the course. However, the limits of this type of training evaluation should be recognized.
Specific suggestions or standards for conducting an evaluation of reactions are:

- **Specify evaluation criteria** -- Focus the evaluation on those activities that you wish to examine. In this specific case, management might want the attendees' reaction to the instructor's approach or to the program content.

- **Develop an instrument/procedures for uniform data collection** -- For example, a written comment sheet can be developed.

- **Quantify the results** -- Design the form so that the reactions can be quantified.

- **Ensure anonymity of persons surveyed** -- Signatures on forms should be optional.

- **Allow additional comments.**

The first three of these five steps have application to all evaluations. The last two apply specifically to the use of survey instruments.

A basic concept in evaluation is that the greater the number of measures of an activity or subprogram the greater the confidence in evaluation results. In terms of an evaluation of reactions, simple measures can be taken to supplement the survey of attendees. For example, the program manager, training director, or line supervisors can be asked to evaluate the training. Additionally, if an item is included on the survey instrument to determine the level of interest the instructor maintained.
among conferees, course attendance records can be reviewed in relation to the answers obtained. Obviously, to use this measure attendance would have to be voluntary. If other factors unduly influenced attendance (such as overtime pay based on actual classes attended), a 100 percent attendance rate could not be attributed to student interest and would not validate answers obtained in the questionnaire.

6.3.2 Learning

Evaluation of learning is directed at determining whether knowledge of the subject has increased or skills improved. In addition, it includes measures of changes in attitude. The attitudes referred to here are those towards specific concepts or programs to be instituted (e.g., crime analysis, patrol conduct of preliminary investigations, directed patrol). An evaluation of what has been learned is more difficult to conduct than an assessment of reaction. However, it provides a much better indication of the effectiveness of the training program (i.e., did the trainees learn from the course). If there has been no change in knowledge, skills, or attitudes of attendees, there is little reason for one to anticipate changes in behaviors and, therefore, little reason to examine behaviors. Use of learning as a criteria for evaluation of training represents an intermediate phase and a means to forecast the likelihood of changes in behavior. The ultimate evaluation of the training program will be the assessment of on-the-job behavior.

Evaluation of learning will be based primarily on classroom performance and written tests. Observation of classroom performance will obviously
be more appropriate in a training situation where the attendees participate (i.e., role playing, simulation, discussion groups) and where techniques or skills rather than facts are being taught. Where attendees are more passive, as in the lecture setting, and factual material is presented to the group, a written test would be more appropriate. Many courses combine both types of instruction and, therefore, are amenable to evaluation based both on observation of attendees and a written test.

Certain standards for evaluation of learning are applicable both to technique and skills training and to lecture situations. If increased knowledge, improved skills, or changed attitudes are to be attributed to the training program, a pretest and posttest evaluation must be conducted. Where possible, a comparison group should be used to compare the test results of persons who received training with those who did not. A comparison group is composed of those individuals who did not receive training but who are similar to the training group in all ways possible. For example, a comparison group could be established by phasing the training and comparing one sector to another or by phasing the training by watches and comparing watches within a sector.

To the extent possible, written tests should be structured so that responses can be tabulated and statistically analyzed (i.e., multiple choice or true/false items). The test must be a valid test of the course, that is, it must represent a measure of material covered and information which should have been transferred to the students.

The pretest and posttest approach is required for all training if, in
fact, changes are to be attributed with any degree of certainty to training and not to factors outside of the training, (e.g., longer time on the job). If evidence collection and processing techniques were being taught, skills might be measured as trainees enter the program through a written test and through instructor and peer critique of a simulated crime scene search. The test would be conducted again at the conclusion of the course or relevant session to determine improvements.

The pretest provides an indication of the group's knowledge of the subject and allows the course to be altered accordingly. It also provides the baseline for comparison of posttest results. Without a pretest/posttest approach, a department could theoretically conduct an entire training program in which little new information was presented (i.e., officers might be fully knowledgeable in the subject area and simply may not have applied that knowledge on the job). In this case, a posttest alone would reflect high scores for the attendees but would not represent a valid test of the value of the course.

In designing a pretest/posttest approach, the two tests should be of equal difficulty. Although the same test is sometimes used before and after, this is not recommended because improved scores on the posttest may be due in part to familiarity with the specific questions. A pretest/posttest approach is not necessary for all sessions of the course. Once the pretest/posttest has been conducted, generally only the posttest is given to conferees, repeating the pretest occasionally to determine any significant changes in the entry level knowledge, skills, or attitudes of the conferees.
6.3.3 **Behavior**

Evaluation of training in terms of on-the-job performance is more difficult to accomplish than either evaluation of trainees reactions or learning. However, it is the ultimate evaluation objective of training, since it will indicate not only whether skills or knowledge have been increased but whether classroom learning can be transferred to activities in the real world. An evaluation of on-the-job performance also can provide an indication as to whether the trainee will apply learned skills or information (i.e., whether the course has effectively altered negative attitudes held towards a particular concept) or whether other implementation problems exist.

Using behavior as a criterion for judging the effectiveness of a training program is more difficult because behaviors are harder to specify and categorize. Evaluation of training based on on-the-job behavior requires observation of activities that might indicate the impact of the training program and also requires that certain judgments be made as to the quality of the work output. When using behavior as a criterion of effectiveness, it is particularly important to structure the evaluation to ensure that results obtained are as objective as possible. Again, a before and after (pretest/posttest) approach should be taken with effort directed at determining trainees' job performance prior to attending the training program.

For the most part, the effect of training on job performance will be assessed based on changes in the *quantity* and *quality* of work output. Thus, the impact of a training program for patrol personnel on preliminary investigations might be assessed through:
• Documentation of increased patrol involvement in preliminary investigations as reflected by the numbers of patrol-conducted preliminary investigations. (For this particular example, the baseline may be 0.)

• Review of randomly selected patrol field reports to determine the quality of the preliminary investigations conducted (i.e., sample the sum of the investigations in a way which would allow any single investigation to be included in the sample). Again, there may have been no prior patrol involvement in preliminary investigation and, therefore, no prior behavior upon which to base a comparison. In this case, a comparison of patrol-conducted and investigator-conducted preliminary investigations is appropriate where the party critiquing does not know which group conducted the investigations. The review/critique might be accomplished by investigations personnel.

• Observation by a patrol and/or investigations supervisor of the officer's investigation. Again, an observation instrument should be developed to structure the evaluation and ensure that equivalent data are collected.
To use changed behaviors as criteria for establishing training effectiveness, it is necessary that factors outside of the training be examined to determine their influence on the changed behaviors. Practically speaking, most designs employed in program evaluation do not allow outside factors to be sufficiently controlled to state with certainty that results can be attributed to a single given factor, i.e., a training program.

In many cases, training may be accompanied by changes in policies or procedures or in incentives that might, in fact, provide the real basis for changes in job behaviors. It might be more important to determine causes for the absence of desired behaviors. If a department institutes a program promoting patrol involvement in crime prevention activities, evaluation of the training action may show that trainees obtained high scores both in terms of knowledge and positive attitudes towards their involvement. However, an evaluation based on behavior may indicate that only a small number of residential/commercial security surveys had been conducted by patrol officers after the training program. Assumptions should not be drawn from this information that the training program was ultimately not effective until the impact of factors outside the training action are explored. This is particularly true for a program such as ICAP where a number of changes are occurring simultaneously.

Using the above example, the potential reasons for the absence of changes are numerous:

- Lack of support from the officers' immediate supervisor.
• Lack of required administrative support through vehicles such as formal policy announcements and procedural memos.

• Failure to provide the necessary time to conduct the surveys. For example, it might be assumed that walk-in/phone-in reporting and blocking of CFS would provide 'X' hours of uncommitted time to one-half of the units. Examination (evaluation) of these activities might show that dispatchers have not been adequately instructed and the measures have not, in fact, been implemented, resulting in little or no change in the amount of uncommitted time.

Additional reasons could be developed for the hypothetical situation presented. Certainly, the problem of resistance to change cannot be fully dealt with in a training program and can be said to be the single greatest reason for failure to innovate. The important point is that using behaviors as criteria of training effectiveness requires that the external environment be examined to determine all intervening variables.

Timing for the performance evaluation is an important consideration. Ideally, sufficient time should elapse between the completion of the course and the performance evaluation to allow trained behavior to have become an integral part of the trainees' on-the-job routine. However, allowing time to elapse delays feedback on whether the trained behaviors have been applied
to the job situation, and the opportunity to reinforce desired behaviors and undertake additional training actions may be lost. It is suggested that the performance evaluation begin shortly after the course has been completed and be repeated several months hence. To ensure that desired behaviors are well established, the evaluation can be repeated again a year after completion of the training.

6.3.4 Results

The objectives of training programs can be stated in terms of long-range organizational objectives and results desired.

<table>
<thead>
<tr>
<th>TRAINING PROGRAM</th>
<th>ORGANIZATIONAL OBJECTIVES</th>
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</thead>
<tbody>
<tr>
<td>Preliminary Investigation</td>
<td>To improve the quality of information captured to increase case clearances, cases filed, and case convictions.</td>
</tr>
<tr>
<td>Crime Prevention</td>
<td>To reduce the incidence of crime, specifically, residential burglary.</td>
</tr>
<tr>
<td>Dispatch</td>
<td>To reduce time spent responding to low priority calls and to establish blocks of uncommitted time for purposes of conducting directed activities.</td>
</tr>
</tbody>
</table>

The problem experienced in using desired results as criteria of training effectiveness is one previously discussed in Section 5.3.3: Isolating the effects of the program to determine its contribution versus
the contribution of other intervening variables. Summary data that reflect improved organization efficiency or effectiveness (such as crime incidence, number of arrests, number of cases filed, and number of convictions) can be examined to answer questions about the possible impact of training (among a number of variables) on organizational objectives. However, the further you move away from the action in terms of evaluation, the harder it is to draw the correlations between the action and outcomes. For this reason, it is recommended that training programs be evaluated in terms of those criteria which most easily can be related to training actions, that is, reaction, learning (skills, knowledge, attitudes), and behaviors.

6.4 ICAP Training Evaluation

Many of the ICAP cities have undertaken extensive training programs during their first and second years of funding. Some evaluation of those training programs has been conducted. Primarily, the evaluations have consisted of reaction evaluations, that is, surveys of conferees' feelings about the course, the instructor, and so on. Of those evaluations conducted to determine learning, tests have been given almost exclusively on a post-training basis only. Since evaluation funds are limited, it is important that funds spent provide information to assist in program management. Figure 6-1 represents a series of measures that could be taken to determine the effectiveness of a patrol crime prevention course.

The list is provided as a means of giving specific examples of the levels of evaluation presented in Section 6.3. The comments focus on the
<table>
<thead>
<tr>
<th>LEVEL/Criteria</th>
<th>MEASURES</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERNAL</td>
<td>Monitoring</td>
<td>Number of hours, by type of classroom training; number of hours, by type of OJT.</td>
</tr>
<tr>
<td></td>
<td>Reaction</td>
<td>Survey of attendees for perception/ratings of training content, style, appropriateness, level of presentation, time allowed for the subject, instructors knowledge, instructors performance, program benefit.</td>
</tr>
<tr>
<td></td>
<td>Learning</td>
<td>Pretest/posttest of patrol officer attitude towards crime prevention activities (interview and/or questionnaire).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pretest/posttest of patrol officer skills in conducting security surveys (observations using an instrument for collection of uniform data. Officer might be observed by crime prevention staff and/or supervisor).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pretest/posttest with comparison group for officer knowledge of crime prevention techniques.</td>
</tr>
</tbody>
</table>

Figure 6-1. Patrol Crime Prevention Training Evaluation Measures
(Page 1 of 2)
<table>
<thead>
<tr>
<th>LEVEL/Criterion</th>
<th>MEASURES</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXTERNAL</strong></td>
<td><strong>Behaviors</strong></td>
<td>Number of patrol-conducted security surveys, number of victims instructed, number of community meetings attended, number of other community contacts made (e.g., distribution of crime prevention materials, Operation IV) on a before and after basis.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Crime prevention staff and/or supervisor observation of officer community contacts and conduct of security surveys (observation using an instrument).</td>
</tr>
<tr>
<td></td>
<td><strong>Results</strong></td>
<td>Survey of citizen awareness of crime prevention programs (target vs. nontarget areas).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Test of citizen knowledge of crime prevention techniques (target vs. nontarget areas).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of inspections; rate of compliance with recommendations including an assessment of the extent of the compliance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of residential/commercial burglaries in target area (pre/post).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of residential/commercial burglaries in areas contiguous to target area for evidence of displacement (pre/post).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Burglary rate at surveyed households vs. nonsurveyed households in the target area.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Burglary rates for surveyed households pre/post.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Method of entry pre/post (examination of field reports).</td>
</tr>
</tbody>
</table>

**Figure 6-1. Patrol Crime Prevention Training Evaluation Measures**

(Page 2 of 2)
advantages and disadvantages of each type of measure in terms of evaluating an ICAP project. Much of what is stated regarding the specific example may be generalized and applied to evaluation of other training programs. The list is not meant to be a model design, and it is not suggested that all measures be employed in evaluating any single program.

Appendix G provides an example of a good test of officer knowledge. The test was developed for the evaluation of the Portland, Oregon, Patrol Emphasis Project (PEP) Evaluation by the Portland Office of Justice Programs. It was administered before the training and after the completion of the training. The test results of the group that was trained (the North Precinct) were compared with the test results of the nonproject groups (the Central and East Precincts) who were not trained.

One issue in evaluation is that the technique used to evaluate may be obtrusive and threatening (e.g., a test), and thereby the evaluation itself may bias the results. In the instructions to trainers for the test shown, the evaluators have attempted to minimize this problem. Instructions included notification that the officer's name and number are requested only for purposes of the evaluation and that test results would not be noted in individual records. Secondly, the instructions for the pretest recognize the fact that the officers are not expected to know all the answers. These instructions are intended to remove any threat posed by the test.

Behavior measures included in Figure 6-1 show that these may be relatively simple, yet still provide the best indication of the impact of training on department operations.
Finally, measures of results serve a dual evaluation purpose: They serve as measures not only of the training program but also of the activity itself (i.e., of the entire crime prevention effort). Generally, measures of results are not recommended as criteria for judging training effectiveness, since it is difficult to attribute the changes to training or to any other single variable. Results are better used to determine the potential impact of a total program (e.g., the impact of the ICAP program on community perceptions of the department).
APPENDIX A

Representative Sample of ICAP Training Conducted
### ICAP Related Training

<table>
<thead>
<tr>
<th>CITY</th>
<th>CRIME PREVENTION</th>
<th>INVESTIGATIONS</th>
<th>CRIME ANALYSIS</th>
<th>PATROL OPERATIONS</th>
<th>COMMUNICATIONS</th>
<th>CAREER CRIMINAL</th>
<th>OTHER</th>
<th>REPRESENTATIVE COURSE CONTENT</th>
<th>ADDITIONAL INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arlington TX</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>PEP Orientation (Mid-management); Crime Prevention (Officers) -- Orientation &amp; History, Security, Internal Management, Public Speaking; Investigations (Officers) -- Crime Scene Search, Developing Informants &amp; Notetaking, Field Interrogations &amp; Followups, Forensics, Report Writing, Case Filing, Elements of the Crime; Crime Analysis (Mid-management) -- History &amp; Purpose, Patrol and Beat Officers, Methods; Other (Mid-management) -- Interpersonal Relations</td>
<td>A number of Arlington officers also attended the Texas Crime Prevention Institute.</td>
</tr>
<tr>
<td>Ft. Worth, TX</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>Orientation for Supervisory Personnel; Investigations -- Crime Scene Scene, Use of ID Kits, Interviewing Techniques; Career -- Prosecutorial Involvement; Patrol Operations and Tactics</td>
<td>From March through September officers and TOL's assigned to Patrol Duties will attend a specialized Training School authorized in the first year of participation in ICAP. Students will attend on their day off and will be paid overtime pay (time and one half) for the time spent in school from funds allocated in the Grant. The length of the school for each student is 36 hours. Those selected for intensive Crime Scene Search Training will receive an additional 8 hours. All officers and TOL's, except those on Special Detail Status or Investigative Assignments, and K-9 Officers will attend. The school is specifically designed for patrol activities. The ICAP Grant provided funds for purchasing 35 Crime Scene Kits. During the ICAP Training Period, 70 Officers and TOL's will be trained to perform Crime Scene Search at the scene of offenses they are called to report and investigate. They will be qualified to handle all but the most complex crime scenes.</td>
</tr>
<tr>
<td>Jacksonville, FL</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>Investigations -- Evidence, Procedures, Methods and Techniques; Patrol Operations -- Procedures and Techniques, Administration; Other -- Interpersonal Relations</td>
<td>All officers receive 40 hours of in-service training. In addition to a one hour ICAP presentation, the Director and Deputy Director of Operations discuss ICAP during their time slot. Detectives receive training on terminal operation so they can retrieve &quot;search&quot; data. The State's Attorney provides training (Managing Criminal Investigations) to in-service and recruit trainees.</td>
</tr>
<tr>
<td>Lawrence, KS</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>Supervisors' Training: Police Research -- Overview of the Kansas City, Missouri, Preventive Patrol and Response Time Study; San Diego, California, Community-Oriented Policing, Field Interrogation, and One-Man, Two-Man Car Experiment; the Rand Criminal Investigation study; the Wilmington, Delaware, Split-Force Experiment; and the New Haven, Connecticut, Directed Deterrent Patrol Communications -- Focused on organization, group, and personal communications. Program Evaluation, Leadership Styles, Decisionmaking, and Goals and Objectives, Performance. Crime Prevention -- Techniques.</td>
<td>Lawrence's ICAP was designed to improve the ability of supervisory and patrol personnel to carry out their assigned tasks. The supervisory training was held from March 13 to April 18, 1978. Ten 4-hour sessions were held from 3:00 to 7:00 p.m. each Tuesday and Thursday. The 40 hours included the areas identified previously. The patrol officers training was scheduled for commencement on May 2 and completion by June 8, 1978.</td>
</tr>
</tbody>
</table>
## ICAP Related Training*

<table>
<thead>
<tr>
<th>CITY</th>
<th>ICAP ORIENTATION</th>
<th>CRIME PREVENTION</th>
<th>INVESTIGATIONS</th>
<th>CRIME ANALYSIS</th>
<th>LAW ENFORCEMENTS</th>
<th>OTHER</th>
<th>REPRESENTATIVE COURSE CONTENT</th>
<th>ADDITIONAL INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memphis, TN</td>
<td>X X X</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td>Crime Prevention -- Introduction &amp; History, Security Systems, Techniques</td>
<td>Between October 1, 1977 and March 30, 1978, each of the Department's 550 officers was provided 8-hours of in-service training on the purpose and use of the new Offense/Incident form. Two control officers attended the California Crime Prevention Institute's 20-hour Crime Prevention and Practice course. These same officers then conducted 16 hours of crime prevention in-service training for the Department's 550 patrol officers. Plans are being made for providing the 550 patrol officers with 16 hours of in-service training in preliminary investigations.</td>
</tr>
<tr>
<td>Newburgh, NY</td>
<td>X X X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ICAP Orientation; Crime Prevention -- Security, Patrol Tactics; Investigations -- Case Construction, Evidence, Solvability Factors in Case Handling; Patrol Operations -- Theory, Deployment, Tactics; Other -- Information Systems</td>
<td>Newburgh conducts voluntary monthly team training meetings: one headquarters team, one field team. IACP funds are used for overage. Approximately 40% of the officers participate. Department also conducts periodic team training retreats at a local university.</td>
</tr>
<tr>
<td>Norfolk, VA</td>
<td>X X X X X</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td>Patrol Manager's Workshop (Mid-level Managers) -- PEP Orientation, Project History and Development, Project Goals/Components, Project Evaluation, Crime Analysis, Systems Analysis, Performance Evaluation, Training Trainers (Implementation Strategies)</td>
<td>Duration of each training: Patrol Managers' Workshop -- 3 days; Patrol Supervisors' Workshop -- 2 days; Patrol Squad Training -- 40 hours (16 sessions); Patrol &quot;Spot&quot; Training -- 20 hours (8 sessions for each of the 8 topics areas). Additional training conducted in conjunction with local prosecutor and representatives of the city's state career criminal program. Course content focuses on developing patrol awareness of local career criminal program and identification of police skills and techniques/procedures that require enhancement due to career criminal focus.</td>
</tr>
<tr>
<td>Portland, OR</td>
<td>X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Crime Analysis; Investigations -- Patrol Officers, Review Procedures</td>
<td>Crime Analysis Training Goal: Teach Patrol officers the methodology, assumptions, uses, limitations, and products of crime analysis (2 hour session). Investigations Training Goals for Patrol Officers: Teach Patrol officers items in evidence-gathering techniques that require a criminalist to collect and preserve (4 hours per officer); teach methods for conducting and reporting robbery and burglary investigation (2 hours). Sergeant's (Supervisory) Training Goals: Recognition of deficient investigation reports (4 hours).</td>
</tr>
<tr>
<td>San Diego, CA</td>
<td>X X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Career Criminal -- Sight and Sound presentation (In-service and Recruit Training), Roll Call presentation, Daily Bulletin, &quot;Copper Wire&quot; (Department newsletter), videotaped training presentations available to officers; Crime Analysis -- Roll Call presentation, Daily Bulletin, &quot;Copper Wire&quot;; videotaped training presentations; Investigations -- Evidence Kit. Departmentwide training in use of new crime and arrest report forms.</td>
<td>Evidence Kit training basically consists of one 8-hour session. Sight and Sound presentation details Career Criminal Program. Department is in the process of preparing a similar presentation for ICAP. Roll Call presentations explain Career Criminal Program and provide update on career criminal and criminal analysis operations. Daily Bulletins and Newsletters provide information on Career Criminal Program and note individuals who use crime analysis to close a case.</td>
</tr>
</tbody>
</table>
ICAP - Related Training*

<table>
<thead>
<tr>
<th>CITY</th>
<th>TRAINING CONDUCTED IN</th>
<th>REPRESENTATIVE COURSE CONTENT</th>
<th>ADDITIONAL INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CAP ORIENTATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CRIME PREVENTION</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>INVESTIGATIONS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CRIME ANALYSIS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PATROL OPERATIONS</td>
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<td></td>
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<td></td>
<td>COMMUNICATIONS</td>
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<tr>
<td></td>
<td>CAREER CRIMINAL</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>OTHER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Springfield, MO</td>
<td>X X X X X</td>
<td>First 40 Hours: Orientation to ICAP Function of the Crime Analysis Unit, Qualifying a Career Criminal; Crime Analysis -- Career Criminal Data Storage, Use of Field Interview Reports, Major Crime Scene Investigations and Preservation of Evidence, Interviewing and Interrogation, Operation and Function of the Crime Prevention Unit, Handling Cases Involving a Career Criminal as a Suspect.</td>
<td>Springfield's ICAP Training Course was conducted in two 2-week/40-hour sessions. Each class consisted of an in-depth presentation of the particular subject matter, including the preparation of a detailed lesson plan which contained such information as the class objectives and procedures (see Appendix).</td>
</tr>
<tr>
<td>Stockton, CA</td>
<td>X X X</td>
<td>Investigative Skill Development -- Crime Analysis Training, Interviewing Skills Development, Advanced Interviewing Techniques Training, Generalist Officer Concept/Leader Awareness Training; Management Training for Patrol Command Staff; Stress and Crisis Management Training</td>
<td>Stockton's ICAP has provided 40 hours of training for patrol personnel specifically designed to enhance and facilitate implementation of ICAP goals and objectives. The Crime Analysis, Generalist Officer, and the Legal Awareness training have been conducted in full and evaluated. A detailed course syllabus has been developed in the areas of initial interviewing skills and Stress and Crisis Management training; and the Department is in the process of developing a Comprehensive Community Profile, which will be presented to Patrol officers in Fall 1978. A training component in the management of patrol operations has been designed and will be presented in late July 1978.</td>
</tr>
</tbody>
</table>

* The information contained herein is not intended to denote that these are the only cities conducting ICAP-related training. Based upon the site assessment visits conducted in late 1977, those departments that appeared to be most progressive in their ICAP-related training were contacted by telephone in June 1978 and asked to provide updated training materials. The information contained herein was a result of the response to that inquiry.
APPENDIX B

ICAP VTR Information Survey:

Capabilities and Facilities and Equipment
## VTR Information Survey (Capabilities & Facilities)

<table>
<thead>
<tr>
<th>City/VTR Coordinator</th>
<th>Film Transfer Capability</th>
<th>Video Tape Editing/Duplication Capability</th>
<th>Description of VTR Facilities &amp; Setup</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arlington, TX</td>
<td>16mm projector to video camera</td>
<td>VTR 820 into the edit machine. Hitachi SV5100 (we have no automatic timed editing).</td>
<td>Studio for making films taken in the field. Also a 5 cum. input special effects unit. 165 films in library.</td>
</tr>
<tr>
<td>Atlantic City, NJ</td>
<td>None.</td>
<td>Sony VO 2600 &amp; VO 2800 video recorders.</td>
<td>15'x20' studio with separate control room. In operation with a two camera setup through a Panasonic Black &amp; White special effects generator. Generator is in combination with a Shure sound mixer and a Strand Century portable lighting kit. On order a two camera setup with color capacity. Existing Black &amp; White camera will be used as a graphics camera and the Sony VO 2600 recorder will be a circulation machine in the field.</td>
</tr>
<tr>
<td>Austin, TX</td>
<td>None.</td>
<td>Edit with Sony 2800 and 2850. Recorders with spectra-vision editor. Duplication from 2800 to 2850 or vice versa.</td>
<td>20'x25' studio with a separate control room with production facilities. Studio in training academy. Can tape in studio or classrooms. Library with 16mm films.</td>
</tr>
<tr>
<td>Colorado Springs, CO</td>
<td>None.</td>
<td>None.</td>
<td>Academy has the equipment for training purposes. No studio at this time.</td>
</tr>
<tr>
<td>East Providence, RI</td>
<td>None.</td>
<td>None.</td>
<td>All VTR equipment housed in the precinct station with additional audio-visual equipment. No tape library at this time.</td>
</tr>
<tr>
<td>City/VTR Coordinator</td>
<td>Film Transfer Capability</td>
<td>Video Tape Editing/Duplication Capability</td>
<td>Description of VTR Facilities &amp; Setup</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------</td>
<td>------------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Fort Worth, TX</td>
<td>No film chain is owned by this agency.</td>
<td>Editing or duplication capability is owned by this agency.</td>
<td>A training classroom houses the limited video tape equipment. There is no &quot;studio&quot; as such. Staff member produces video tapes for training made with borrowed equipment. The North Central Counsel of governments has limited capacity. DFW/DPS has an adequate studio. Very few tapes owned by FWPD since we have no equipment for their use.</td>
</tr>
<tr>
<td>Jacksonville, FL</td>
<td>None.</td>
<td>None.</td>
<td>Approximately 30 1&quot; tapes color. Approximately 20 tapes 1/2&quot; black and white; 1 staff operator, video equipment in one location and moved on temporary basis when and where needed.</td>
</tr>
<tr>
<td>Kansas City, MO</td>
<td>Unknown.</td>
<td>Unknown.</td>
<td>Small studio in A.S.A.P. unit, staff capabilities limited. Bulk of equipment stored at Regional Training Academy</td>
</tr>
<tr>
<td>Lawrence, KA</td>
<td>None.</td>
<td>We can &quot;dub&quot; in sound or voice, but we can not duplicate the tapes.</td>
<td>One portable camera and recorder. One stationary camera and recorder with &quot;playback&quot; capabilities, and dubbing capabilities. One monitor and one tripod camera mount. One battery charger for batteries for portable recorder and camera equipment. No tape library at department.</td>
</tr>
</tbody>
</table>
**VTR Information Survey (Capabilities & Facilities) (Continued)**

<table>
<thead>
<tr>
<th>City/VTR Coordinator</th>
<th>Film Transfer Capability</th>
<th>Video Tape Editing/Duplication Capability</th>
<th>Description of VTR Facilities &amp; Setup</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lexington, KY Lt. Lee Morgan</td>
<td>Available upon agreement with WKLE educational TV.</td>
<td>Available upon agreement with WKLE.</td>
<td>VTR equipment housed at training academy. All VTR work in the classroom. Film library at the academy.</td>
</tr>
<tr>
<td>Memphis, TN Patrolman A. E. Baldridge</td>
<td>None.</td>
<td>None.</td>
<td>No studio. All VTR work is done in the classroom. No film library at this time.</td>
</tr>
<tr>
<td>Minneapolis, MN Phillip Van Tussel</td>
<td>None.</td>
<td>Building a VTR studio and purchasing additional hardware for VTR capability complete with electronic editing equipment and character and special effects generator.</td>
<td>Studio to be setup in City Hall with editing facility and a studio format. Facility to be supervised by police personnel and partially staffed by interns. Engineering assistance from bidding vendors. Available to all city agencies for training and information dissemination.</td>
</tr>
<tr>
<td>New Haven, CN Officer Joseph R. Polton</td>
<td>None.</td>
<td>None.</td>
<td>No studio, classroom in P.D. used. Inhouse production by trained producer-director-camera operator. Municipal Police Training Council has more sophisticated equipment, though difficult to obtain at times.</td>
</tr>
<tr>
<td>New Orleans, LA Officer John Woods</td>
<td>None.</td>
<td>None.</td>
<td>Small projection room with tape library connected to a classroom. All equipment housed at training academy.</td>
</tr>
<tr>
<td>Newburgh, NY Officer Barry Bloom</td>
<td>Available through local high school.</td>
<td>Available through local high school.</td>
<td>Facilities in the Public Safety Building Setup in training classroom. Library includes 30 films. Also access to stat library.</td>
</tr>
</tbody>
</table>
### VTR Information Survey (Capabilities & Facilities (Continued))

<table>
<thead>
<tr>
<th>City/VTR Coordinator</th>
<th>Film Transfer Capability</th>
<th>Video Tape Editing/Duplication Capability</th>
<th>Description of VTR Facilities &amp; Setup</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norfolk, VA</td>
<td>None.</td>
<td>2800 has limited capabilities (due to lack of experience we have not mastered these functions). 4400 has edit capabilities if taped in sequence, but subject matter does not always allow this. We can duplicate 1/2 reel to reel tapes.</td>
<td></td>
</tr>
<tr>
<td>Mr. Robert E. Perkins</td>
<td></td>
<td></td>
<td>Our facilities are strictly limited to subject matter addressed. This is the benefit of a portable system. In the Training Academy we have our only studio type arrangement. Final editing by Norfolk School Board on time available basis. Two Sony 2300 players located in precincts and used during roll call and awareness &quot;rap sessions.&quot; Library limited to policy and procedure tapes to date.</td>
</tr>
<tr>
<td>Oxnard, CA</td>
<td>None.</td>
<td>Editing and color cameras available on a regional basis.</td>
<td>3/4 inch cassette recorder/player and monitor available on site. Cameras and editing equipment available on site, 1/2&quot; Sony reel to reel recorder. Black &amp; white camera available on site.</td>
</tr>
<tr>
<td>Lt. R. G. Staniland</td>
<td></td>
<td>None.</td>
<td>All equipment in Pontiac Police Departments' main station. Setup in the training room and lineup room. 12 films in library.</td>
</tr>
<tr>
<td>Pontiac, MI</td>
<td>None.</td>
<td>None.</td>
<td>In addition to equipment we have a Sony special effects generator, 2 professional tripods, battery packs, misc. mixers, studio lights &amp; assorted cable extensions &amp; adapters. All equipment is kept in an audio-visual room of this department.</td>
</tr>
<tr>
<td>Officer Mike Ramsey</td>
<td></td>
<td></td>
<td>We have a VTR technician assigned to the Training Division. The Oregon State Branch of Police Standards and Training maintains a studio and library at their police academy. (We have access to this equipment.</td>
</tr>
<tr>
<td>Portland, ME</td>
<td>We have all necessary equipment for transfer from machine to machine with exception of editing machine.</td>
<td>Can duplicate originals but have no editing capability.</td>
<td></td>
</tr>
<tr>
<td>Sgt. Steven Roberts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portland, OR</td>
<td>None.</td>
<td>We can edit with our Panasonic 330S and can record from one machine to the other.</td>
<td></td>
</tr>
<tr>
<td>Mr. Chris Gillespie</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City/VTR Coordinator</td>
<td>Film Transfer Capability</td>
<td>Video Tape Editing/ Duplication Capability</td>
<td>Description of VTR Facilities &amp; Setup</td>
</tr>
<tr>
<td>----------------------</td>
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<td>--------------------------------------</td>
</tr>
<tr>
<td>Portsmouth, VA</td>
<td>None inhouse.</td>
<td>We have limited editing capabilities at this time. The district court and the commonwealth attorney's office have playback equipment and we can use these for duplicating with our equipment.</td>
<td>We have no formal studio. We have a Kodak 35mm projector and 4 Bell &amp; Howell 16mm projectors. Technician with 5 years experience in VTR systems. Anticipated at this time State Bar Association will pick our city to introduce VTR into the court system.</td>
</tr>
<tr>
<td>Sgt. George Newton</td>
<td>We do have a relationship established with AVEC electronics in Norfolk and the Norfolk Naval Shipyard in Portsmouth, VA, who can perform this function.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pueblo CO</td>
<td>From reel to reel or from reel to cassette or cassette to reel.</td>
<td>Can start with program from studio camera or portable camera through complete finished program. Either reel or cassette.</td>
<td>Have video room attached to academy classroom. Also complete close circuit filming of classroom for instructors. Can use studio camera for portable camera.</td>
</tr>
<tr>
<td>Sgt. Ralph Smith</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quincy, MA</td>
<td>None.</td>
<td>None.</td>
<td>8 tape library.</td>
</tr>
<tr>
<td>Lt. Neil MacDonald</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Racine, WI</td>
<td>Available through local distributor the use of an Ampex 600 VTR.</td>
<td>None.</td>
<td>All VTR work done in the classroom. Officers may use tapes in the film library. Videotapes made of classroom presentations and stored at the training academy.</td>
</tr>
<tr>
<td>Sgt. William Krenske</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Diego, CA</td>
<td>Movie film can be transferred via film chain to 1/2&quot; reel, 3/4&quot; cassette or 1&quot; reel.</td>
<td>Dub up or down on any of the above machines.</td>
<td>Monochrome system. Our system includes a light and sound controlled studio with three floor cameras. A separate control room has a turntable and professional audio mixing board. Video partian has sync. Special effects generators and all related monitoring equipment. Soon to be included: audio patch panel, video patch panel, audio reverb, peak limiting amplifier and generator lock. Library is limited.</td>
</tr>
<tr>
<td>Sgt. Jerry Meloche</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City/VTR Coordinator</td>
<td>Film Transfer Capability</td>
<td>Video Tape Editing/ Duplication Capability</td>
<td>Description of VTR Facilities &amp; Setup</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------</td>
<td>-------------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>San Francisco, CA</td>
<td>16mm to B&amp;W capacity as we have no color hi-rez camera at this time.</td>
<td>B&amp;W vertical interval editor for mastering in B&amp;W-TRIEA-3. Complete system for color editing with TBC and quality control via Conrac.</td>
<td>Tapes primarily with local information. Best tapes came from Santa Barbara P.D.</td>
</tr>
<tr>
<td>San Jose, CA Officer Jay Houston</td>
<td>3 OEPS film projectors. Slide dissolve unit and programmer; no film chain nor multiplexer.</td>
<td>Full EIAJ Formant editing. Black &amp; white or color.</td>
<td>Converting to 3/4&quot; Umatic System from the B&amp;W system. Color tapes can be used. TRI EA-3 editing system with quality control by Time Base corrector and a Conrac Monitor purchased as well as Sony DXC 161)MF color camera and a JVC cassette recorder. System housed at training academy. Hope to have full color capacity within the entire department.</td>
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<tr>
<td>Simi Valley, CA Lt. Ralph Iomo</td>
<td>None.</td>
<td>None.</td>
<td>Full capacity B&amp;W TV production, usually taped at remote site from van; can do small in-house presentation (no studio on-site); full &quot;Production&quot; room. Studio facility available. Criminal Justice Resource System via Santa Clara County Sheriffs Department.</td>
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<tr>
<td>Springfield, MO</td>
<td>None.</td>
<td>None.</td>
<td>VTR facilities located in Planning, Training and Research Division of Department. Also have one VTR setup in briefing room. Library contains 72 cassettes and tapes, and 17 B&amp;W films.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Have on hand 15, 30-minute color video cassettes of an accredited college course, &quot;Criminal Justice Today,&quot; developed by Project Manager in conjunction with Drary College (Fall 1977).</td>
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<tr>
<td>City/VTR Coordinator</td>
<td>Film Transfer Capability</td>
<td>Video Tape Editing/Duplication Capability</td>
<td>Description of VTR Facilities &amp; Setup</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------</td>
<td>------------------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Stockton, CA</td>
<td>Available in black &amp; white</td>
<td>None.</td>
<td>All color VTR equipment is housed at Stockton Police Department in training classroom. Access to Regional Training Academy film and cassette library.</td>
</tr>
<tr>
<td>Lt. James Riley</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City/VTR Coordinator</td>
<td>Recorders</td>
<td>Cameras</td>
<td>Monitors</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------</td>
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<td>----------</td>
</tr>
<tr>
<td>Arlington, TX</td>
<td>Concord VTR-820, VTR-800 (3), VTR-648 time lapse</td>
<td>Low light TV cameras (9)</td>
<td>Triple S 1/2&quot; monitor (5)</td>
</tr>
<tr>
<td>Lt. Don Martin</td>
<td>Hitachi SV-5100 edit</td>
<td>Panasonic VTR-M308S portable (2)</td>
<td>Satchell Carlson triple 6&quot; monitor</td>
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<tr>
<td>Atlantic City, NJ</td>
<td>Sony VO 3400 reel to reel video recorder/playback (portable)</td>
<td>Panasonic MQ34IP Black &amp; White studio camera</td>
<td>Panasonic TR 195VA 19&quot; Black &amp; White monitor</td>
</tr>
<tr>
<td>Sgt. Arthur Snell</td>
<td>Sony VO 3600 cassette Color video recorder/playback (portable) 3/4&quot;</td>
<td>Sony AVC 3450 Black &amp; White portable camera</td>
<td>Sony CM-1590 TV color monitor</td>
</tr>
<tr>
<td>Snellbaker</td>
<td>Sony 2600 cassette Color video recorder/playback 3/4&quot;</td>
<td>Sony AVC 3500 Black &amp; White portable camera</td>
<td>Sony CM-1590 TV color monitor</td>
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<tr>
<td></td>
<td>Sony VO 2800 cassette Color video recorder/playback with editing feature</td>
<td>Sony DVC 1200 Color studio camera</td>
<td>Sony CM-1590 TV color monitor</td>
</tr>
<tr>
<td></td>
<td>TVC 800A reel to reel 1&quot; Black &amp; White video recorder/playback</td>
<td>Sony DVC 1610 Color portable camera</td>
<td>Sony CM-1590 TV color monitor</td>
</tr>
<tr>
<td>B-P Austin, TX</td>
<td>Sony 2850, Color, 3/4&quot;</td>
<td>Sony DVC 1600 (2), Color, 3/4&quot;</td>
<td>RCA Color Monitors (4), 25&quot;</td>
</tr>
<tr>
<td></td>
<td>Sony 3800, Color</td>
<td></td>
<td>Textronic cross-pulse under scan color monitor</td>
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<tr>
<td></td>
<td>Sony 2600 (2), Color, 3/4&quot;</td>
<td></td>
<td>Sony Black &amp; White monitors (7), 9&quot;</td>
</tr>
<tr>
<td>Colorado Springs, CO</td>
<td>Sony VO 2600, Black &amp; White</td>
<td>One Black &amp; White cam&lt;er</td>
<td>Sony Black &amp; White monitors (5), 19&quot;</td>
</tr>
<tr>
<td>Lt. G. Kirkbride</td>
<td>Sony VO 3800, Color</td>
<td>One Color</td>
<td>One Monitor</td>
</tr>
<tr>
<td>East Providence, RI</td>
<td>Panasonic NV 3085</td>
<td>Panasonic MQ3085 Video camera</td>
<td>Panasonic TR 1957 monitor, 19&quot;</td>
</tr>
<tr>
<td>Officer William</td>
<td>Sony 3400 reel to reel, 1/2&quot;</td>
<td>Sony video recorder</td>
<td>Panasonic TR652</td>
</tr>
<tr>
<td>McPherson</td>
<td>JVC-CP 5000U</td>
<td>AVC 3400</td>
<td>Sony Black &amp; White, 19&quot; monitor</td>
</tr>
<tr>
<td>Fort Worth, TX</td>
<td>Black &amp; White (2)</td>
<td>Black &amp; White (2), Color</td>
<td>Canon 192U monitor</td>
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<tr>
<td>Sgt. J. L. McGlasson</td>
<td>Color (2)</td>
<td>Sony AV6000, Black &amp; White</td>
<td>Black &amp; White monitor (2)</td>
</tr>
<tr>
<td>Jacksonville, FL</td>
<td>Black &amp; White (2)</td>
<td>Black &amp; White (2), Color</td>
<td>Color monitor (2)</td>
</tr>
<tr>
<td>Officer D. C. Bosnight</td>
<td>Color (2)</td>
<td>Sony AV6000, Black &amp; White</td>
<td>RCA Color JT 970W</td>
</tr>
<tr>
<td>Kansas City, MO</td>
<td>Panasonic 3020 SD-VTR</td>
<td>NV 3800 Power Pack with 8080 portable camera</td>
<td>Sony Black &amp; White, AV 8600</td>
</tr>
<tr>
<td>Officer Harold Oldham</td>
<td>Panasonic video player/recorder NM21208 Video tape recorder</td>
<td>WV033 remote camera (2) Davis &amp; Standard NS-7 mounts for camera (2)</td>
<td>Panasonic GBC 23&quot; monitor</td>
</tr>
<tr>
<td></td>
<td>Ampex VTR 1&quot; machine</td>
<td>Magnavox Color camera CV400 G.B.C. video camera and lens</td>
<td>Satchell Carlson 23&quot; monitor (4)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Panasonic TR910V monitor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Magnavox D8810 TV Color receiver/monitor</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Black &amp; White 19&quot; monitor</td>
</tr>
<tr>
<td>City/VTR Coordinator</td>
<td>Recorders</td>
<td>Cameras</td>
<td>Monitors</td>
</tr>
<tr>
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</tr>
<tr>
<td>Lawrence, KS</td>
<td>Panasonic NV-3080</td>
<td>G.B.C. Mod. CTC-3000</td>
<td>Panasonic, Mod. TR-4137</td>
</tr>
<tr>
<td>Lt. Vernon Harrell</td>
<td>Panasonic NV-3020</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lt. Lee Morgan</td>
<td>Sony video casette recorder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Memphis, TN</td>
<td>Sony CV2200 (2)</td>
<td>Sony CVC 2100A (2)</td>
<td>JVC Color monitor, 19&quot;</td>
</tr>
<tr>
<td>Patrolman A. E. Baldridge</td>
<td>Sony DV2400</td>
<td>Sony AVC 2400, portable Black &amp; White (2)</td>
<td>Sony Black &amp; White monitor, 19&quot;</td>
</tr>
<tr>
<td>Minneapolis, MN</td>
<td>Sony AVC 3400 Black &amp; White, portable camera recorder units (2)</td>
<td>Sony AVC 3400 (2)</td>
<td>Sony Black &amp; White, 12&quot; TV monitor</td>
</tr>
<tr>
<td>Phillip Van Tassel</td>
<td>Sony CR4400U/CG 4800 U 3/4&quot; Color portable system</td>
<td>JVC CR 4400U Color video cassette/recorder</td>
<td>Sony AVC 3400 (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Haven, CT</td>
<td>Sony AV 3600</td>
<td>Sony Black &amp; White (2)</td>
<td>Setchen Carlson, Black &amp; White 19&quot;</td>
</tr>
<tr>
<td>Officer Joseph R. Polton</td>
<td>Sony VO 1600</td>
<td>Panasonic Black &amp; White</td>
<td>Sony Black &amp; White, 17&quot;</td>
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<tr>
<td>Officer John Woods</td>
<td></td>
<td></td>
<td>RCA, XL100, Color, 21&quot;</td>
</tr>
<tr>
<td>Newburgh, NY</td>
<td>Sony CV2600 Black &amp; White, 1/2&quot;</td>
<td>Sony CVC 2100A Black &amp; White, portable</td>
<td>Sony Black &amp; White monitor, 19&quot;</td>
</tr>
<tr>
<td>Officer Barry Bloom</td>
<td></td>
<td>Portable TVC</td>
<td></td>
</tr>
<tr>
<td>Norfolk, VA</td>
<td>TVC 4400, Portable</td>
<td>Sony AVC 3400 videocorder, Black &amp; White, 1/2&quot;</td>
<td>Sylvania 25&quot; monitor</td>
</tr>
<tr>
<td>Mr. Robert E. Perkins</td>
<td>Sony 2800</td>
<td>Sony AV-3400 videocorder, Black &amp; White, 1/2&quot;</td>
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<tr>
<td></td>
<td>Sony 3200, playback only (2)</td>
<td>Sony AV-3600 videocorder, Black &amp; White, 1/2&quot;</td>
<td>Craig 2702, transcriber recorder, cassette</td>
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<tr>
<td>Oxnard, CA</td>
<td>Sony AV 3400, Color</td>
<td>Sony AVC 3400</td>
<td>Sony AVC 340 videocorder</td>
</tr>
<tr>
<td>Lt. R. G. Stanilland</td>
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<td></td>
<td></td>
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<tr>
<td>Pontiac, MI</td>
<td>Sony CV 2100 videocorder, Black &amp; White, 1/2&quot;</td>
<td>Sony VCK 2100A, video camera, Black &amp; White</td>
<td>Sony CVM-1800A Black &amp; White monitor, 15&quot;</td>
</tr>
<tr>
<td>Officer Mike Ramsey</td>
<td>Sony AV-3400 videocorder</td>
<td>Sony AVC 3400 videocamera, Black &amp; White</td>
<td>Sony CVM 194, Black &amp; White monitor</td>
</tr>
<tr>
<td>Portland, ME</td>
<td>Sony AV 3650</td>
<td>Sony AVC 3210 (2)</td>
<td>Sony 192U, Black &amp; White (3)</td>
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<tr>
<td>Sgt. Steven Roberts</td>
<td>Sony AV 3600</td>
<td>Sony AVC 3400 (2)</td>
<td>Sony 192U, Black &amp; White (3)</td>
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<td>Sony AV 3400 (2)</td>
<td>JVC GC4800U</td>
<td>RCA, Color, XL-100</td>
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<td></td>
<td>Sony VO1600</td>
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<td>Sony CVM 920U</td>
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<tr>
<td></td>
<td>JVC CR 4400U</td>
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<td></td>
</tr>
<tr>
<td>Portland, OR</td>
<td>Panasonic 3130</td>
<td>Panasonic 3130 (6)</td>
<td>Sony monitors (3)</td>
</tr>
<tr>
<td>Mr. Chris Gillespie</td>
<td>JVC NV 9200</td>
<td></td>
<td>Sony Black &amp; White 19&quot;</td>
</tr>
<tr>
<td>Portsmouth, VA</td>
<td>JVC CR 4400U</td>
<td>JVC 4800U</td>
<td>RCA Color, 25&quot;</td>
</tr>
<tr>
<td>Sgt. George Newton</td>
<td>IVC</td>
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## VTR Information Survey (Equipment) (Continued)

<table>
<thead>
<tr>
<th>City/VTR Coordinator</th>
<th>Recorders</th>
<th>Cameras</th>
<th>Monitors</th>
<th>Reel to Reel</th>
<th>Cassette</th>
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<tbody>
<tr>
<td>Portsmouth, VA</td>
<td>JVC NV 9200</td>
<td>IVC 90</td>
<td>Sony Black &amp; White, 19&quot;</td>
<td>1/2&quot;, B&amp;W</td>
<td>3/4&quot;, Color</td>
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<tr>
<td>Sgt. George Newton</td>
<td>JVC CR 4400U</td>
<td>JVC 4600U</td>
<td>RCA Color, 25&quot;</td>
<td>1/2&quot;, B&amp;W</td>
<td>1&quot;, Color</td>
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<td></td>
<td>IVC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pueblo, CO</td>
<td>Sony, 8+</td>
<td>No Information available.</td>
<td>No Information available</td>
<td>1/2&quot;, 3/4&quot;, 1&quot;</td>
<td>1/2&quot;, B&amp;W, Color</td>
</tr>
<tr>
<td>Sgt. Ralph Smith</td>
<td>Sony Videocorder, reel to reel</td>
<td>Sony Videocorder, AVC 3400</td>
<td>Sony CVM AZU</td>
<td>1/2&quot;, B&amp;W</td>
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<td>Quincy, MA</td>
<td>AV 3400</td>
<td>Sanyo VTR 7100 systems (2)</td>
<td>Sanyo VTR 7100 systems (2)</td>
<td>1/2&quot;, B&amp;W</td>
<td>1/2&quot;, B&amp;W</td>
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<tr>
<td>Lt. Neil MacDonald</td>
<td>Sanyo VTR 7100 systems (2)</td>
<td>Sony Black &amp; White monitors (2), 19&quot;</td>
<td>1/2&quot;, B&amp;W</td>
<td>1/2&quot;, B&amp;W</td>
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<tr>
<td>Racine, WI</td>
<td>Sanyo 3650 1/2&quot; VTR</td>
<td>AVC 4200A cameras</td>
<td>No Information available.</td>
<td>1/2&quot; &amp; 1&quot;, B&amp;W</td>
<td>3/4&quot;, B&amp;W</td>
</tr>
<tr>
<td>Sgt. William Krenke</td>
<td>Sanyo 3600 1/2&quot; VTR (2)</td>
<td>Sony DXC 2000A cameras</td>
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<tr>
<td>San Diego, CA</td>
<td>Sanyo U02500 3/4&quot; VTR (5)</td>
<td>Sony portapak</td>
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<td></td>
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</tr>
<tr>
<td>Sgt. Jerry Meloche</td>
<td>Sanyo BY320F 1&quot; VTR</td>
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<tr>
<td>San Francisco, CA</td>
<td>Sony AV 3600 (16)</td>
<td>Sony AV 4600</td>
<td>Admiral 2216GT</td>
<td>1/2&quot; B&amp;W</td>
<td>3/4&quot; Color</td>
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<tr>
<td></td>
<td>Sony AVC 3400 (3)</td>
<td>Sony AVC1611MG</td>
<td>(BT10J T-1)</td>
<td>x(EV Series)</td>
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</tr>
<tr>
<td></td>
<td>Sony DXC161</td>
<td>Panasonic 340</td>
<td>Panasonic, B&amp;W, 18&quot;</td>
<td>1/2&quot;, B&amp;W,</td>
<td>3/4&quot;, B&amp;W,</td>
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<tr>
<td>San Jose, CA</td>
<td>Sony 3600</td>
<td>Panasonic 360</td>
<td>Sony, B&amp;W, 18&quot;</td>
<td>Color</td>
<td>Color</td>
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<tr>
<td>Officer Jay Houston</td>
<td>Sony 2800</td>
<td>Panasonic 240</td>
<td>Zenith, 25&quot;</td>
<td>Color</td>
<td>Color</td>
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<td></td>
<td>Panasonic 3130</td>
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<td>RCA, Color, 23&quot;</td>
<td></td>
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<tr>
<td>Simi Valley, CA</td>
<td>Sony VO 2600, Color, 3/4&quot;</td>
<td>Sony, Black &amp; White, portable camera</td>
<td>JVC Color monitor, 19&quot;</td>
<td>1/2&quot;, B&amp;W</td>
<td>3/4&quot;, Color</td>
</tr>
<tr>
<td>Lt. Ralph Iwo</td>
<td>Sony 3600N, B&amp;W, 1/2&quot;</td>
<td>Sony Black &amp; White monitor, 19&quot;</td>
<td>...</td>
<td>Requested in 2nd year application grant.</td>
<td></td>
</tr>
<tr>
<td>Springfield, MO</td>
<td>Currently have no equipment.</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Stockton, CA</td>
<td>Sony VO-1800 Color, 3/4&quot;</td>
<td>Sony AVC 3400, Black &amp; White (2)</td>
<td>Monitors (4)</td>
<td>1/2&quot;, B&amp;W</td>
<td>3/4&quot;, Color</td>
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<tr>
<td>Lt. James Riley</td>
<td>Sony 3400, Black &amp; White, 1/2&quot;</td>
<td>Panasonic NV3082, Black &amp; White (2)</td>
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<td></td>
<td>Sony 3200, Black &amp; White, 1/2&quot;</td>
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<td>Panasonic NV 3082, Black &amp; White 1/2&quot;</td>
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</tbody>
</table>
APPENDIX C

A Generic Model for a Field Officer Training System
"A Generic Model for a Field Officer Training System"*


C-2
FOREWORD

The material contained herein was developed as a result of a Police Technical Assistance program request from the Louisville, Kentucky, Department of Public Safety. The original assignment was to refine the Field Training Officer (FTO) program developed and conducted by the Louisville Division of Police. Upon examining the issue, however, indications were that the needs and goals of Louisville closely paralleled those of law enforcement agencies at large. Therefore, the assignment was subsequently expanded to encompass the development of a generic model for designing an FTO program.
1. **INTRODUCTION**

In the early years of this century, police officers were hired and given varying amounts of on-the-job training, according to the policies of the hiring department. Gradually, the practice of supplementing this on-the-job training with formalized classroom instruction became popularized. The growing complexity of the police function witnessed an increased emphasis in the classroom portion of this training process to such a degree that classroom training became the primary indoctrination process.

Thus, a generalized realization of the importance of entry level training programs (basic police training academies) for police became evident. While initially viewed by many as a pleasant luxury, academies became accepted as an essential component in the production of a competent law enforcement force. This shifted emphasis on academy training witnessed a corresponding decline in the need for on-the-job training.

Society and the criminal justice system, however, continued to evolve. Shifts in social needs and priorities -- coupled with large doses of governmental legislation -- served to magnify the complexity of the police function. This increased diversity of skills required of police officers broadened to a magnitude beyond the reach of basic classroom training.

Thus, an interest in on-the-job training was rejuvenated. As a result, the past two decades have seen a widespread institution of formalized FTO-type systems in law enforcement agencies across the Nation.

While the nomenclature of FTO systems has ranged from field escort officers (New York Police Department), field training officer (San Jose, California, Police Department), to the Field Training Instructor (St. Louis County Police Department), and even FTI/FTO (Miami Metropolitan Police Department), the purpose is to orient newly hired police officers to departmental policies and procedures, and to the occupational complexities of police work in an everchanging society.

It is becoming more and more evident that basic police academies cannot and should not be expected to produce "complete" police officers. Academies can only produce competent "rookies." Supervised application in the field is required to have knowledge gained in a basic academy into efficient and competent skills.

There are a wide variety of goals and benefits of an FTO program (See Table ). This required that any administration interested in employing the FTO process given careful consideration to departmental needs and goals. For the most part, previous FTO systems have been operated with an absence of predetermined missions or goals. Thus, the
outcomes of these previous FTO systems have been measured in terms of generalized, subjective, or post-factum observations. It is, at this time, very difficult to assess the real impact of any FTO systems previously conducted by any law enforcement agency.

In an age of growing fiscal accountability, it seems likely that future FTO endeavors (and training in general) are destined for outcome (or results) scrutinizing. For these reasons, the FTO concept must be well analyzed by departmental echelon and adopted to meet particular organizational needs prior to launching the program. Each department must decide on its interest. A predetermined mission must be designated, from which specific goals and desired outcomes may be established. Without such preliminary groundwork, assessment of the overall impact -- and ultimately the true success of the endeavor -- is compromised. Thus, a successful FTO training program is built upon a foundation of the role or tasks the FTO will perform within the system.

1.1 A Perspective on FTO Training Programs

A comprehensive grasp of the utility of an FTO training program includes at least two considerations. First, an FTO training program represents only one cog in the managerial wheel of developing and implementing the FTO concept. Second, even the best FTO training program cannot overcome the obstacles created if numerous other administrative and procedural gears are not engaged.

Thus, an FTO training program can best be viewed as the keynote activity in launching an FTO system -- keynote in the sense that training sets the format and style for FTOs to perform their directed function. It is important in getting the entire project off the ground.

Failures at this training stage may result in a misguidance of the entire project. Therefore, training is important for its initiating potential. Once off the launching pad, however, keeping the project on target rests in the hands of well designed management procedures. The optimal design of such management procedures required a hard look at the obstacles and constraints on the system involved.

As a result of the symbiotic relationship between FTO and any FTO system, it is difficult not to discuss implications for various components contingent to the FTO training process. While at times resembling such, the report should not be confused with a specific plan for developing an FTO system. Rather, the scope of this report is to provide a generic framework for developing the training aspect of an FTO system.

2. THE APPROACH

The process of analyzing alternatives, and developing and implementing plans for any project necessitates the employment of some strategy
### TABLE 1-1

**Potential Benefits of the FTO Process in Police Operations**

<table>
<thead>
<tr>
<th>PERSON OR DIVISION</th>
<th>MEANS OF BENEFIT</th>
<th>OUTCOME OF BENEFIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>Evaluative</td>
<td>Provide Administrators with information regarding newly hired personnel (rookies) for the purpose of:</td>
</tr>
<tr>
<td></td>
<td>Feedback</td>
<td>- Assignments of new officers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Termination of unsatisfactory rookies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Assessing operational strengths and weaknesses in personnel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Future promotions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Determining future training needs</td>
</tr>
<tr>
<td>Field Training</td>
<td>Job</td>
<td>Done satisfactorily, the FTO role can provide a change in work routine with a reward system that can serve to increase FTO motivation level</td>
</tr>
<tr>
<td>Officers</td>
<td>Enrichment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preplanned training on-the-job can serve to foster:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Orientational to learning of specific departmental rules, regulations, and procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Acclimation of basic academy skills to specific employment &quot;in the street,&quot; and on-the-job learning of advanced skills required in the specific work setting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Insulation for the culture shock of resocializing from civilian life to police life</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Specific direction regarding departmental priorities concerning law enforcement needs of a given community</td>
</tr>
<tr>
<td>Probationary Rookie Officer</td>
<td>Advanced Training</td>
<td></td>
</tr>
<tr>
<td>Personnel Division</td>
<td>Evaluative</td>
<td>Provide the personnel division with information regarding the efficiency of the applicant screening procedures (as reflected by field ratings of the relative quality of successful candidates). Eventually, a profile of &quot;poor&quot; candidates can be devised to assist in modifying applicant screening methods and instruments</td>
</tr>
<tr>
<td></td>
<td>Feedback</td>
<td></td>
</tr>
<tr>
<td>Training Division</td>
<td>Evaluative</td>
<td>Provide the training division with information regarding content weaknesses in the basic training curriculum, thus allowing those areas to be modified and improved</td>
</tr>
<tr>
<td></td>
<td>Feedback</td>
<td></td>
</tr>
</tbody>
</table>
for organizing and directing the energies of that project. Naturally, the more variables involved in a system, the more complicated the task becomes.

One method of organizing and directing activity is the systems approach. The systems approach (also called systems analysis) can be loosely described as a methodology that allows for the consideration of a large number of variables that influence and operate on a system has the potential to affect other parts of the system.

The business of law enforcement involves many and varied interrelationships. Meaningful law enforcement training endeavors require an ability to coordinate numerous variables into a functioning unit. Every element must be deliberately considered, and the interrelationships between system variables must be accounted for. It becomes evident, then, that the systems approach is well suited for employment in establishing training programs.

2.1 A Systems Approach for Training Development

By drawing on systems concepts of Tracey, Mager, and Hill, the Consultants designed a specific application of the systems approach to the organization, development, and implementation of training programs. The Systems Approach to Developing Training Model (see Figure 2-1) depicts the major steps involved in conducting successful training. Along with complementary checklists, functional guidelines are provided for designing any law enforcement training program.

2.2 Delineating Evaluation Outputs

While all stages of a successful training program are virtually equally important, the evaluation portion of training usually attracts the greatest attention. Evaluative outputs are virtually the "bottom-line" of training endeavors. Due to its high degree of visibility (whereas planning and managing training is more behind the scenes), outputs are regarded as an important index of training success.

In applying the systems approach to the spectrum of evaluation techniques employed by law enforcement trainers, it may be noticed that there are several "levels" (or stages) of evaluative activities. Kirkpatrick classifies evaluation levels into four distinct categories:

- Reaction -- This level assesses how trainees feel about the training they received. Reaction level evaluative tools seek to illuminate how well the trainees "liked" a given program or speaker.

**Figure 2-1. Systems Approach to Training Development**

(Please refer to the diagram for the detailed stages and optimal times.)

---

Figure 2-1. Systems Approach to Training Development

(Please refer to the actual diagram for the complete visual representation.)
• **Learning** -- This level appraises the amount of information gained by the trainee as a result of the training. This evaluation may take the form of written or oral examinations, or performance tests designed to determine trainee knowledge or skill improvement.

• **Behavior** -- This level evaluates the amount or degree of ideas and knowledge the trainee can adopt to his repertoire of behaviors. Behavior level evaluation seeks to reveal how much of what was learned is put into practice in everyday situations (or simulated situations). Evaluation may take the form of, during training, followup surveys to trainees or their supervisors regarding performance on the job.

• **Results** -- This level of evaluation aims to indicate what impact the training had on the overall operational quality or quantity of the organization (or persons) being trained. In other words, what results did the training have on the organization (productivity, absenteeism, etc.). Evaluation here is not easy. It may be pursued by field interviews, organizational records, data analysis, community surveys, and so on.

Kirkpatrick's four levels of evaluation can be seen to represent a comprehensive perspective for viewing the various techniques available to evaluators in the field of training. These evaluation levels can provide a model framework for determining evaluation efforts regarding any FTO training program.

3. **FINDINGS AND CONCLUSIONS**

The findings and conclusions were derived from a comparative review of the scientific theories, research findings, and actual staff experiences. The findings and conclusions do not delineate specific problem areas of any one field training system but, rather, provide a generic framework -- conceived from reviewing numerous FTO systems -- for the development of the subsequent recommendations.

It should be noted that many of the findings and conclusions extend beyond the scope of offering information relative to the training program at issue. Such information has been included in view of the fact that any meaningful training program is inherently tied to the administrative and operational aspects of a department. Hence the references to non-training aspects herein are made on the basis of their essential role in enabling training to succeed.

The specific findings and conclusions that follow are simply listed under three categories:

- processes
- persons
- properties
3.1 Processes

- **Goals of FTO** -- In most cases, the mission statement of field officer training systems is not adequately defined and documented. Quantitative and/or qualitative results expected from the operation of the FTO program are not addressed, thus, inhibiting daily management and decision-making activities as well as future planning.

- **Design Criteria and Performance Goals** -- The design criteria and performance goals of an FTO system are often not delineated. That is, the methods for achieving predetermined missions are not specified. Predetermined policies and procedures necessary to assimilate the FTO system into the mainstream of daily operation of the department have not been specified to provide a uniform direction and focus for operational continuity. Often procedural policies (e.g., chain of command, selection of FTO procedures) are neither developed nor disseminated to the field division within the department.

- **Operational System** -- Field training officer systems operate tangentially to the formal operational structure of the police agency. The operational system that should delineate the goals and objectives of the FTO system, chain of command, the corresponding procedural and policy guidelines, and so on are unfortunately often left to the discretion of district commanders, resulting in disorganization, lack of administrative control, and the inability to collect the appropriate data to evaluate the progress of the program. Because the operational system is not clearly defined, the willingness of district commanders to provide additional resources (which appear to the district commanders to be exhausted) to the FTO system depends on his positive perception of the program. Without a sensitivity for the FTO program by the district commanders, the program will not achieve its full potential.

- **Evaluation System** -- The evaluation of the FTO system can best be characterized as haphazard, and it often lacks the forethought and evaluative design to provide quantitative and qualitative data. Therefore, the evaluation of the FTO system centers upon a reactionary response of the participants, rather than upon an analysis of the results that an FTO program has upon the organization it serves. Prepost, as well as longitudinal, evaluation studies have yet to be published from existing FTO programs.
• **FTO Training Programs**

- FTO Training Programs ranged in scope from 1-hour indoctrination to a 3-day review of the basic recruit training program, to a 2-week intensified program related specifically to the needs of future FTOs. In other words, some FTO training programs appeared to lack any formal planning, inclusive of goal setting, needs analysis studies, establishing of teaching objectives, and so on.

- Good, functional FTO training programs appeared to be those programs in which the department's FTO system was well-defined, as well as functionally operational. That is, those training programs viewed as poor programs usually were related to departmental FTO systems that were ill-defined and lack operational goals or purposes. Again, a good FTO system necessitates an organization's total involvement -- involvement in the planning, operation and evaluation of the FTO concept. Only then, can the training experts plan a relevant training experience.

3.2 **Persons**

• **Departmental Hierarchy** -- The administrative hierarchy of police agencies employing the FTO system concept often is not in full support of the program. That is, the FTO program is looked upon as an interesting deviation from the normal procedures of employee indoctrination but does not receive the support not the leadership necessary to carry forth the mission of the program. All too often, a new program is viewed as a showcase of departmental innovativeness, without any real outcomes intended.

• **FTO Program Commander** -- The responsibility, control, and ability to make decisions concerning the daily operation of the FTO program should be held by one individual of appropriate rank. In the absence of a distinct chain of command, FTO programs decentralized over numerous district stations often lose their continuity and uniformity.

• **FTO Selection** -- The selection of FTOs is the single most important elements of a successful FTO system. The successful FTO must possess the knowledge, skills, aptitudes, and attitudes desired to be inculcated through on-the-job training to the new academy graduate. The selected FTO must also possess the innate ability to transmit his abilities to the trainees. Appointing FTOs who do not represent
the "ideal police officer" model may present such a negative influence upon the training process that the abolition of the FTO system may be the most viable alternative.

3.3 Properties

- Resource Availability for the Operation of the FTO System -- The operation of a successful FTO system requires that sufficient properties (e.g., in the form of human resources, time, finances) are appropriated to complete the goals of that system. Therefore, a consideration must be given to the concept that the completion of programmatic goals requires human expertise, time, funding, etc., and that, without adequate properties, the goals of the program cannot be attained.

4. Recommendations

The field training officer system represents a viable management tool in ensuring that all new employees are properly indoctrinated to the department and further providing an opportunity for the new employee to become intimately aware of the department's mission, goals, procedures, etc. Naturally, a program of such consequence requires the full support of the management of the department and a coordinated management approach to the operation of the system.

Consequently, the recommendations that follow deal not only with the development of an FTO training program but also with the preparatory steps that must pave the way for the FTO system. The recommendations in this section then are listed within three categories:

- General Recommendations -- Indicate activities that must be completed prior to any serious thought of how to implement an FTO system.

- Enabling Recommendations -- Describe activities that should be accomplished to prepare for the successful implementing of an FTO system.

- Specific Recommendations -- Outline the activities in an effective FTO training program within a police department.

4.1 General Recommendations

- Conduct a Goal (Needs Analysis Study -- A formal study determining the full extent of the problem and/or needs
affecting the department should be conducted and documented. Alternative programs designed to address the identified needs should be developed and viewed in light of their potential in addressing and eventually solving the described needs. Although every police department has numerous identified problems and/or needs, relative priorities must be established relating the urgency of the solution to the problem. If the FTO system is viewed by the administration as high priority, then further planning and implementation should begin. The training portion of those plans should be designed around the purpose and goals of the FTO system being implemented. Additionally, any priority should be carefully considered for its feasibility in regard to financial, manpower, and expertise requirements. While there are many needs, not all fall in the feasible category.

- Define and Document the Mission of the FTO System -- A formalized statement of the philosophy and mission of the FTO system should be developed, using a systems approach to delineate the authority, responsibilities, and functional parameters for the persons, properties, and processes involved in the FTO system. All persons involved in carrying out the mission of the FTO system should have an opportunity to participate in the development of such a document.

- Document the Specific Goals of the FTO System -- New programs adopted by a police organization should clearly state -- in operational terms -- the expected accomplishments of that program over a specific period of time. For example, one goal of the FTO system is to reduce the number of potential mistakes an academy graduate may make in his first 3 months of street duty. Moreover, indicators of success -- in the form of retrievable data -- should be well-defined to ensure that a reliable evaluation can be consummated during the project tenure and also at the conclusion of the test period.

- Conduct a Feasibility Study that Will Identify the Necessary Inputs to Operate the System --

Specific areas are:

- The financial resources necessary to fund the project. Are sufficient resources available to deliver the objectives of the system?

- The human resources necessary to facilitate the system (i.e., can the department allocate enough
manpower to adequately staff the operation, provide instructors for the training program, etc.?).

- The FTO training goal expectations for the tenure of the project vis-a-vis a number of individuals that will be processed through the system.

In light of information gained, adjustments to the mission, design criteria, and performance goals may have to be initiated. That is, if the financial resources are not available to operate the FTO system at the level designated by the mission, then a readjustment of the mission goals, etc., must be initiated. Conversely, if more financial resources are available, the mission goals may be enhanced or expanded. However, the critical point remains constant, and that is the resources available must be directly related to the costs for services required by the operation of the new system.

**Attain Active Support for the FTO System from the Department Administration and Rank and File** -- Active administration support is essential to the success of any training program. The rewards and controls for any system emanate from the top down. Participation by the Chief of Police in kicking off the training program adds immeasurable support early in a program and continued throughout adds momentum to the system. Additionally, middle management directly involved in the system should be advised (via conference or formal training) of the design and direction of the system. Their role in maintaining effective operation of the system must be spelled out to provide uniformity of operation. Finally, a special effort in the form of rollcall training general orders, mini-training sessions and publications should be made to solicit the support of the individuals indirectly confronting the manager of the FTO system may be too formidable to overcome.

### 4.2 Enabling Recommendations

- **Delineate the Design Criteria and Performance Goals of the FTO System** -- Again using a systems approach, a specific focus and direction must be given to the FTO system. Based upon the mission and goals, the formal operational policies and procedures must now be consummated. Also, reflected in the design criteria and performance goals should be:

  - The operational authority and responsibility for the FTO system.
- A chain of command for the control of the system.
- Establishment of reporting periods, as well as reporting methods and procedures.

- **Establish an Organizational Chain of Command Relative to the FTO System** -- A command-level position must be designated the authority and related responsibility to run the FTO system. The FTO system commander would make all necessary decisions regarding selections of FTO, prepare for FTO training programs, make assignments of FTOs and trainees, and be responsible for all evaluations and subsequent reports, debriefing meetings, etc. District supervisors would be responsible for the daily functions of the FTO and the assigned trainee. However, all reports established by the FTO commander would be channeled from the FTO field supervisor to the FTO commander. Graphically, the structure would be as shown in Figure 4-1.

- **Establish Policies and Procedures Related to the FTO System** -- Since departments initiating FTO systems are more different than alike, a generic policy and procedures manual cannot be prescribed. However, policies and procedures should be developed, documented, and appropriately distributed by the planners of the FTO system. Regardless of whether policies and procedures are developed in the form of general orders, special orders, or administrative memorandum depends upon the past practices of the department, the critical element remains constant -- the orders must be documented and distributed.

- **Select FTO Instructors** -- The most important factor in the establishment of a successful FTO system will be the selection of the FTOs. Unfortunately, good FTOs are not readily identifiable nor easily distinguished from the rank and file. Therefore, a procedure for screening potential FTOs should be designed. Screening indicators could include:
  - Performance ratings.
  - Scores on civil service or promotional examinations.
  - Personality inventories, such as the Minnesota Multiphasic Personality Inventory (MMPI) or California Personality Inventory.
  - Interviews with partners and coworkers.
Figure 4-1. Recommended FTO System Organization
In any case, the selected FTO should be the "model police officer" of that department -- an officer who reflects the desired skills, behaviors, and attitudes desired to be transmitted to the trainee.

- **Give Field Training Officers a Special Rank or Status and/or Additional Compensation** -- Positive reinforcement in the form of incentives must be provided to the FTO. The extra duties, time, and responsibility inherent in the role of an FTO must be considered. If additional reinforcements are not provided, the extra duties and status become a burden rather than a potential for individual growth. Forms of reinforcement could be:

  - Special consideration in future promotions or internal transfers.
  - Extra pay.
  - Special patches, insignias, etc.
  - Priorities in selection of vacations, furloughs, days off, etc.
  - Promotions.

Naturally, the selection of the reinforcers must adhere to past department practices.

- **Conduct Quarterly FTO Training Seminars** -- One-day sessions designed to expand the knowledge areas taught in the FTO program provide new areas of concentration to the participants, and review the previous quarter's operation of the FTO system should become an established department policy. Quarterly meetings should become a means by which all persons involved in the process have the opportunity to exchange information, discuss both new approaches and problem areas, make recommendations to the administration, and have an opportunity to provide feedback to both the police academy program and the personnel division of the department.

- **Establish Trainee Field Evaluation System** -- An evaluation process that will provide descriptive data must be established. Data generated by such a system should provide the decisionmakers an accurate view of the capabilities and shortcomings of the trainee. That is, should data in the form of reports or conversations...
indicate that a trainee's performance is inadequate in a given area, decisionmakers can determine if further formal training is needed - whether further field experience will rectify the problem, or whether the trainee should be dismissed from the process.

- Planning for the FTO Training Program -- Precision must be incorporated in the process of formalizing the curriculum and selecting training methods and evaluation instruments for the FTO training program. To assist in the preparation for the FTO training program, the Systems Approach to Developing Training Programs model was employed. This program planning guide provides a step-by-step guide for the program coordinator, to assist in the process of ensuring that:

  - Training goals address the training problem.
  - The instructional design is best suited for teaching the training goals.
  - The training aids are employed.
  - A predetermined means of evaluating the training outcomes are designed.

A program manager's checklist should also be used as an aid for the training coordinator in identifying important preprogram details essential for smooth operation of the training process. Naturally, the mere completing of checklists and following of the steps of a flow diagram cannot guarantee a satisfactory training program, but following a scheme and adding the personal interest of all the participants will surely assist the process of providing a better training program.

- Establish an Evaluation Plan for the FTO Training Program -- Again, utilizing a systems approach, a specific direction and focus must be given to the collection of evaluative data. An overwhelming amount of evaluative data can be collected from a training program to the point of stifling the evaluative system. Therefore, specific evaluative interest must be identified. Those interests should be based upon the specific goals and objectives of the training program. Special evaluative instructions can then be tailored to measure the evaluative interests (see Table 4-1).
### Levels of Evaluation

<table>
<thead>
<tr>
<th>Levels of Evaluation</th>
<th>Encompassing System</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Reaction Level</td>
<td>Course Evaluation</td>
</tr>
<tr>
<td>B. Learning Level</td>
<td>Course Examinations</td>
</tr>
<tr>
<td>C. Behavioral Level</td>
<td>Testing Attitude Survey</td>
</tr>
<tr>
<td>D. Results Level</td>
<td>Follow-Up Survey</td>
</tr>
</tbody>
</table>

A partial listing of potential areas of evaluative concentration are as follows:

<table>
<thead>
<tr>
<th>Evaluative Area</th>
<th>Specific Area of Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uniformity of Instruction</td>
<td>- Clarity of Topical Objectives</td>
</tr>
<tr>
<td></td>
<td>- Routing of delivery of Topical Objectives</td>
</tr>
<tr>
<td>Instructor Performance</td>
<td>- Overall Performance Rating</td>
</tr>
<tr>
<td></td>
<td>- Rating of Information Conveyed</td>
</tr>
<tr>
<td></td>
<td>- Applicability of Information Conveyed</td>
</tr>
<tr>
<td>Facility and Staff Performance</td>
<td>- Overall Performance</td>
</tr>
<tr>
<td></td>
<td>- Ratings of Facility Adequacy</td>
</tr>
<tr>
<td></td>
<td>- Rating of Police Adequacy</td>
</tr>
<tr>
<td></td>
<td>- Rating of Staff Supportive Assistance</td>
</tr>
<tr>
<td>FTD Training Program Success</td>
<td>- Specific Goals Success</td>
</tr>
<tr>
<td></td>
<td>- Ability to identify non-qualified individuals</td>
</tr>
<tr>
<td></td>
<td>- Departmental satisfaction with trainees graduated</td>
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<tr>
<td></td>
<td>- Dissemination of evaluative findings</td>
</tr>
<tr>
<td>Trainee Performance</td>
<td>- Ratings of FTD's</td>
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<tr>
<td></td>
<td>- Follow-up Surveys</td>
</tr>
<tr>
<td></td>
<td>- Supervisor evaluation of FTD and trainees</td>
</tr>
<tr>
<td>Budgetal Assessment</td>
<td>- Overall expenses</td>
</tr>
<tr>
<td></td>
<td>- Cost feasibility</td>
</tr>
<tr>
<td></td>
<td>- Cost benefit ratio</td>
</tr>
</tbody>
</table>

C-20
APPENDIX D

San Diego Police Department:

Field Training Officer Program*

*Material included has been abstracted from the Administrative Manual only as a brief introduction to the program. A Field Training Officer Manual and a Trainee Critical Task List are other documents which have been produced within the program.
INTRODUCTION

The Field Training Program is 16 weeks in length and divided into 5 specific phases as outlined below.

Phase I will be two weeks in length and will be covering basic tasks. Phase II will be four weeks in length and develop more involved tasks. Phase III will again be four weeks in length and strive towards trainee independence. Phase IV will be four weeks long and the trainee will be approaching independence. Phase V will be two weeks long. The trainee will return to his/her first F.T.O. he/she had for Phase I. This phase will be for final evaluation and the polishing of techniques.

This program is designed on the concept of "screening in" rather than "screening out" trainee officers. A brief explanation of the foregoing statement is as follows:

Trainees having graduated from the San Diego Police Academy and entering the Field Training Program will be accepted as having all the necessary qualifications academically and physically to be competent police officers.

During the training program, any deficiencies that are discovered must be first documented and then attempts to correct or overcome these deficiencies must be proposed, put into effect, and documented. Only if these attempts to correct deficiencies fail will trainees be considered for termination. Throughout the field training phase every attempt will be made to develop all officers in a thorough, consistent and fair manner.
Personnel in the program will function as teams and be composed as follows: teams will consist of 9 F.T.O.'s and an F.T.O. sergeant. Central Division will have 3 teams per watch (one in each Lieutenant's area); Northern Division will have one team per watch. The three teams on each watch at Central will report to an F.T.O. Team Lieutenant while Northern Division will have a Lieutenant for all three watches.

The overall administration of the project will be the responsibility of Patrol Administration in conjunction with the Training Division. The Project Coordinator has command responsibility for the program.
Total personnel in the program at inception will be:

5 Lieutenants
12 Sergeants
108 F.T.O.'s

This number will be adequate to train a maximum of 75 trainees. Although not recommended, if it becomes necessary to expand the size of future academies, the size of teams or number of same can be expanded.

The three major structural documents of the program are:

1. Field Training Program Administrative Manual
2. Field Training Officers Manual
3. Trainee Critical Task List

The Administrative Manual will outline those procedures to be followed in administering the F.T.O. Program. The Field Training Officers Manual will outline the basic principles and procedures which will serve as a model for Field Training Officers. The Trainee Critical Task List was established to show those items that must be mastered before a trainee officer is considered qualified to enter the field as a one-officer unit.

To aid the F.T.O. in evaluating the trainee officer, daily and bi-weekly evaluation forms were devised. The daily evaluation is divided into five major categories:

1. Performance
2. Attitude
3. Knowledge
4. Appearance
5. Physical Fitness
This form is filled out daily and submitted to the Team Sergeant for approval.

The bi-weekly is designed to combine the daily observation with trend analysis to come up with future goal planning for the trainee. It is to be a total overview of the past two weeks.
DUTIES AND RESPONSIBILITIES OF THE
FIELD TRAINING LIEUTENANT

The F.T.O. Lieutenant, in addition to his normal duties on his particular watch, will have the following responsibilities:

1. The F.T.O. Team Lieutenant will have functional supervision over all F.T.O. Sergeants on his watch.

2. He will be responsible for ensuring bi-weekly meetings are regularly scheduled.

3. He will attend a minimum of one out of every three bi-weekly meetings within his area of responsibility.

4. He will ensure that the original of all daily and bi-weekly evaluations are forwarded promptly to the Project Coordinator. He will also submit a bi-weekly progress report of his team to the Project Coordinator.

5. The F.T.O. Team Lieutenant should maintain close contact with his Team Sergeants and act as a liaison between the Project Coordinator, F.T.O.'s, F.T.O. Sergeants, and Commanding Officers.
DUTIES AND RESPONSIBILITIES OF THE
FIELD TRAINING SERGEANT

In addition to the bi-weekly meetings and evaluations, the F.T.O. Team Sergeant will have several other duties. These will be in addition to his normal field obligations. The supervisor must ensure that the training and evaluation processes are accomplished. The Team Sergeants should continually observe the trainees written and oral communications. The Sergeant and the F.T.O. must accept the importance of documentation of the trainees' training. Documentation addresses deficient, acceptable, and exemplary performance and provides a ready reference in the event of a need for response to questions concerning the program and/or the trainees' performance in the program. Documentation must include those remedial solutions suggested in order to overcome any observed deficiencies. The Team Sergeant must monitor the overall training and evaluation of trainees to ensure that a personality conflict between the F.T.O. and trainee does not arise and that the F.T.O. maintains objectivity throughout his contact with the trainee. If a personality conflict or a loss of objectivity is observed, the Sergeant shall immediately counsel the F.T.O. and the trainee. The Team Sergeant will ensure that each F.T.O. assigned to him has submitted his daily trainee evaluation before securing each day.

The F.T.O. Team Sergeant will, after each bi-weekly meeting, submit a progress report to his F.T.O. Team Lieutenant. This report will include remarks such as how many trainees did his team have, and are all assigned trainees progressing at an acceptable rate. How many days did each trainee work with his assigned F.T.O.? This report must include any projected or actual F.T.O. losses, either temporary or permanent; i.e., vacation, EMT training, sick
leave. If an F.T.O. is experiencing problems with a trainee or the Team Sergeant is recommending termination of a trainee, this must be included. If an F.T.O. is to be disciplined or removed, it will be stated in this report. The last item is to give an overview of how the program is progressing. Should the Team Sergeant have any suggested changes for the program, they should be noted in this final section.

The bi-weekly report is to be submitted by the Team Sergeant to his Team Lieutenant no later than two working days after the Team Sergeant's bi-weekly meeting.

The Sergeant is an integral part of this program. The key to his role in the program will be observation and direction. A fully effective F.T.O. supervisor will constantly strive to improve the overall operation of the program and will work with all other program participants towards the goal of organizational excellence.
DUTIES AND RESPONSIBILITIES OF THE
FIELD TRAINING OFFICERS

The goal of the Field Training Officer program is to provide the Department with fully trained, community-oriented police officers. To attain this goal, the Field Training Officer himself/herself must understand, believe in, and support the C.O.P. practice of policing. The F.T.O. has a dual role - 1) his beat and its responsibilities; 2) that of training his trainee. Each of these roles is equally important. In the role of teacher, he must be innovative, patient, and above all, fair. The F.T.O. is required to complete a daily evaluation, an original and two copies, on his trainee. This evaluation will be discussed with and signed by the trainee before submitting it to the Team Sergeant. After discussing the evaluation with the trainee, the original and one copy will be forwarded to his/her Team Sergeant who will retain one copy and forward the original, via his/her F.T.O. Lieutenant, to the Project Coordinator. The bi-weekly evaluation is a trend indicator and will be submitted after discussing the trainee's progress at the bi-weekly meeting. It is mandatory that the F.T.O. attend the bi-weekly meetings. The F.T.O. will use the F.T.O. worksheet to assign areas to be stressed during the next phase and will serve as documentation, should remedial training be needed. If the F.T.O. feels a trainee is not progressing and he/she has used all the tools at his/her disposal, then he/she must recommend termination. The F.T.O. will also be evaluated as to his/her own professional and personal conduct by his/her fellow F.T.O.'s, trainees, and his/her Team Sergeant. The evaluation could either be written or oral in nature.

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Bi-weekly Team meetings will be held to assess the progress made by trainees assigned to a particular team. These sessions will be composed of the Team Field Training Officers, the F.T.O. Sergeant, and the F.T.O. Lieutenant. The Project Coordinator will attend as many of these meetings as possible.

At these meetings each F.T.O. will present his evaluation of his or her trainee to the group. The F.T.O.'s attention is focused on the major strengths and weaknesses possessed by each trainee officer.

Built into the structure of the group is an atmosphere of candid criticism. Most often the examples used by an F.T.O. in anchoring his verbal-written judgements of a trainee, are based on field situations. These field situations, of course, vary in basic nature and in degree to which stress is present. Further, these field situations quite often require the participation of another F.T.O. and his trainee as a "back up" unit. Given this quite common occurrence, an opportunity for a differential perception of another F.T.O.'s trainee's performance is afforded. On a group interaction basis, these differential perceptions and subsequent debate provide a catalyst for the internal health and on-going objectivity of judgements rendered on trainee personnel. As any one particular trainee progresses through the program, the decision of retention or separation from the department is a direct by-product of the assessment sessions.

The roles played by the training sergeants and the training lieutenant vary as a function of their levels of responsibility. Briefly outlined, some of the contributions of these individuals at the group assessment level include: (1) assuring on-going continuity in quality of training, (2) maintaining a
keen sensitivity to the compatibility of the trainer-trainee relationship. Specifically, each F.T.O. represents a composite of background, training, technical specialties and work-life experiences. This composite is intentionally and systematically matched with the trainee's profile in order to maximize the conditions which would lead to optimum learning. Part of this procedure is the capability to reassign trainees should original assignment decisions prove faulty, (3) to innovate remedial programs tailored to the individual needs of trainee officers.

The F.T.O. will submit his/her bi-weekly evaluation to the Team Sergeant within one day after the bi-weekly meeting. The Team Sergeant will forward this evaluation to his Team Lieutenant within two working days after its receipt. The Team Lieutenant will then forward all evaluations to the Project Coordinator as soon as possible (within two working days).

At all levels of command, every effort must be made to ensure the content of trainee evaluations remain within the "need to know" concept.
INTEGRATED CRIMINAL APPREHENSION PROGRAM

Manual for the Design and Implementation of Training

July 13, 1978

LAW ENFORCEMENT ASSISTANCE ADMINISTRATION
U.S. DEPARTMENT OF JUSTICE
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1. INTRODUCTION

1.1 Background of the ICAP Program

The Integrated Criminal Apprehension Program (ICAP) represents a recently developed police service delivery concept that focuses on building a structured approach to the management and integration of police services. The program grew out of the accumulated experience and literature developed through a number of LEAA-sponsored police programs. The unique feature of ICAP is that it provides an overall framework for the integration of the various police service delivery functions and support services. Further, it establishes a solid developmental base for increasing the overall effectiveness and efficiency of a police organization.

The maturation of the police function has been stimulated by recognition of key issues that have surfaced over the last decade. First, there is an apparent conflict in police goals. Recent studies have dispelled the myth that the police officer spends most of his time engaged in crime-related activities. It is now acknowledged that far greater blocks of a police officer's time are consumed by activities related to crisis intervention and order maintenance. The conflict arises when one considers that police organizations place crime-related activities at the top of a goals hierarchy when most of their time is actually consumed in other, non-crime-related activities. This apparent conflict has stemmed from the ever increasing pressures placed on the police to become more responsive to a multitude of community needs. The net results of such pressure have been misguided direction of day-to-day activities and insufficient attention to overall organizational goals.
Secondly, the police have assumed an almost totally reactive style of administration and operation. This stance largely has been precipitated by constant and increasing demands for police service. Additional factors include constricting court decisions, police unionization, increased litigation, and increased political visibility. The response to this litany of pressures has been the creation of a style of policing characterized by low productivity, unstructured management of resources, and an emphasis on controlling available police manpower.

Thirdly, police-related programs have proliferated without first obtaining insight into the range of feasible alternative solutions available to apply to a particular problem. The rush to be innovative -- brought on by public pressure and the availability of Federal funds -- has created both positive and negative results. On the positive side, a large body of police literature and experience now exists. This can and should be integrated into the police service delivery process. On the other hand, many programs have been developed that were competitive instead of compatible, poorly thought out instead of well conceived, and peripheral to the police function. Thus, developmental efforts in the police area have dwelt on solutions, while backing into the analysis and decision processes that should logically occur before solutions are developed.

Finally, because the police role encompasses a wide range of extremely complex and involved functions, attempts to quantify specific police tasks for eventual productivity improvement have proven to be extraordinarily
difficult. Most departments have attempted to meet the challenge of local austerity pressures and increased productivity by emphasizing the improvement of specific techniques and increased organizational output (such as increased arrest rates). As a result, heavy emphasis has been placed upon the enhancement of training through more comprehensive recruit classes and stepped up in-service training of patrol officers. Although these efforts have certainly contributed to increased police effectiveness in a number of departments, overall the emphasis on improved skills and output has failed to address the more significant problem of increased organizational effectiveness and efficiency.

To resolve the dilemma of police priorities and proper utilization of resources, the ICAP concept introduces a more systematic approach to the planning, development, and integration of police functions and services. It is believed that the application of the ICAP concept will result in increased overall effectiveness of all police services, with a special emphasis on increasing quality arrests, case clearances, and successful prosecutions. Whereas previous modernization efforts used approaches that were often fragmented or compartmentalized, ICAP permits consideration of all police service delivery activities and functions both, individually and within the context of the departments' stated goals and objectives. Thus, the training function represents one of many approaches or methods for developing increased effectiveness of police services. Training in this context becomes a valuable management tool for developing needed skills and communicating the basis of a department's
policy for management decisionmaking.

From the foregoing discussion, it is clear that a number of steps need to be taken in the direction of a more systematic approach to the management and delivery of police services. First, the police must assume the initiative by recognizing the need to balance the demands for providing a multitude of services. Additionally, they must effectively direct activities to maximize time and available resources to address serious, pressing problems such as emerging crime patterns and localized service needs. The large number of police programs and concepts must be integrated into a logic framework so that positive interrelationships of functions and activities can be defined, properly ordered, and effectively utilized. Finally, sound management practices must be adopted to increase the effectiveness and efficiency of police organizations while reducing, or at least stabilizing, costs.

Given the scope of the ICAP program and the complexities associated with program implementation in police departments, special emphasis has been placed on the training function in the form of this ICAP manual. The purpose of the document is to identify many of the anticipated training problems associated with ICAP implementation and to outline the role and development of training in support of program implementation. Also, some specific and generic approaches
1.2 Role of Training in Police Organizational Development

During the past 10 years, a fundamental change has been taking place in the role of training in police organizational development. Training is no longer "nice to have if the budget can accommodate it." It is becoming a basic tool for increasing the effectiveness of the police organization in the local government milieu.

In the past, police training focused primarily on simplified procedures, techniques, and processes to support day-to-day police line operations in a society where the policeman was characteristically viewed as a law-and-order figure. Today, the maturation of the police function, coupled with the emergence of research into the efficacy of police operations and practices, has fostered a new approach to police training as a key element in organizational development. Furthermore, the rapid growth of new technologies, the automation of information, and the introduction of entirely new police concepts have all combined to underscore the need for an orderly and structured management of the change process in police organizations.

The initial and continued support of a sound and innovative training program not only assures that needed skills are emplaced but also enables the police manager to more effectively control an agency's progress in attaining stated goals. Thus, training is one management tool used to develop the full effectiveness of the police organizations' most essential
and available resource: its people. The function of training, then, is to bring about the behavior changes required to meet management's goals.

When considered as a subsystem within the police organization, training becomes a valuable resource because of its ability to bring about required behavior changes in terms of skills, knowledge, and attitudes, rather than because of the number of different programs it offers or its ability to utilize the newest technical advances in the field of education. In short, a police organization may be able to forego the luxury of a vast training operation, but it cannot afford to ignore the necessity of the training function.

The distinction between the concept of a training function and that of a training operation is critical for subsequent discussion and understanding of the approach to training taken in this manual. The training function is viewed as a subsystem within the police organization that brings about controlled behavior change. The training operation is viewed as a mechanical means for carrying out the training function. There are a number of individuals throughout the department, from the commander or Chief of Police to the line supervisor, who are responsible for training as a function. Consequently, training is a responsibility shared by all members of the police organization.

On the other hand, the training operation is normally headed by a designated full-time training officer with as many staff as are necessary to carry out the department's ongoing formal training activities. Confusion between the formal means of training and the functional action for
bringing about behavior change is one of the chief reasons why police management often fails to use training to its maximum effectiveness.

Within the ICAP framework, training is considered an essential function in the department which serves the entire organization by maintaining performance standards and facilitating the organizational change process. The ICAP training function then is viewed as a subsystem or subset of the overall police system. Included within the police training subsystem is one element called the police training operation. Before elaborating on the ICAP systems approach to the training function, a brief overview of the state-of-the-art in training is provided.

1.3 State-of-the-Art

Despite the major progress made over the past decade in the development of police training programs and in the recognition of the necessity of training for organizational development, many existing police training programs have fallen short of meeting the agencies' training requirements. In many cases, the initiative to further develop police training programs has come from the State legislatures rather than individual police departments.

Generally, most police training programs are oriented toward skills development and most programs focus attention on three major types of training:

- **Recruit Training** -- Concerned with the orientation of newly hired police officers to the technical and procedural ramifications of their job.
Overall, the focus is on development of basic police skills (e.g., patrol, investigations, firearms) and the creation of a sense of purpose and awareness of the role and function of the police officer in the community.

- **In-Service Training** -- Concerned with that aspect of the department training program which provides refresher courses and presentation of additional police skills to currently employed police officers. In-service training is an ongoing process where officers are provided with updated material, techniques or approaches, changes in department policy concerning certain operations, and sharpening of those skills originally developed through recruit training.

- **Management and Supervisory Training** -- Concerned with the development of management and supervisory skills. Perhaps the least emphasized aspect of the police training function, management and supervisory training has traditionally focused on promotional aspects of police positions with sporadic emphasis on building the requisite managerial capacities integral to organizational continuity and development.
Far too often, police training has been considered and expressed in terms of sheer numbers -- specifically the number of hours or courses offered to officers. The problem stems from the fact that, although most administrators are in favor of training and most police employees desire more training, police administrators have had difficulty in defining meaningful training programs and determining how they should be accomplished.

Overall, there is a wide range of specialized police training programs directed at various positions and functions within the department (such as detective, patrol officers, and crime prevention). Despite this wide range of training programs, most attention is focused on recruit training. The quality of recruit training programs has increased measurably over the last decade, yet a number of factors associated with training in general have hampered training efforts. A brief summation of a few of these factors includes:

- **Overreliance on Facts** -- Police performance is constantly translated for the training classes into very narrow and definitive pieces of information. For instance, patrol is presented and characterized as a series of simplified procedures rather than as a form or concept of total police service delivery. Absolute facts and pieces of information are presented for consumption and regurgitation by the trainee in the form of detailed tests. Very little regard is given to
the relationship these facts and pieces bear to the overall concept of policing or patrolling in
general.

- **Role of Trainees** -- Police trainees are generally forced to take a passive role in the training pro-
cess. The emphasis often seems to be on the es-
tablishment of an aura of authority in the class-
room setting. On the whole, trainees are led to believe that there are standard answers and solu-
tions and that the role of the police is simple and straightforward rather than complex and multi-
faceted.

- **Lack of Imagination** -- Training programs generally suffer from a lack of imaginative approaches.
Characteristically, material is presented in a straightforward fashion from the instructor to the student. The overreliance on facts, pro-
cedures, and accepted techniques has forced the police trainer to concentrate more on content and less on approach and presentation. Attempts to carefully blend both have resulted in more meaningful and lasting effects.

- **Field Training Programs** -- The emergence of field training programs has enabled training officers to
bridge the vast gap between classroom and field experience and has further enabled departments to monitor progress and correct obvious deficiencies of trainees prior to permanent assignment to a department division. However, field training programs have suffered from a number of problems, namely overemphasis, short duration, lack of continuity with department policy, and a general lack of training on the part of the field training officers themselves.

Generally speaking, an overview of police training does indicate some promising aspects, such as the fact that both trainers and administrators have become increasingly concerned with the lack of imagination and quality of training efforts. This recognition indicates that the police trainer and administrator are paying more attention to feedback received from officers who have undergone the training process and who are in an excellent position to critique the relevance of training programs to day-to-day line operations. Finally, police administrators have recognized the critical contribution of training in light of the enhanced role and responsibility of the police. The result has been a demand to develop new types of training, as well as innovative programs to equip all officers with the necessary background and tools to effectively perform day-to-day activities.
2. ICAP TRAINING FROM A SYSTEMS PERSPECTIVE

The introduction of a training system design provides ICAP departments with a generic model for a training function that can fulfill its mission under any and all organizational circumstances. A generic ICAP training model, such as that shown in Figure 2-1, provides a structure for identifying training needs and for creating, developing, presenting, and evaluating specific training requirements and actions associated with ICAP implementation. The generic training model also allows for a clear definition of the operating elements and logical steps to be taken in developing a training program.

It is recognized that some ICAP departments will have already employed a systems approach to training and that training for ICAP implementation will represent only a portion of the department's overall training program. In these cases, the generic training model is presented merely to complement the approach already established in the department. It is hoped that certain features of the ICAP approach will facilitate the development of training specifically for ICAP implementation.

On the other hand, for those departments operating without the benefit of a generic training model, the ICAP training model is offered not only as a basis for developing training programs to support ICAP implementation but also as an overall generic model for developing the entire department training function.

The five elements comprising the ICAP training model are discussed individually in the following paragraphs. For purposes of this manual,
Figure 2-1. Generic ICAP Training Model
training is viewed as a subsystem of the police department's personnel system, and, in many ways, the most important one. Other subsystems would include manpower planning, organization planning, and management development. Broadly speaking, the function of the training subsystem is the attainment of a group of planned and predefined behavior changes required by other elements of the police organization to achieve stated goals and objectives. The development and presentation of specific programs is only part of the training subsystem's objective. This function also includes the canvassing of all systems within the organization to identify their requirements in terms of skills, knowledge, and attitude, and the performance standards used in their feedback and control systems. The training function also provides other department divisions with information on the performance of officers undergoing training and recommends additional methods for obtaining the behaviors required for achievement of intermediate and long-term department goals.

2.1 Information Collection

The first element of the ICAP training model is concerned with the collection of various types of information for input into and use by all other elements involved in the training function. Some activities that would normally fall into this area are:

- The investigation of outside training sources for materials, funds, and other training resources (such as approaches, techniques, and methods).
- Information collection and research into the
technology of training and education. Also the collection of training material and training aids.

- Maintenance of the state-of-the-art in training and communicating changes, new approaches, or new material to other elements in the department concerned with the training function.

In practice, within a police department, the information collection phase of the training function covers a broad spectrum of activities and department personnel and serves the agency primarily as an information processing system. Consequently, although most of the information and material is collected from outside the department, this element should develop interfaces throughout the police organization, as well as with those immediately responsible for the development and operation of the training function.

The information collection element should also be concerned with the investigation and validation of testing techniques, both for measurements of recruit progress and behaviors and as a tool for evaluating the effectiveness of departmentwide training programs. Also included within this element would be the requirement to develop an inventory of police skills and capacities. Ultimately, this would be used for interface between the personnel division in recruit selection and the field operations bureau/division where the skills and capacities are actually put into operation.

2.2 Training Needs Analysis

Although each element in the training model must function effectively
for the training system to work, the analysis element is perhaps the key to success of training operations. There are three major activities that should evolve as part of the analysis element. First, it must analyze and identify the department's training needs and evaluate them in terms of the potential costs (i.e., resources and time). Secondly, it must identify and specify the behavior or performance that must be obtained to satisfy training needs uncovered through the assessment process. Finally, this element is responsible for the analysis of the specific police tasks (i.e., preliminary investigation by patrol) for which training is provided so that the actual training actions and operations can be developed to achieve the necessary performance. Also included within the analysis element is the responsibility to advise the organization of training alternatives and recommend those best suited to the department's needs. Inputs to this element would come directly through investigation of activities throughout the organization or indirectly through various department divisions/sections similarly concerned with analysis (such as planning and research, crime analysis, and operations analysis). Results of analysis in areas such as organizational and manpower development would be provided to other elements for use in developing and operating a training program.

The analysis element essentially defines the need for and scope of a specific training action or program. Consequently, the primary task of the analysis element is to develop a training plan, either for short-term remedial actions or for long-term organizational development such as that
necessary for ICAP implementation. The training plan should address a number of critical factors, including the following:

- Problem definition.
- Need identification.
- Establishment of performance standards.
- Identification of key personnel whom training actions will be developed and conducted.
- Establishment of training criteria.
- Estimation of costs (resources/time).
- Estimated outcome.
- Schedule (proposed).

2.3 Development of Training Strategies and Techniques

The development element deals primarily with specific training actions. Once a training plan has been developed and accepted by the Chief of Police or his designate, an instructional design and related materials must be produced to implement the training plan. Essentially, the instructional design should detail the procedures necessary for meeting the objectives of the training plan. As a result, the instructional design should include a list of activities into which officers involved in the training action will be placed. Based on the instructional design, materials are either collected or developed for use by the instructors and participants. The most critical portions of the development element are the instructional design criteria, budget, and scheduling constraints.

The development element should concern itself with the determination of strategies and techniques to use in bringing about behavioral changes to meet the criteria of the training plan. For example, a training plan
which outlines the need for training supervisors in the area of workload management might include behavioral criteria requiring the supervisor to conduct weekly planning activities to meet the allocation and deployment needs of his assigned territory. The development element would consider and seek out various methods for developing this kind of behavior. One strategy could be to involve the supervisor in the manpower allocation analysis process so that he becomes familiar with the departmental policy (basis for allocation). A related strategy could include the development of training for first-line supervisors in the patrol planning process using workload forecasts and crime analysis information input.

Regardless of the particular strategy or technique selected, it may be necessary for the development element to acquire knowledge of subject matter, the content of which may not be within the immediate training operation's area of competence. For this reason, resources within or outside the department will need to be tapped to obtain the required expertise in the subject matter.

2.4 Training Operation

The training operation element has two functions. First, it must effectively present and administer training programs, to include such functions as scheduling, selecting instructors and officer trainees, arranging for facilities, and any other logistical aspects of an ongoing training operation. Secondly, the training operation element is held accountable for the day-to-day maintenance of a library of material, internal assignments and communications, communications with police managers regarding the results of training and expenditures of resources, and continuous update
and orientation of training staff.

Overall, the role of the operation element is to implement the department's training plan. As such, it is held accountable for all of the logistical details, scheduling trainees, selecting and preparing instructors, and selecting and preparing instructional design and materials. Thus, the operation element is held accountable for the overall control, coordination, and reporting of actual department training.

2.5 Evaluation of Training Performance

The element of evaluating training performance is responsible for the individual and overall assessment of the effectiveness of the department's training program and the efficiency of the training function or system operating within the organization. The evaluation element works closely with the development element to produce the strategies, techniques, and materials used to judge both the training function and trainees' performance.

The evaluation of training involves provision of two feedback processes. First, it evaluates trainees' performance both at the beginning of the training program and at the conclusion of specific training. Secondly, evaluation is concerned with the assessment of trainees' performance while on the job. The evaluation element is also responsible for the development of feedback mechanisms on the efficacy of training programs and the development of mechanisms to solicit input from the rank and file concerning perceived training needs.

The foregoing discussion of the necessary functions and procedures
that form a training system is not intended to furnish a table of organization for a department training division. Rather, all of the aforementioned elements can be performed by one person so designated in the department (a training officer), or each element may be accomplished in various divisions throughout the department, or certain elements can be farmed out to consultants. Regardless of whether a functional, staff, or consultive approach is used, for an effective training program to be implemented these elements must be present in the department and individual(s) must be assigned to carry out the training functions related to each element, consistent with the department's structure, goals, and objectives.

Lastly, as a summary of the material presented in this chapter, Figure 2-2 presents the ICAP training model introduced earlier and lists the specific training functions to be performed under each element of the model.
Information Collection → Analysis → Development → Operation → Evaluation

- Review outside training sources.
- Investigate training techniques, programs and operations of other organizations.
- Collect information on training aids and materials.
- Acquire information on current technology used in training programs.
- Maintain awareness of state-of-the-art in police training.
- Assess police departments training needs.
- Identify and specify behavioral objectives required to achieve performance.
- Analyze specific tasks for which training is provided so that required performance can be obtained.
- Develop training plan.
- As required, identify specific problem areas that may be addressed through training.
- Translate behavioral objectives into instructional objectives.
- Select training methods and techniques.
- Develop specific training design and materials based on training plan.
- Develop alternative and related training strategies.
- Identify resources, both within and outside the agency, for development of training programs.
- Coordinate the following activities as part of the overall training plan:
  - Scheduling
  - Selecting instructors
  - Facilities
  - Other logistics
- Maintain training files, records, and materials.
- Monitor training results and costs associated with training program.
- Coordinate evaluation activities with training needs analysis and development.
- Evaluate individual trainees performance.
- Evaluate suitability and overall impact of training program.
- Develop specific testing strategies for individual training activities.
- Develop specific training evaluation criteria for input into department training plan.
- Provide continuous feedback to instructors and line and command staff on training.

Figure 2-2. ICAP Training Model and Individual Functions
3. ROLE AND FUNCTION OF TRAINING IN ICAP IMPLEMENTATION

The most effective approach to the management of police services is one that is based upon a clear recognition of the need for systematic planning and analysis of information to support the police decision-making process. The police manager, from the Chief of Police to the patrol supervisor, is constantly faced with the need to make decisions. Primarily, these decisions are concerned with the management of department resources to meet various demands for police service in the community. Regardless of the number and scope of decisions that are made, the process of making a decision must be based upon an overall model or approach that enables the police manager to consider and weigh the possible consequences before taking action.

The implementation of an ICAP program requires that participating departments develop or enhance their approach to the management of all police services through the establishment of a departmentwide decision-based model characterized by the following:

- Formal planning.
- Decisions based on empirical information and structured methods.
- Decision components measurable and subject to manipulation, based on feedback.
- Operational identity of an analytical capacity.
- Prediction-oriented, active, empirical perspective.
In addition to the introduction of a decision model within the department, ICAP includes within the decision model framework the implementation of certain key program components such as crime analysis unit operations, managing patrol operations, managing investigations, and special emphasis on the identification, apprehension, and conviction of the serious, habitual offender or career criminal. As a result, ICAP implementation requires a police department to commit itself on a long-term basis to a highly comprehensive change process. Clearly, the training function plays a major role in this change process, especially where the comprehensive nature of the program requires considerable behavioral changes.

For line officers, ICAP implementation requires intensive training in skills development such as field reporting, conduct of field investigation, and interviewing witnesses. For police managers, program implementation not only involves certain skills training but also includes the preparation of line supervisors and command personnel for effectively managing department resources. This represents a considerable departure from normal training programs. Within the ICAP framework, management training focuses on affixing responsibility and authority for decisionmaking within the organizational structure, especially for those decisions related to allocation and deployment of resources and managing the calls-for-service workload.

The remaining sections of this chapter begin with a brief presentation of the ICAP model, logic flow, and program objectives. Following this is a summary of the key model elements and program components to provide an indication of the comprehensive nature of ICAP implementation.
Based on the discussion of program components, ICAP project implementation requirements are addressed along with a description of the diagnostic assessment process that should take place prior to project implementation. Finally, the balance of the chapter focuses on the establishment of project objectives and identification of training requirements associated with these project implementation objectives.

3.1 ICAP Model and Logic Flow

The decision-based ICAP model establishes linkages between the key functions of data collection, analysis, planning, and service delivery. The ICAP elements and the functional logic flow of the ICAP process are presented in Figure 3-1. The ICAP process represents a highly functional and standardized approach to police decisionmaking that is:

- Definable in terms of its key components.
- Measurable.
- Consistent with the literature and knowledge of police practices.
- A structure for organizing and ordering police activities.
- A fundamental structure for focusing improvement efforts.
- A diagnostic structure for allowing clear and indisputable remedial activity.

One of the unique aspects of the ICAP process is the recognition that, in its generic form, the process of data collection, analysis, planning,
and service delivery actually occurs in every service delivery function. It is essential that one recognize that the ICAP process does occur in day-to-day operations and that it can be manipulated in a systematic, structured, empirical manner toward desired outcomes. Moreover, ICAP differs from previous systems approaches in that the model stresses a step-by-step decision making process for directing field activities. Previous systems approaches offered a broad range of randomly and diffusely directed solutions without substantiating their value through a systematic planning process. Lacking a structure for organizing their concepts, previous approaches failed to provide the guidance that is needed to operationalize a system.

The ICAP training model presented and discussed in Chapter 2 is actually derived from the overall program model. The direct parallels between the two models are shown below:

<table>
<thead>
<tr>
<th>ICAP Program Model</th>
<th>ICAP Training Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Collection</td>
<td>Information Collection</td>
</tr>
<tr>
<td>Analysis</td>
<td>Analysis</td>
</tr>
<tr>
<td>Planning</td>
<td>Development</td>
</tr>
</tbody>
</table>

Figure 3-1. ICAP Model Logic Flow
ICAP Program Model | ICAP Training Model
---|---
Service Delivery | Operation
Evaluation/Feedback | Evaluation/Feedback

The key point to be drawn from the comparison is that systematic planning and analysis of information is the essential element of police decisionmaking. Whereas the ICAP program model primarily supports police operational decisionmaking concerning allocations and deployment of resources, the ICAP training model supports the continuous assessment, development, and operation of the department's training function, especially in terms of ICAP implementation. In the next few paragraphs, each of the ICAP program elements are summarized to provide an overall background for subsequent discussion of program implementation and related training issues.

3.2 Elements of the ICAP Program Model

Generally speaking, a police manager can improve his problem-solving and decisionmaking skills by using information efficiently. Because information is the raw material with which police managers work, the most effective way to improve police managerial performance is to improve the use of information. Since the ICAP concept focuses on the analysis of information to enhance the quality and types of decisions concerning police service delivery, the reference here is to information of an operational rather than administrative nature.

Hence, the data collection component of the ICAP model is concerned with the collection and ordering of information generated by department field elements such as patrol, investigation, traffic, juvenile, warrant
service, and intelligence units. The primary information sources for ICAP implementation are a department's field and incident reporting forms (especially the offense report), supplementary investigation reports, arrest reports, and dispatch cards. The information collected from these reports forms the basis for subsequent analysis and decisionmaking concerning allocation and deployment of police resources.

One very critical element in the ICAP process is report review. This activity provides quality control to ensure that the department's field reporting system is functioning properly and that all of the necessary processes and procedures are carried out as intended. This function is usually performed by field supervisors or by a separate unit within the organization's field operations bureau or detective bureau.

By definition, the analysis element in the ICAP process is where information derived from the data collection phase is subjected to review to identify significant facts and derive conclusions. For purposes of ICAP implementation, three types of analysis are identified:

- Crime analysis.
- Operations analysis.
- Intelligence analysis.

It is important to note that the term analysis, as used in the ICAP context, should not be confused with the term planning. On the contrary, ICAP analysis functions should be placed within the particular division which will use the information derived from analysis in day-to-day operations. This contrasts with the traditional concept of a planning and
analysis function that is organizationally placed within the administrative bureau or command section, and focuses more on short- and long-term planning for overall systems improvement.

In a broad sense, the combined functions of crime analysis, intelligence analysis, and operations analysis occupy an integral part of the decisionmaking process for allocation and deployment of resources. Together, they provide the essential information input for both strategic and tactical decisions made by police commanders and managers at all levels of the organization.

The crime analysis function involves a set of systematic, analytical processes directed at providing timely and pertinent information relative to crime patterns and trend correlations to assist operational and administrative personnel in planning the deployment of resources for prevention and suppression of criminal activities, in aiding the investigative process, and in increasing apprehensions and clearance of cases.

The intelligence analysis function is the systematic collection, evaluation, analysis, integration, and dissemination of information on criminals, especially related to their associations and their identification with criminal activity of an organized nature.

Operational analysis is the analytic study of police service delivery problems, undertaken to provide commanders and police managers with a specific basis for a decision or action to improve operations or deployment of resources.
The planning element of the ICAP process requires a structured approach to police decisionmaking. In effect, the ICAP planning function is actually more an operational function than an administrative function. Police managers involved in ICAP must assume an active role in the planning and decisionmaking process, rather than focusing their attention on direct supervision of personnel.

There are two types of decisions integral to the ICAP process -- strategic decisions and tactical decisions. Strategic decisions are policy oriented and are generally made at the higher levels of the organization. For example, a policy decision such as allocation of resources ultimately defines the department's response to crime, its distribution, and long-term police service delivery problems. This requires periodic analysis of the total police service delivery operation as viewed by the operations analysis function. Thus, strategic decisions identify the organizational parameters and structural framework for subsequent decisions concerning the deployment and utilization of department resources.

Tactical decisions are generally concerned with deployment or management of allocated resources by location and activity in response to short-term, service delivery situations. Tactical decisions are made on the basis of information inputs from the crime, intelligence, and operations analysis functions. The inputs from these sources are used to support the deployment of patrol, investigative, crime prevention, and special operations units. The ICAP concept emphasizes the fact that deployment decisions should be developed through a structured, integrated planning and
decisionmaking process. Thus, the department's tactical response to police service delivery can be focused and coordinated and the effectiveness of resources maximized.

Under the ICAP process, the element of service delivery includes all activities performed in a department that ultimately result in some form of police service provided to the community. Thus, although the department's patrol function provides direct, 24-hour services, other departmental functions and activities also provide services either directly (e.g., crime prevention) or indirectly (e.g., investigations). The key issue addressed by the ICAP concept is that police service delivery activities, although performed by various departmental units, are all interrelated, and their integration into the police decisionmaking process is necessary if overall departmental goals and objectives are to be achieved. In addition, those personnel responsible for making day-to-day decisions must be given a sense of overall departmental priorities, with crime-related services placed at the top of the list.

3.3 Key Program Components

To establish links between analysis, structured decisionmaking, and service delivery, ICAP projects should focus their activities on the development of the following key components:

- Analysis functions.
- Patrol management.
- Investigations management.
- Serious, habitual offender apprehension and prosecution emphasis.
An overview of each of the program components is provided in the following paragraphs.

3.3.1 Analysis

The three analysis functions associated with ICAP implementation are crime analysis, intelligence analysis, and operations analysis.

A crime analysis unit identifies, assembles, and disseminates information concerning crime patterns and trends. Generally, the analyst focuses his or her attention on those offenses that occur in large numbers with discernible patterns and trends and on those offenses that the police function has demonstrated an ability to prevent or suppress through concentrated patrol and special unit operations.

Crime analysis information can be used by either patrol or investigative personnel to guide deployment and assist in continued investigations. Thus, crime analysis information can support decisionmaking in a number of key areas:

- Patrol deployment.
- Patrol investigations.
- Investigator case screening.
- Special operations deployment.
- Strategic crime targeting.

Virtually all police agencies become involved in the process of intelligence gathering, usually to support an ongoing tactical operation or to assist some other outside law enforcement agency. The intelligence analysis function can be performed by an intelligence unit assisted by a
computer data bank in a large department or by a single officer in a smaller agency. Despite the range of intelligence analysis capacities available in police departments, most focus their activities on the gathering of information relating to criminals and their activities and associations. Intelligence information then is used to guide ongoing investigations and to develop operational strategies and tactics (such as anti-fencing efforts).

Although normally associated with the investigative function, intelligence information also can be gathered quite effectively by the patrol officer through routine stops, field interrogations, and regular field investigations. Thus, the patrol officer's observation of suspicious activity and events that suggest unusual activity on his beat could very well be information of value to the intelligence analyst. The important feature of intelligence analysis in the ICAP process is that the responsibility for information gathering rests with a number of key functions within the department.

Within the ICAP program, operations analysis involves the continuous collection and analysis of information related to police service delivery. Ideally, operations analysis should provide information support to commanders and managers at all levels of the departments so that they can make informed decisions concerning the allocation, distribution, and deployment of department resources. Whereas crime and intelligence analysis focus on criminals and criminal activity, operations analysis focuses on the support of strategic and tactical decisionmaking by collecting and ordering information concerning:
- Criminal activity.
- Service demand (CPS).
- Available resources.

At the strategic level, operations analysis information supports decisions concerning the entire field operations staffing function. At the tactical level, operations analysis supports management decisionmaking concerning the deployment of available resources by location and activity. Essentially, the ICAP approach to operations analysis is one based upon the measurement of time consumed by patrol personnel in various types of field activities such as calls-for-service, officer-initiated activity, and administrative activity. The theory behind this approach stems from recent studies which have shown that relatively large amounts of patrol time are uncommitted and that patrol planning is necessary to more effectively use uncommitted time.

3.3.2 Patrol Management

Discussions of patrol objectives generally center on crime prevention and apprehension of the offender. These generalities do not account for the complexity of the patrol operation. More importantly, development of more effective patrol strategies requires the patrol supervisor to examine the full scope of patrol activities and responsibilities. Sufficient time -- allocated properly -- must be allowed for crime-directed activities.

An examination of the full range of patrol responsibilities also enables the patrol supervisor to identify duties for which he is responsible that are not strictly related to crime control. These responsibilities
reflect the realities of the police mission: Crime control planning must be closely integrated with planning and implementation of tactics designed to address parallel responsibilities.

The analysis process and products serve the patrol supervisor by defining the crime and service problems that exist during his shift and in his geographic area of responsibility. Analysis provides information to aid in making decisions about when, where, and against what types of crime targets personnel should be deployed. Without crime analysis, patrol supervisors and field officers can only be aware of those incidents that they observe or of which they learn through discussions with other officers.

The patrol supervisor seldom has the luxury of confronting only one problem of police concern within the several beat areas under his immediate supervision. More often, he must address overlapping crime, service, traffic, and community relations issues simultaneously. Effective implementation of patrol plans requires that the strategy designed to attack any single problem must be effectively integrated with all other strategies being implemented within the supervisor's patrol area. Similarly, the response and directed-patrol assignments of individual patrol officers in the supervisor's command clearly must be defined and integrated so that all responsibilities are properly met in the most efficient and effective manner.

The main ingredients for the successful management of patrol operations are:

- Operations analysis.
- Crime analysis.
- Structured decision process.
• Responsibility and authority given to supervisors at all levels.
• Proper training of patrol officers and supervisors in criminal investigation and crime prevention, together with the use of crime and operations analysis in carrying out tactical operations.

3.3.3 Investigations Management

This portion of the ICAP program concentrates on the enhancement of the investigative activity of the patrol force and the development of investigative case management techniques. The following six key components comprise the investigations management aspect of the ICAP program:

• Patrol role in the initial investigation.
• Case screening.
• Management of continuing investigations.
• Police/prosecutor relationships.
• Monitoring of the investigation system.
• Police agency organization and allocation decisions.

A properly conducted preliminary investigation is, perhaps, the single most important action taken by the police in solving crimes. Since recent studies have shown that most case clearances result from the information gathered at the scene of the crime by the officer first on the scene, the preliminary investigation process is emphasized in the ICAP approach and patrol officers are expected to assume a larger role in the police investigative function.
Case screening is a mechanism whereby the decision concerning the continuation of an investigation is reviewed. Case screening serves a number of important purposes in the ICAP implementation process, including:

- Review for followup decision.
- Review for assignment of similar cases to single investigators.
- Monitoring the investigative process.
- Management of the detective case workload.

The objectives of a managed investigation process are to assign case investigations more effectively, to improve the quality of case investigation and preparation, and to monitor the progress of case investigation. The proper management of the continued investigation should result in one of the following:

- An arrest.
- Continuation of the investigation, based on sufficient crime analysis information.
- Case suspension after a determined number of days without additional promising informational leads.

In effect, ICAP requires that the combined resources of both the detective and patrol bureaus be closely coordinated to attain increased effectiveness in police investigations. Furthermore, a close working relationship between the police and local prosecutor should be developed to improve the ratio of convictions to arrests.

3.3.4 Serious, Habitual Offender -- Apprehension and Prosecution

Emphasis in the ICAP program on the serious, habitual offender has
stemmed from a recognition that a major portion of all crime is committed by a relatively small number of habitual offenders. In addition, it has become apparent that law enforcement agencies and prosecutors must combine their efforts to direct additional attention to this segment of the offender population. The integration of police objectives in ICAP and prosecutorial emphasis in the Career Criminal Program serves to identify and highlight the common links between the programs. It enhances both the police and prosecutorial functions as they relate to the common objectives of identification, apprehension, conviction, and incarceration of the serious, habitual offender. The basis for linking these efforts stems specifically from the mutual interest of the police and prosecution in quality case development and from the common functions of early identification and priority processing of the serious, habitual offender. These elements are essential to the proper investigation and preparation of cases.

3.4 Project Implementation Requirements

In terms of local implementation, it is important to draw the distinction between the ICAP program and an ICAP project. As a program, ICAP represents an overall plan or system under which action may be taken towards a goal. The overall goals of the program are:

- To increase the effectiveness and efficiency of police field services by systematically using information derived by analysis to direct the deployment of field units.
- To improve criminal apprehension by increasing
the number and quality of arrests, clearance,
prosecutions and convictions, with emphasis
on the serious, habitual offender.

As shown in Figure 3-2, each of the four program elements has a set
of related objectives for overall program implementation. Consequently,
from the project standpoint, these program objectives become the frame­
work for development of individual project objectives based upon an assess­
ment of the department's current position in terms of ICAP.

3.4.1 ICAP Diagnostic Implementation Assessment

The ICAP assessment process represents the initial phase of ICAP im­
plementation. The assessment process can range from a structured discus­
sion between key actors in the police organization to a highly sophisticated,
empirically based assessment that involves measurement of outputs, surveys
of personnel, and the development of scenarios for simulation or pretesting.
The most important aspect of the self-assessment is its establishment as
the basis for making decisions about ICAP.

Table 3-1 presents a sample checklist in the form of a Diagnostic
Implementation Assessment. Regardless of the form of assessment process
used, questions should address key department functions and should high­
light the major components of the ICAP logic flow -- data collection, anal­
ysis, planning, and service delivery. What emerges from this assessment
process is the basis for an ICAP implementation plan which would include,
but not necessarily be limited to, the following areas of consideration:
Figure 3-2. ICAP Program Objectives
### TABLE 3-1

Diagnostic Implementation Assessment (Page 1 of 3)

<table>
<thead>
<tr>
<th>GENERAL</th>
<th>DATA COLLECTION &amp; PROCESSING</th>
<th>ANALYSIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the department managed either Federal or State grants that were aimed at improving departmental operations (i.e., patrol and/or detective activities)?</td>
<td>Has the department issued a field reporting manual containing all department field report forms, together with instructions for preparation?</td>
<td>What analysis is currently performed in the department (e.g., crime, incident, intelligence, operations)? For what purpose?</td>
</tr>
<tr>
<td>Were these programs or portions of these programs institutionalized?</td>
<td>Are field reports screened for accuracy, completeness, and timeliness?</td>
<td>Have these analysis functions been formalized?</td>
</tr>
<tr>
<td>If certain aspects of previous programs to improve department operations were institutionalized, what were the reasons for institutionalization of the operational capacity in the organization?</td>
<td>Does the design of the department's current reporting form: (a) Facilitate collection of critical information at the preliminary investigation; (b) Include a solvability schedule; and (c) Provide sufficient information for departmental analysis purposes?</td>
<td>Are the analysis functions, organizationally and physically, located within an operational division?</td>
</tr>
<tr>
<td>Does the department operate on the basis of clearly established organizational goals and objectives? Are they monitored to determine performance?</td>
<td>Are there delays in receipt of field reports caused by field information processing systems (i.e., word processing, call-in reports)?</td>
<td>What is the extent to which analysis information directs deployment and allocation decisions? (Examine the frequency with which information is generated and the extent to which the information guides the decisions of the user groups.)</td>
</tr>
<tr>
<td>What are the most pressing problems facing the department, both from a short-term and a long-term perspective?</td>
<td>Is there a system established for the auditing and tracking of all reports or information related to an incident? Does this system facilitate later retrieval and use of the information?</td>
<td>Does the analysis of crime information assist patrol officers in directing their preventive patrol activities?</td>
</tr>
<tr>
<td>The most recent union contract restricts any management decisions concerning allocation and deployment of resources?</td>
<td>How are criminal arrest warrants processed by the department (specifically)?</td>
<td>Is crime analysis information communicated to line supervisors and field personnel on a formal or informal basis?</td>
</tr>
<tr>
<td>Has the department promulgated a policies and procedures manual for use in guiding field operations (i.e., crime scene search, collection of evidence)?</td>
<td>Does the current data processing system meet departmental needs in terms of time sharing, programmer and analyst availability, ability to perform studies, turnaround time, cost, ability to store data, etc.?</td>
<td>Are the results of analysis sent to line officers or only to commanders at the staff level?</td>
</tr>
<tr>
<td>In terms of field operations, what types of decisions are made on a daily/weekly/monthly/annual basis?</td>
<td>What automated data processing capacities does the department anticipate developing?</td>
<td>Are crime patterns and trends identified rapidly and, if so, do those who are responsible for developing police strategies to address recognized crime problems receive this information in a timely manner?</td>
</tr>
<tr>
<td>What are the key managerial positions in the department?</td>
<td>Is workload information collected at the dispatch center and processed regularly for allocation and deployment decision making?</td>
<td>Do patrol officers and supervisors regularly use analysis information?</td>
</tr>
<tr>
<td>Is there a hierarchy of decisionmaker roles in the department?</td>
<td>How well does the data processing section assist the overall operational planning process?</td>
<td></td>
</tr>
<tr>
<td>PLANNING</td>
<td>SERVICE DELIVERY</td>
<td>PATROL OPERATIONS</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Is the police commander commander/manager provided clear statements of department objectives, subobjectives, and internal policies regarding what is expected of him in terms of service delivery, patrol, crime control, and investigations?</td>
<td>What techniques does the department utilize to manage CFS (blocking, stacking, prioritizing)?</td>
<td>What type of patrol shift is employed?</td>
</tr>
<tr>
<td>Are department priorities made at the highest levels of the command structure?</td>
<td>What alternatives exist for response to CFS (community service officer, teletry)?</td>
<td>Is there equal manning per shift?</td>
</tr>
<tr>
<td>Do patrol supervisors and/or patrol officers engage in any form of formal patrol planning?</td>
<td>Is the communications process, including the communications center, capable of the flexibility required to support varying service delivery demands and priorities (i.e., does it facilitate workload management)?</td>
<td>How is the role of the patrol supervisor defined (i.e., define the responsibilities and the limits of his discretion)?</td>
</tr>
<tr>
<td>Do patrol supervisors engage in any form of decision making regarding allocation and/or deployment of their assigned resources?</td>
<td>Do field commanders, managers, and supervisors use the communications system to assist them in balancing workload and carrying out special assignments or tactics?</td>
<td>To what extent does the patrol supervisor use crime analysis data in the deployment of resources?</td>
</tr>
<tr>
<td>Are there operational planning capacities within the organization that directly support day to day line operations?</td>
<td>Are the four milestone times for the dispatch process captured on a department run card?</td>
<td>What is the role of the patrol officer in preliminary investigation (i.e., crime scene search and interview of witnesses and suspects)?</td>
</tr>
<tr>
<td>Does the department have a policy of walk in reports of minor crimes or events?</td>
<td>Does the department have a policy of walk in reports of minor crimes or events?</td>
<td>What is the extent of the patrol officers' participation in followup investigations (i.e., makes recommendations concerning followups, assists in followups, assumes primary responsibility for routine followups, etc.)?</td>
</tr>
<tr>
<td>Are patrol resources allocated according to demand?</td>
<td>Are patrol resources allocated according to demand?</td>
<td>What is the patrol officer's role in crime prevention and community relations activities and programs?</td>
</tr>
</tbody>
</table>

**TABLE 3-1** (Page 2 of 3)
<table>
<thead>
<tr>
<th>INVESTIGATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SERVICE DELIVERY (Continued)</strong></td>
</tr>
<tr>
<td>Does the department have an effective system for the management of criminal investigations (i.e., criteria for case screening, solvability factors, case assignment and monitoring, etc.)?</td>
</tr>
<tr>
<td>Does the department have a system for complainant or victim notification when case investigation is discontinued?</td>
</tr>
<tr>
<td>Has the department established methods to ensure continued investigative support to the prosecutor, particularly for serious and habitual offender cases (e.g., special investigative function, assignment of officers to felony trial teams)?</td>
</tr>
<tr>
<td>Does the prosecutor provide feedback to the department on case investigations and dispositions (i.e., case rejection, reduction of the charges, final disposition, problems in the case investigations, etc.)?</td>
</tr>
<tr>
<td>Does the crime analysis function provide regular support to the investigative division?</td>
</tr>
<tr>
<td>Are cases assigned to investigations in any predetermined manner?</td>
</tr>
</tbody>
</table>
- A description of the current department organization structure with functions listed under the appropriate sections of the ICAP model. For example, records and field report review functions should be listed under data collection, crime analysis should be listed under analysis, and planning and service delivery might include patrol, investigations, and crime prevention.

- For each function identified within the ICAP framework, list its current priorities, goals, and objectives. This should include any overall department goals and objectives.

- Discuss each function in terms of its degree of alignment with ICAP requirements. For example, consider such things as the role of patrol in initial investigation, adequacy of offense reports in providing accurate and worthwhile information for input into the analysis process, and the manner in which followup investigations are managed by the detective bureau. These are only a few considerations, but they represent the general scope of an assessment of current department posture in relation to ICAP implementation.
• Identify ICAP functions that do not currently exist. Consider the ramifications of implementation, and identify their priority and goals or objectives.

• Develop a preliminary implementation plan which would time-phase the implementation process beginning with the program area or component considered top priority (e.g., patrol-investigations, decisionmaking, workload analysis, deployment plans).

• List the specific activities and actions in the proper order in which they should be implemented, specifically noting obvious or implied departures from department policy (e.g., patrol role in initial and followup investigations) and project activities that may be incremental or remedial in nature.

• Summarize and synthesize what has been proposed for ICAP implementation into an overall consensus of:
  
  - The organization's current posture in regard to ICAP.
  
  - A projection of the positive and negative aspects of ICAP implementation.
- The overall changes, together with changes (if any) for each function, that will be required for ICAP.
- A projection of the time and resources required for ICAP implementation.
- Organizational commitment and motivation.
- Role of training in ICAP implementation.

3.4.2 Establishing Project Objectives

The next phase in the development of the project implementation plan involves the establishment of ICAP project objectives. The importance of having well defined objectives cannot be overemphasized. To the extent that objectives are not established or are poorly defined, the project will suffer from incomplete project planning, uncertain execution, and difficulty in evaluating progress.

The following criteria should be used when establishing ICAP project objectives:

- **Measurable** -- Objectives should be phrased in concrete, measurable terms, so that their achievement at project completion can be demonstrated.
- **Related to Time** -- Progress towards the achievement of objectives is difficult to assess unless there is an understanding of when the full objective will be reached.
- **Related to Cost** -- Objectives must clearly relate to relevant project costs.
Departments should rely on previously articulated departmental goals to develop related ICAP project objectives. It is clear that the more compatible those goals are with the general direction of department development, the more likely is institutionalization of capacities developed and associated with the ICAP project.

When establishing project objectives, special consideration should be given to the desired behavior changes, in terms of management and skills development, that are necessary for ICAP implementation. It is within this framework that the training function operates. (Table 3-2 compares the scope of training in the areas of skills development and management development.) Consequently, when framing project objectives, those responsible for project implementation and development should recognize the differential effects on skills development and management development throughout the police organization. At the same time, they also should recognize that skills and management development have a common objective: The development of human resources. A police department can design and implement an outstanding offense report, yet it serves no useful purpose until personnel are properly trained and indoctrinated in the use of the new report forms.

To provide the reader with a sense of the scope and possible training requirements of ICAP implementation, the remaining paragraphs of this chapter highlight some sample ICAP project objectives and describe anticipated behavior changes that might be necessary to achieve individual project objectives. Each paragraph is titled according to the specific area selected for ICAP project development with the objectives highlighted in

3-25
<table>
<thead>
<tr>
<th>Table 3-2</th>
<th>Comparison of Training Areas in ICAP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td><strong>Skills Development</strong></td>
</tr>
<tr>
<td></td>
<td>Supplies specific knowledge, skills, or attitudes needed to meet organizational goals. Oriented towards the performance of specific tasks.</td>
</tr>
<tr>
<td><strong>Problem</strong></td>
<td>Problems caused by lack of knowledge or skills or by unacceptable attitudes shown by individuals or groups.</td>
</tr>
<tr>
<td><strong>Selection</strong></td>
<td>Trainees are chosen because they lack skills or knowledge required by job requirements.</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>Compares participant's performance to training criteria after completion of training.</td>
</tr>
<tr>
<td><strong>Identification of Needs</strong></td>
<td>Needs are based on present or anticipated performance of tasks.</td>
</tr>
</tbody>
</table>
italics and followed by a brief discussion.*

3.4.2.1 Field Reporting

Sample project objectives include:

- Designing a new offense report form to facilitate field reporting.

- Incorporating a solvability schedule into the new offense report form so that decisions concerning followup investigations can be enhanced.

- Developing a field reporting manual and training all officers concerning the new/revised field reporting procedures.

The behavior changes that would take place as a result of implementing the above project objectives are significant for a number of reasons. First, since an inadequate field reporting and preliminary investigation policy represent serious drawbacks to ICAP implementation, these areas are usually the first in terms of priorities for implementation. Secondly, the introduction of a new offense report form, solvability factors, and field reporting manual all represent perhaps the most difficult skills development steps to be taken in ICAP implementation. Thirdly, the successful accomplishment of the above objectives paves the way and represents perhaps the major hurdle towards eventual implementation of subsequent program components such as managing patrol operations and investigations.

*Sample project objectives were adopted from the Portsmouth, Virginia, Police Department ICAP program.
Generally, most departments initiating an ICAP project will find that, although they may have a sound record section and adequate report forms, essential elements of information are not collected. This may be due to inadequate reporting, insufficient field report review, or a combination of these plus other factors. Consequently, after a new offense report has been designed and tested, considerable time and effort must be invested in indoctrination and training not only for those who will be responsible for field reporting but also for those involved in report review and use of the information contained in the new form.

Where solvability schedules are introduced into new offense reports, it is necessary to examine the department's policy for conduct of preliminary and followup investigations and, on the basis of any newly developed policy, provide intensive training in the conduct of field investigations. This does not mean that special training emphasis should be placed on the investigation of certain crimes, but does mean that areas such as crime scene search, victim and witness interviewing, and department followup investigation procedures need to be sufficiently covered to ensure necessary skills development. Supervisors should play an integral part in this training process since their role in the field reporting process will largely determine the eventual success in achieving objectives.

3.4.2.2 Teleserv Capacity

Sample project objectives include:

- Reducing the calls-for-service workload of patrol field units by 20 percent.
Providing faster and more convenient service to the public for a sizeable portion of information requests and incident reports.

Although the introduction of a teleserv capacity appears to be a major undertaking, the anticipated gains far outweigh the efforts involved in its development. A teleserv capacity is a procedure where calls that would normally be dispatched to patrol units are diverted to officers/civilians who take reports of minor offenses or complaints by telephone. Generally, departments that have implemented such a program have been able to divert 15 to 40 percent of the CFS workload from the street without any apparent citizen dissatisfaction, thus freeing considerable blocks of patrol time for more meaningful patrol planning.

If civilian personnel are to operate the teleserv phones, skills training is necessary to teach them how to properly fill out a field report form and how to conduct a minor investigation by telephone. Where sworn officers answer the teleserv phones, training is not necessarily a requirement unless they do not have previous field experience. A certain amount of dispatcher training and orientation is necessary for both civilian and sworn dispatchers to ensure successful program implementation. This training is unique to the teleserv situation. Dispatchers need to be trained to identify the type of call and to suggest that citizens with minor calls be handled by a representative of the teleserv center.

3.4.2.3 Patrol Aide Program

Sample project objectives include:
• Reducing the administrative workload of patrol field officers, allowing them more time for directed patrol activities.

• Accomplishing routine services provided by the patrol force without diverting sworn personnel from more important activities.

Behavior changes associated with this project area involve the training of civilian patrol aides to assume a portion of the administrative workload of the patrol force. This undertaking involves the development of job standards for selection of personnel and development of a training curriculum to prepare trainee aides to properly function in a limited patrol capacity. Policy decisions must be made regarding specific duties that an aide can handle, as opposed to those that should be handled by sworn officers. Finally, to ensure the success of the program, sworn officers should be oriented to the new role of patrol aides and encouraged to support the program because it enhances opportunities for increased patrol effectiveness.

3.4.2.4 Patrol Operation Analysis

Sample project objectives include:

• Providing initial documentation of the manner in which patrol operations are conducted, including a definition of resource allocation procedures, supervising and information system requirements, and identification of how patrol time is actually spent.
• Providing periodic review of each of the above items at 6-month intervals.

• Stimulating ideas and alternative solutions for correcting problems identified or for upgrading the performance of patrol.

• More effective matching of personnel resources to calls-for-service demands and crime suppression requirements.

• Providing more productive use of available manpower resources in patrol.

Initially, the personnel in the department who would be responsible for the conduct of a patrol allocation study should be given the opportunity to attend a course in patrol operations analysis offered by an outside agency or institution. Once the allocation study methodology has been designed, it may be necessary to train selected personnel within the department in related data collection procedures, possibly using newly developed forms. This training might include orientation of dispatchers to new dispatch cards or new information gathering requirements within the dispatch center. Training also may be necessary for patrol officers in the area of communications procedures to enhance their radio skills. In addition, patrol officers and supervisors may have to be trained in the use of new field activity reporting forms.

Finally, as a new allocation study is completed and plans are developed for implementation, an orientation session should be held for those involved in the new plan. This will reduce the confusion often associated
with implementation of a new plan and will give the officers a chance to understand its basis and development.

3.4.2.5 Patrol Development

Sample project objectives include:

- **Increasing awareness of patrol personnel regarding innovative approaches to patrol.**

- **Increasing the skills of patrol personnel:**
  - To accomplish more effective preliminary investigations and case filings.
  - To conduct crime prevention activities.
  - To use situational analysis information in planning their patrol actions.
  - To actively participate in patrol planning activities.

- **Expanding the effectiveness of the field training officer program mechanism for introducing new programs and for monitoring the performance of fellow officers.**

- **Improving the skills of patrol managers and supervisors:**
  - To oversee and facilitate a competent program of directed patrol.
  - To facilitate and encourage participative planning.
- To promote increased patrol officer responsibilities.
- Informing all department managers of program progress, new developmental directions, and underlying problems and concepts.
- Establishing a work plan for improving performance evaluation.

Initial focus in this area should be on the provision of background material on ICAP implementation. Thus, personnel affected by the project should attend an orientation session covering the development of the patrol function, to include information regarding research and innovative projects in the area of patrol strategies and tactics.

Specific skills development in the areas of field reporting and preliminary investigations requirements have been mentioned previously. One area not specifically addressed was the need to incorporate prosecutor input into training. The coordination of prosecutor interests in the preliminary investigation can prove extremely beneficial for subsequent case preparation and presentation before the courts. Specific areas that a prosecutor might cover are victim and witness interviewing, collection and preservation of evidence, and testifying in court.

The objectives of personnel development are probably the most critical areas for management development since they require considerable role changes on the part of supervisors and department managers. Under ICAP, supervisors must develop patrol planning capacities where the initial focus of attention might be on the proper integration of workload, crime
analysis, and resource availability information as input into the patrol planning process. Likewise, managers need an orientation on department and project objectives as well as the criteria and basis for decisionmaking regarding field operations. A particular project area that requires considerable attention is directed patrol. Patrol officers must be given specific instruction on the conduct of directed patrol with special emphasis on use of crime analysis information and specific tactics available for deployment purposes. Supervisors, on the other hand, should be given the training necessary to develop both the skills necessary to support a directed patrol program and the parameters for field decisionmaking.

3.4.2.6 Investigative Management

Sample project objectives include:

- **Further expanding the role and skills of patrol officers in executing preliminary investigations.**

- **Refining and improving the intake screening and case management capabilities of the case review officer to oversee and coordinate investigative followup at both the patrol and the investigative bureau levels.**

- **Establishing and testing a simple modus operandi file system to facilitate the identification of potential suspects among the repeat offender group.**

- **Improving the solutions and charging rate for**
serious crimes -- particularly burglary, rape, and homicide -- and for incidents involving designated career criminals.

Recognizing the previously mentioned emphasis on investigative training for patrol personnel, it will become necessary at an early stage in ICAP implementation to develop case screening and management capacities within the detective bureau. Although the skills training would be rather specific and addressed to selected individuals, it would be beneficial to include representatives of the detective bureau in ICAP training conducted for patrol officers. Subsequent training could be conducted for detectives only on followup investigations, new report forms, and case screening techniques. Finally, involvement of the prosecutor in detective bureau training is essential for coordination of efforts on the identification, apprehension, and conviction of the serious, habitual offender.

The foregoing discussion has highlighted the areas where ICAP training will be necessary due to required behavior changes associated with ICAP implementation. Departments should be fully cognizant of the need for both initial and ongoing training requirements for line officers, supervisors, and department managers. Likewise, ICAP implementation will necessarily have to be time-phased, thereby requiring the development of a comprehensive training plan that recognizes the sequence and scope of the project implementation process.
4. DEVELOPING AN ICAP TRAINING PLAN

Chapter 3 underlined the fact that ICAP implementation is both comprehensive, affecting how the department makes decisions and delivers services, and diverse, affecting each department differently depending on its history, objectives, capabilities, and the environment in which it operates. ICAP implementation impacts upon the total decisionmaking framework of the department and, thus, has a profound impact on the roles, functions, and responsibilities of the people operating within that framework. Therefore, training is central to the ICAP implementation process, providing these people with the requisite skills and orientation for the successful performance of new roles, functions, and responsibilities.

The ICAP model and the ICAP training model suggest that identifying and addressing the training needs for ICAP implementation requires a structured assessment and planning process. Such a process will ensure that the tendency to design training curriculums in a vacuum, or to develop training curriculums that are not responsive to the real needs or that are responsive only to peripheral or secondary needs, can be avoided. A 40-hour training course dealing with crime prevention for patrol officers, for example, may or may not be indicated depending on:

- The scope of ICAP implementation as established through the diagnostic assessment process and, subsequently, the grant document.
- The new performance levels or behaviors expected (in the example of the patrol force) under ICAP.
• How these new performance levels or behaviors
differ from current performance levels or beh-
haviors.

Thus, the analysis of training needs parallels the Diagnostic Implementation
Assessment described in Chapter 3, each requiring a review of the total de-
partment. While they both focus on the organization functions and systems,
the training needs assessment is also focused on the people in the systems.
The assessment process is similar, including three fundamental steps:
  • Diagnostic.
  • Prognostic.
  • Prescriptive.

The assessments are contrasted with respect to these processes in Table
4-1. Ideally, the two assessments would be conducted concurrently.

The training needs assessment provides input to the ICAP training plan
which formalizes and documents the training process depicted in Figure 4-1.
In the training process, training needs are identified in terms of behavioral
objectives, translated to instructional objectives, and related to instruc-
tional methods and techniques leading to the conduct and evaluation of train-
ing. The remainder of this chapter outlines how this process is operationalized,
using the ICAP training model.

4.1 Information Collection

The role of this element in the ICAP training model is critical for sub-
sequent development of the ICAP training plan. It provides for the constant,
systematic compilation and collation of information concerning the plethora

4-2
### TABLE 4-1

The Implementation and Training Needs Assessments

<table>
<thead>
<tr>
<th>Diagnostic Implementation Assessment</th>
<th>Training Needs Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Diagnostic</strong></td>
<td>The process of taking a series of measurements or observations about the present organization and its functions; the observations are made with respect to the elements in the ICAP logic flow.</td>
</tr>
<tr>
<td><strong>Prognostic</strong></td>
<td>The development of an overall statement, of the organization's current stance in the ICAP model, including an estimation of the requirements and timeframe for successful program implementation.</td>
</tr>
<tr>
<td><strong>Prescriptive</strong></td>
<td>The specific actions (either preconditions or project activities) that constitute a formal ICAP program. This course of action may be either incremental or remedial, or it may be a combination of both.</td>
</tr>
<tr>
<td></td>
<td>The development of a formal statement of the changes in performance levels or behavior required for ICAP implementation including an estimation of the requirements and timeframes for a training program.</td>
</tr>
<tr>
<td></td>
<td>The specific actions that constitute a formal ICAP training program.</td>
</tr>
</tbody>
</table>
Figure 4-1. ICAP Training Process
of training resources available. This information constitutes input concerning the range of internal and external resources that can be employed to address training needs.

Internal resources are skills or talents available within the department. External resources may include (but are not limited to):

- The wide variety of seminars, conferences, and workshops conducted nationwide in numerous topic areas.
- Community agencies (e.g., mental health associations).
- Academic institutions.
- State agencies (e.g., governors' law enforcement councils, peace officers' standards and training organizations).
- Consultants.
- Independent national organizations (e.g., Police Foundation, National Crime Prevention Institute, SEARCH).
- Federal agencies (Law Enforcement Assistance Administration, Federal Bureau of Investigation).

4.2 Analysis

The analysis element incorporates the assessment of training needs. Training needs are defined in terms of on-the-job performance or behavior. Ultimately, it is the performance or behavior of the individual in carrying out his tasks, duties, or responsibilities that is to be changed if
training is to be viewed as successful. Clearly, the value of training that is conducted without regard for training needs or that is not focused on changing some aspect of the individuals' on-the-job performance is questionable.

There are four steps (some of which have been alluded to previously) in the conduct of the training needs assessment:

- Describe each of the specific behaviors necessary to complete a given task.
- Define the standards of performance or behavior desired.
- Define current levels of performance or behavior.
- Define the scope or depth of the difference.

These four steps are discussed in the paragraphs that follow.

4.2.1 Task Analysis

Developing a description of the specific behaviors necessary to complete a given task is known as task analysis. Job requirements must be translated into the human attributes necessary to perform the tasks. For example, part of the patrolman's job may be to conduct preliminary investigations, requiring that he be able to:

- Complete the necessary report forms.
- Conduct a crime scene search.
- Collect and preserve evidence.
- Interview witnesses.

Similarly, each of these behaviors can be broken down into subbehaviors that
reflect skills, knowledge, and attitude requirements.

4.2.2 **Standards of Performance**

The specific behaviors that comprise a task must be related to some standard of performance in order to be useful in developing the ICAP training plan. In the example noted, the patrol officer's ability to complete the necessary investigative report forms should include information concerning:

- The levels of accuracy or competence required.
- The conditions under which the task must be completed.
- The time frames within which it must be accomplished.

The standards of performance for any given task must be expressed in terms of measurable behavior. The measures should be quantitative. However, where quantitative measures cannot be developed, qualitative measures should be applied. Lacking a means to measure the desired behavior, it is impossible to discern whether or not performance standards are being met. The standards of performance or *behavioral objectives* associated with the conduct of preliminary investigations by patrol might include:

- One hundred percent accuracy in the completion of offense reports.
- Preliminary investigations must be conducted by patrol in no more time than formerly required for investigators to conduct these investigations.

A comprehensive, written set of performance standards addressing the
role of each organizational level by unit and function, and the specific performance standards associated with each, clearly constitutes a valuable tool with broad application within the department. The focus of this section remains on those functions affected by ICAP implementation as identified in the Diagnostic Implementation Assessment.

4.2.3 Defining Current Performance

It is essential that a major effort be made to define as precisely as possible the current performance levels and behaviors for all department functions and objectives, but specifically for those functions and objectives affected by ICAP implementation. This information, often referred to as "entry behavior":

- Establishes a starting point for training program design.
- Identifies behaviors that may have to be "unlearned."
- May identify potential problem areas.
- Provides a basis for the evaluation of training.

How present performance impacts upon the ICAP training plan is best illustrated in the following simple examples:

- Department A has not previously required patrol supervisors to engage in patrol planning. Under ICAP, this department will focus on patrol planning. Since there is no present performance level, training must be comprehensive for implementation.
- Department B has prioritized calls for a number
of years, but always responded to all calls if a car was available. Under ICAP, the department will stack low priority calls rather than interfere with directed patrol activities. Since present performance levels indicated virtually 100 percent accuracy in applying priorities to calls, insufficient attention was directed to the end result and net benefit of such a process. Consequently, training should be focused on internal communication center policies and procedures for managing the calls-for-service workload.

- Traditionally, Department C's officers have performed preliminary investigations, although no formal policy has been developed in this area. Under ICAP, policy has been formulated and will be implemented. The analysis of present performance levels indicated that extensive training was not required in-service in the area of preliminary investigations. The policy was introduced using roll-call training.

The assessment of current performance can be accomplished in a number of ways including:

- Questionnaires.
- Structured interviews.
- Field observations.
Particular attention should be given to a review of training programs conducted in the past and how they have affected current performance levels.

4.2.4 Defining the Scope or Depth of Training Needs

Training needs are defined by comparing present performance (entry behavior) with the performance standards. Functions for which there are differences (i.e., where the specific entry behavior does not meet performance standards) may require training to effect the necessary behavior change. The nature of the required change in behavior (i.e., the identified needs) provides the major input for the ICAP training plan.

4.3 Development

The completion of the training plan requires:

- Translating behavioral objectives to instructional objectives.
- The selection of training methods and materials.
- Implementation and evaluation planning.

4.3.1 Instructional Objectives

Instructional objectives are defined in terms of training outcomes. They specify what the individuals undergoing training will be able to accomplish when the training program is completed. Clearly, it is essential that the instructional objectives reflect the behavioral objectives (see Figure 4-2), ensuring that the training to be conducted will change the present behavior to meet performance standards.

Instructional objectives should be expressed in clear and concise language which expresses the exact instructional intent. To be meaningful,
Be able to conduct residential security surveys identifying all crime hazards and making recommendations within 30 minutes.

Be able to conduct 5 residential security surveys, accompanied by the training officer, in an average time of 30 minutes without missing more than 3 crime hazards or providing inappropriate recommendations.

Figure 4-2. Example of Behavioral and Instructional Objectives

These objectives should be measurable, and be written into the training plan. Objectives couched in terms of "to know" or "to understand" to not describe a measurable outcome (without further definition) and should be avoided.

Preparing Instructional Objectives by Robert F. Mager (Belmont, CA: Fearon Publishers, 1975) can provide useful guidance towards the development of the ICAP training plan, especially with respect to these points.

The selection of training methods is discussed in detail in Chapter 5. The process of selecting instructional techniques to be used to achieve instructional objectives requires the same careful approach as that described in assessing training needs.

4.4 Completing the Training Plan

Finalizing the training plan will require:

- Translating instructional objectives to instructional techniques.
- Completing the implementation and evaluation planning.
This is thoroughly discussed in Chapters 5 and 6.

In its completed form, the training plan document should include information on:

- The Diagnostic Implementation Assessment.
- Performance standards.
- Current performance levels.
- A summary of training needs.
- The training methods to be employed.
- Implementation and scheduling considerations.
- An evaluation plan.
5. **TRAINING METHODS**

After training requirements have been established, the training techniques and media must be selected. The primary consideration in the selection process will be the training criteria and the established behavioral and instructional objectives. Since the purpose of training is to effect changes in on-the-job behaviors, the training design should in all ways be directed towards meeting that objective in a cost effective manner. This requires a determination of what training methods or combination of methods will ensure learning and skills development on the part of attendees and transfer of learned skills and behavior to the job environment.

This chapter discusses other factors to be considered in the selection of training methods and provides one typology of training methods and the advantages and disadvantages associated with these methods.¹ The chapter focuses on the selection of training methods for in-house ICAP training programs. However, the typology used is generic and has application to outside training programs as well.

5.1 **Selecting Training Methods**

The selection of a training method or combination of methods will be based on several criteria:

- Training criteria.
- Trainee response and feedback.

¹The selection criteria cited and typology of training methods used here are drawn from M. W. Warren, *Training for Results*, Reading, MA: Addison-Wesley, 1969. The methods presented are not meant to be all inclusive but represent some of the more common methods employed.
• Instructor skill level.
• Approximation to the job.
• Adaptability to trainee differences.
• Cost.

5.1.1 Training Criteria

Of primary concern is the selection of training methods that will result in the desired behaviors. This consideration should ultimately guide the selection of methods.

5.1.2 Trainee Response and Feedback

This concerns the extent to which the instructor can gauge trainee progress, identify problems and provide remedial action, and identify and reinforce desired behaviors while the course is in progress. Training situations in which the student is primarily passive (e.g., a lecture setting) do not provide this type of feedback. In contrast, field training provides the appropriate setting for continuous instructor observation of the trainee and response to observed student behaviors.

In addition, the training method selected should allow the trainee to chart his own progress. This is most feasible in programmed instruction where the trainee compares his written responses with correct answers.

5.1.3 Instructor Skill Level

The training method selected must be appropriate to the skills and abilities of the available instructors. Some training methods discussed in this chapter require a high degree of competency on the part of the trainer. In some departments, time required to train the instructors
would make certain methods of training prohibitive.

5.1.4 Approximation to the Job

Particularly important to the transfer of learned skills and behaviors is the similarity between the training situation and the job environment. Also, the more similar the environments the greater the confidence that trained skills will have application and relevance in the real-world setting.

5.1.5 Adaptability to Trainee Differences

This refers to the extent to which the method allows the training to be adapted to different entry level knowledge, skills, or attitudes, and different learning rates. Size and homogeneity of groups are key factors in the ability to meet individual training requirements.

5.1.6 Costs

Preparation, aids and materials, attendee's manhours, and presentation (lecture fees, space rental, etc.) are included in cost considerations. In many cases, overtime pay for trainees is the greatest cost experienced in establishing a training program.

5.2 Training Methods

Beyond the initial categorization of training by skills development and management, there are a number of ways to further categorize the specific methods or techniques of training. The typology used here includes:

- Lecture.
- Structured discussion.
- Unstructured discussion.
- On-the-job-training.
• Case study.
• Incident process.
• Role play.
• Simulation.
• Management games.
• Programmed instruction.

Figure 5-1 provides a definition of each method as well as some advantages and disadvantages based on the selection criteria presented in Section 5.1 and relevance to an ICAP training program.

The figure shows that the methods vary in their application to ICAP training. Depending on the response which the training is to elicit and the training situation, a number of these methods would be appropriate for both skills training for the general patrol force and management training for patrol supervisors. A review of the intent of the general areas of training is required to determine the most appropriate methods for each.

5.2.1 Management Training

The implementation of ICAP within a department means that a greater level of decisionmaking authority will be given to middle managers. Management or supervisory training is intended to help the patrol supervisor adapt to his new role and assume additional responsibilities. Specifically, the training program will need to address the following.

• Supervisors will need a better understanding of administration policies. In addition, when a major program such as ICAP is to be implemented,
<table>
<thead>
<tr>
<th>METHOD</th>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
<th>CONSIDERATIONS FOR ICAP TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Major advantage is cost. Preparation costs are generally low and are frequently divided by a number of trainees. Once the lecture is prepared it may be repeated and may be given by another instructor.</td>
<td>Does not approximate the job environment making transfer of learned skills more difficult.</td>
<td>Despite the disadvantages, it is likely that it will continue to be used extensively in ICAP cities because of the cost factor and the numbers of individuals requiring training. The method can be very effective when combined with other methods which approximate the job situation and pre-testing can help the instructor to tailor the course to students entry knowledge and skills.</td>
</tr>
<tr>
<td>Structured Discussion</td>
<td>Smaller group allows closer observation of trainees; therefore, the instructor can tailor the course.</td>
<td>Trainer must be skilled not only in content but as a group leader.</td>
<td>Method particularly recommended for supervisory training. Assuming the funds, time, facilities, etc., are available to establish small groups, this method is also recommended for training patrol officers.</td>
</tr>
</tbody>
</table>

Figure 5-1. Training Methods and Techniques
<table>
<thead>
<tr>
<th>METHOD</th>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
<th>CONSIDERATIONS FOR ICAP TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unstructured Discussion</td>
<td>Free interchange among participants and experience in group problem solving/conflict resolution.</td>
<td>The group as a whole may move from the task at hand.</td>
<td>This method can be instructive in helping to resolve interpersonal conflicts and to help task teams work together as a unit. Within ICAP, this method has been effectively used in the form of task forces. Its general application is limited.</td>
</tr>
<tr>
<td></td>
<td>Cost again is low.</td>
<td>An individual or individuals may dominate the group.</td>
<td></td>
</tr>
<tr>
<td>On-the-Job Training</td>
<td>Obviously, the major advantage is the real-world setting of the training. The trainee is judged by the performance criteria which will be applied after training.</td>
<td>Because training takes place in a real world setting, the order of instruction follows the sequence of events. In some cases, a different order of instruction would be preferable.</td>
<td>Field training is a highly recommended method of patrol skills instruction. The method represents the best approximation of the real job and provides immediate return to the department, i.e., the trainee is performing while learning.</td>
</tr>
<tr>
<td></td>
<td>The one to one ratio allows the instructor to observe the trainee and adapt the training to the individual's learning rate.</td>
<td>Cost -- the one to one ratio of instructor to trainee makes it expensive.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A high degree of instructor skill is required.</td>
<td>Because of its form, it presupposes certain verbal ability.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student is provided individual feedback from the instructors comments on the case analysis.</td>
<td>This method has potential for supervisory training and patrol officer training. Case problems could be developed from actual department records and situations. Though the definition describes a relatively sophisticated process, an abbreviated version of a case study may be used to meet time constraints which might exist, a real situation rather than a fictional case is recommended.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Case studies can be structured to parallel analytical skills which will be required on the job.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participants interact.</td>
<td></td>
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</tr>
</tbody>
</table>

Figure 5-1. Training Methods and Techniques (Page 2 of 5)
Trainee's Name ________________________________________________

F.T.O.'s Name ________________________________________________

Actual Phase _______________ Scheduled Week # ________________

Is your trainee progressing according to the phase schedule? Yes / No

If your trainee is not progressing according to schedule, outline unacceptable areas and what steps you are taking to give remedial instruction. If he/she is superior in an area, list these also.

Having discussed your trainee's progress with him/her, list those items to be stressed during the next weeks.

List your trainee's present position as it equates to phase completion. Is he/she on schedule, above or below schedule. Be specific. He/she is in the ______ phase, week _______ but his/her Critical Task List indicates he/she is in phase ________, week ________.

Any additional comments.
A daily trainee evaluation form is to be completed in triplicate by the F.T.O. and signed by the trainee before days end. The evaluation is designed to aid the F.T.O. in evaluating the trainee in a consistent standardized fashion. It will allow for better trend analysis and thus aid in the administrative control of the trainee's performance.

Observations are transformed into evaluations by use of the 5 point scale. Not acceptable by F.T.O. standards equates to #1, as the #5 equates by F.T.O. standards to superior. Any time a 1 or 5 is used, specific narrative comments are required on the comments section of the form. Midpoint of the scale is acceptable or the #3. This is the norm position.

When an F.T.O. is evaluating, he must follow these guidelines. Non-acceptability by F.T.O. standards means behavior observed by the F.T.O., of his/her trainee, was unacceptable. The F.T.O. must ensure he/she evaluates his/her trainee as to the phase he/she is in, as well as the number of times he/she has been exposed to the same type situation. Then, finally, the F.T.O. must expect the same behavior of all his/her trainees. Acceptability is that point when the new trainee has progressed and is performing in a manner that will enable him/her to work as an independent one-officer unit. Superior is when the F.T.O. feels the trainee's performance is of a distinctive nature, needing no further training in this area.
The daily trainee evaluation form includes 25 graded performance objectives falling into five broad areas. These 25 performance objectives are by no means all those required to be a successful police officer. It will be important for the F.T.O. to use the narrative portion of the form to expand on additional performance objectives. Again, standardization is the key. An F.T.O. must grade all trainees on the same skills as all other F.T.O.'s and this form is an attempt at standardization.
The 1, 3, and 5 scale represents the latitude desired by a majority of the F.T.O.'s. The evaluation of a trainee officer's performance should be based on these definitions. These definitions are to aid in continuity and lead to standardization.

**SCALE VALUE DEFINITIONS**

1. **Not Acceptable by F.T.O. Program Standards**
   Trainee's behavior demonstrates that he/she has not benefited from experience or training (HAZARDOUS to fellow officers).

2. Trainee's behavior demonstrates that he/she has benefited from experience or training, but the behavior is below minimum standards.

3. **Minimum Acceptable Level**
   Trainee's behavior demonstrates that he/she has benefited from experience and/or training. The behavior is minimally acceptable.

4. Trainee's behavior demonstrates that he/she has benefited well from experience and/or training. The level of behavior is in excess of minimum standards, but is not characterized as superior.

5. **Superior by F.T.O. Program Standards**
   Trainee's behavior demonstrates that he/she has benefited very well from experience and/or training. The level of behavior is characterized as superior.
DAILY TRAINEE EVALUATION FORM

Standardized Guidelines

PERFORMANCE

1. REPORT WRITING: ACCURACY/ORGANIZATION

   Unacceptable (#1) -- Items missing, messy printing, elements of crime left out, all necessary forms not completed, poor sentence structure.

   Acceptable (#3) -- Grammar, spelling and neatness are satisfactory; content is complete.

   Superior (#5) -- Very neat, legible and complete; no spelling mistakes and excellent grammar.

2. DRIVING SKILL: NORMAL/EMERGENCY

   Unacceptable (#1) -- Excessive and unnecessary speed, loss of control, complete disregard for public safety.

   Acceptable (#3) -- Evaluates driving situations and reacts properly.

   Superior (#5) -- High degree of reflex ability and competence in driving skills.

3. SELF-INITIATED ACTIVITY

   Unacceptable (#1) -- Does not see, or avoids activity. Will not follow-up on situations or rationalizes suspicious circumstances.

   Acceptable (#3) -- Recognizes and identifies suspected criminal activity; initiates the contact.

   Superior (#5) -- Maintains and uses information given at squad conferences; uses computer read-outs on both traffic and crime trend analysis.
4. USE OF MAP BOOK

Unacceptable (#1) -- Unaware of his/her location while on patrol; unable to use map book; unable to relate his/her location to his/her destination.

Acceptable (#3) -- Knows beat structure; able to use map book; knows his/her location most of the time.

Superior (#5) -- Knows how to get to his/her destination by the shortest route; always knows his/her location.

5. STRESS CONTROL: VERBAL/PHYSICAL

Unacceptable (#1) -- Becomes outwardly emotional or panic-stricken; unable to function; loses temper.

Acceptable (#3) -- Exhibits a controlled attitude and is able to maintain order.

Superior (#5) -- Maintains order and control under most circumstances without assistance.

6. OFFICER SAFETY: SELF/COVERING

Unacceptable (#1) -- Complete breakdown of safety training.

Acceptable (#3) -- Maintains a good defensive posture and is aware of potential escalations.

Superior (#5) -- Is able to cover most situations.

7. PRISONER CONTROL: VERBAL/PHYSICAL

Unacceptable (#1) -- Incites prisoner with verbal abuse; total lack of physical control; no prisoner search.

Acceptable (#3) -- Maintains physical control; good search.

Superior (#5) -- Has ability to talk to prisoner getting him to confess; physical control and search excellent.

8. RADIO: TRANSMISSIONS/RECEPTIONS

Unacceptable (#1) -- Repeatedly misses his/her call sign; unaware of traffic on adjoining beats; does not know radio codes.

Acceptable (#3) -- Comprehends most radio transmissions; generally aware of adjoining beats transmissions.

Superior (#5) -- Always comprehends radio transmissions; always aware of, and reacts quickly to, adjoining beat activity.
9. **GOOD JUDGEMENT**

Unacceptable (#1) -- Reacts without reason; fails to hear all sides through; will not admit an error; naive and/or indecisive.

Acceptable (#3) -- Listens to all facts then makes a decision; acknowledges an error; is flexible in thinking.

Superior (#5) -- Is always fair, normally makes the right decision. Recognizes his/her errors and corrects them on his/her own initiative.

**ATTITUDE**

1. **ATTITUDE TOWARD POLICE WORK**

Unacceptable (#1) -- Abuses authority; no dedication; "job not career" attitude.

Acceptable (#3) -- Shows active interest and dedication to police work.

Superior (#5) -- Almost every act is a positive act toward police work.

2. **ACCEPTANCE OF CRITICISM: VERBAL/BEHAVIOR**

Unacceptable (#1) -- Rationalizing; argumentative; refuses to make corrections; considers criticism as negative.

Acceptable (#3) -- Accepts criticism in a positive manner and applies it to further learning processes.

Superior (#5) -- Solicits criticism in order to improve performance; never argues or blames others.

3. **ATTITUDE TOWARD CITIZENS**

Unacceptable (#1) -- Expresses racial bias; demonstrates sexual discrimination; has a "greater than thou" attitude.

Acceptable (#3) -- Shows a fair and impartial attitude toward all persons.

Superior (#5) -- Consistently shows an open concern for everyone.
4. ATTITUDE TOWARD SUPERVISORS

Unacceptable (#1) -- Insubordinate and/or patronizing.

Acceptable (#3) -- Understands and adheres to chain of command; respects command authority.

Superior (#5) -- Understands supervisor's duties and responsibilities; respects and supports their position.

5. ATTITUDE TOWARD PEERS

Unacceptable (#1) -- Considers himself/herself superior to others (aloof, condescending); will not mix with others.

Acceptable (#3) -- Mixes well with peers; can listen to other's viewpoints; has flexible outlook.

Superior (#5) -- Is a model leader; helps others, a good listener.

KNOWLEDGE

1. DEPARTMENT GUIDELINES

Unacceptable (#1) -- Fails to follow the guidelines set forth in the yellow sheets; after counseling still neglects to follow the guidelines.

Acceptable (#3) -- Follows the guidelines of the yellow sheets.

Superior (#5) -- Thorough knowledge of guidelines and follows them.

2. KNOWLEDGE OF PENAL CODE

Unacceptable (#1) -- Doesn't know elements of basic sections and not motivated to learn; no attempt at improvement.

Acceptable (#3) -- Working knowledge of commonly used sections; relates elements to observed criminal activity.

Superior (#5) -- Exceptional knowledge of Penal Code and demonstrates the ability to apply it to both normal and unusual criminal activity.
3. **KNOWLEDGE OF VEHICLE CODE**

   **Unacceptable (#1)** -- Doesn't know elements of basic sections; no attempt to learn or apply these sections.

   **Acceptable (#3)** -- Working knowledge of commonly used sections; relates elements to observed traffic related activity.

   **Superior (#5)** -- Exceptional knowledge of used sections; ability to detect violators and use these sections properly.

4. **HEALTH & SAFETY/WELFARE & INSTITUTION**

   **Unacceptable (#1)** -- No knowledge of these codes or their application.

   **Acceptable (#3)** -- Is familiar with these codes and understands their coverage and use.

   **Superior (#5)** -- Exceptional knowledge of these codes; is able to apply them in most situations.

5. **KNOWLEDGE OF ELEMENTS OF CRIME**

   **Unacceptable (#1)** -- No idea as to the necessary elements; makes no attempt to learn them.

   **Acceptable (#3)** -- Is aware of the necessary elements of frequently encountered crimes and is trying to improve this knowledge.

   **Superior (#5)** -- Knows what the necessary elements of most crimes are; readily recognizes them in practical situations.

6. **GUIDELINES: FELONY/MISDEMEANOR**

   **Unacceptable (#1)** -- Doesn't know the difference between the elements of, the reporting of, or the booking procedures for felonies and misdemeanors.

   **Acceptable (#3)** -- Has a working knowledge of different procedures in handling felonies and misdemeanors.

   **Superior (#5)** -- Above average in handling felonies and misdemeanors properly.
7. KNOWLEDGE OF THE SERVICE ORIENTED POLICING (C.O.P.)

Unacceptable (#1) -- Refuses to implement the Community Oriented concept of policing; no knowledge of the guidelines. Refuses to practice humanistic policing.


Superior (#5) -- Totally committed to service oriented approach to policing, both philosophical and action oriented.

APPEARANCE

1. GENERAL APPEARANCE

Unacceptable (#1) -- Dirty shoes and uniform; unkempt hair; overweight; total lack of personal hygiene.

Acceptable (#3) -- Neat, clean uniform, well groomed hair, weight proportional to height; good personal hygiene.

Superior (#5) -- Command bearing; tailored clean uniform; exemplary personal hygiene.

2. JOB READY: FORMS/POLICE ITEMS

Unacceptable (#1) -- Tired, lazy; total lack of organization or enthusiasm; totally lacking in the necessary police equipment.

Acceptable (#3) -- Job ready; good attitude; all necessary equipment.

Superior (#5) -- Enthusiastic, cheerful attitude; well prepared to enter the field with all forms, supplies and personal equipment.

PHYSICAL FITNESS

1. STRENGTH AND AGILITY: JOB RELATED

Unacceptable (#1) -- Unable to lift gurney or climb fences; does not possess the strength to make physical arrests.

Acceptable (#3) -- Able to lift gurneys, climb fences and make physical arrests.

Superior (#5) -- Capable of performing most tasks requiring strength and agility.
SAN DIEGO POLICE DEPARTMENT

DAILY TRAINEE EVALUATION FORM

Trainee ________________________ FTO ________________________ DATE ____________

PHASE # ______________ # OF DAYS IN PHASE ______________

RATING INSTRUCTIONS: The evaluation should follow the below listed scale. You are encouraged to comment on any behavior you wish, a specific comment is required for all ratings of 1 or 5.

Acceptable

Not
Acceptable 1 2 3 4 5 Superior Not Observed

PERFORMANCE

1. Report Writing: Accuracy/Organization 1 2 3 4 5 Not Observed
2. Driving Skill: Normal/Emergency 1 2 3 4 5 Not Observed
3. Self-Initiated Activity: 1 2 3 4 5 Not Observed
4. Use of Map Book: 1 2 3 4 5 Not Observed
5. Stress Control: Verbal/Physical 1 2 3 4 5 Not Observed
6. Officer Safety: Self/Covering 1 2 3 4 5 Not Observed
7. Prisoner Control: Verbal/Physical 1 2 3 4 5 Not Observed
8. Radio: Transmissions/Receptions 1 2 3 4 5 Not Observed
9. Good Judgment 1 2 3 4 5 Not Observed

ATTITUDE

1. Attitude toward police work: 1 2 3 4 5 Not Observed
2. Acceptance of criticism: Verbal/Behavioral 1 2 3 4 5 Not Observed
3. Attitude toward citizens: 1 2 3 4 5 Not Observed
4. Attitude toward supervisors: 1 2 3 4 5 Not Observed
5. Attitude toward peers 1 2 3 4 5 Not Observed

KNOWLEDGE

1. Department Guidelines: 1 2 3 4 5 Not Observed
2. Penal Code: 1 2 3 4 5 Not Observed
3. Vehicle Code: 1 2 3 4 5 Not Observed
4. Health & Safety/Welfare & Institution: 1 2 3 4 5 Not Observed
5. Elements of Crime: 1 2 3 4 5 Not Observed
6. Guidelines Felony/Misdemeanor: 1 2 3 4 5 Not Observed
7. Knowledge of C.O.P. 1 2 3 4 5 Not Observed

APPEARANCE

1. General appearance: 1 2 3 4 5 Not Observed
2. Job Ready: Forms/Police Items 1 2 3 4 5 Not Observed

PHYSICAL FITNESS

1. Strength and Agility: 1 2 3 4 5 Not Observed

ADDITIONAL COMMENTS

D-22
F.T.O. WORKSHEET

TRAINEE: ____________________________

DATE: ____________________________

PHASE: ____________________________

The following areas are to be stressed over the next _______ days.
You will be expected to have mastered the listed tasks within the next _______ days.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

____________________________________
F.T.O. SIGNATURE

____________________________________
TRAINEE SIGNATURE

D-23
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<td>0930-1130</td>
<td>F.T.O. PROGRAM OVERVIEW</td>
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<td>1530-1630</td>
<td>CRITIQUE</td>
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F.T.O. TRAINING

COURSE DESCRIPTIONS

1 hour ORIENTATION

Chief (or representative) will give welcome and opening remarks. Lieutenant Enerson will comment on program and discuss schedule and expectations.

1 hour ACADEMY OVERVIEW

Academy format and relationship to F.T.O. program will be explained. Descriptions include:

- Goals and Objectives with Academic emphasis
- Trainee expectations (self-discipline, academic achievement)
- Curriculum Structure - Participatory Training
- P.O.S.T. Performance Objectives
- Success Criteria, Test Expectations
- Trainee Field Orientation and Assignments
- F.T.O.'s participation in Academy training
- Advisor's role
- Spouse's Orientation and Ride Along

2 hours F.T.O. PROGRAM OVERVIEW

Will address the historical perspectives and problems identified with prior trainee training programs. Will discuss the San Jose F.T.O. model and present a general overview of the present F.T.O. program and systems.


4 hours ETHICS AND PROFESSIONAL OBJECTIVITY

Group discussions and workshops identifying issues on unethical behavior and how to address them. Discussions on objectivity as it relates to the F.T.O. and trainee evaluations. Group conclusions will be identified and considered F.T.O. expectations.
4 hours  **INTERPERSONAL RELATIONS**

Present and discuss the characteristics and dynamics of interpersonal relations. Develop an appreciation of the impact in a professional practice. Group exercises will be used with a minimum of lecture.

4 hours  **TITLE 7 REVIEW**

A review of the Civil Rights Act, Title 7, as it relates to the Evaluation Process. Overview of the recent EEO investigative results with an emphasis on eliminating negative behavior as perceived by minorities. Will include exercise discussing women in policing.

3 hours  **DAILY TRAINEE EVALUATION SYSTEM**

Workshops and group discussions on minimum expectations; problem simulations and conclusions for consistent daily trainee evaluations.

1 hour  **CONDITIONING AWARENESS**


3 hours  **BI-WEEKLY TRAINEE EVALUATION SYSTEM**

Workshops and group discussions on minimum expectations; problem simulations and conclusions for consistent bi-weekly evaluations.

2 hours  **TEACHING TECHNIQUES**

Presented by a specialist from San Diego City Schools. Addresses teaching techniques as it pertains to F.T.O./Trainee Training. Covers key points on barriers for effective teaching and how to achieve maximum effectiveness.

10 hours  **TRAINEE CRITICAL TASK RATINGS**

Five 2-hour sessions covering the 5 critical task phases in the F.T.O. Program. Group discussions and workshops will be utilized to develop continuity on task expectations.
2 hours **TRAINEE MANAGEMENT EXERCISE**

Small groups will be assigned simulated trainee progress evaluations for review. They will identify weaknesses and prepare documented lesson plans to address weaknesses. Will develop understanding and continuity of minimum expectations for activity.

2 hours **EVALUATION CONCLUSIONS**

Two 1-hour sessions scheduled between evaluation workshops to reinforce conclusions for F.T.O. continuity.

1 hour **CRITIQUE**

Verbal critique of program.
APPENDIX E

After Action Report On

Operation Saturation

St. Petersburg Police Department

Tactical Training Action
AFTER ACTION REPORT
ON
OPERATION SATURATION

Prepared by:
Barry E. Goldstein
October 6, 1975
SUMMARY

On August 27 and 29 and September 3 and 5, 1975 the Office of Crime Prevention conducted an operation called "Operation Saturation". The operation was planned in two parts, the two days in August being directed against residential burglary in the northern half of Beat 6 and the two days in September being directed against business burglary city-wide.

The purpose of the operation was to educate and advise the residents and merchants about security and security hardware and to actually conduct security inspections of the occupant's premises.

The inspection teams were provided by the St. Petersburg Police Department and trained and directed by the Office of Crime Prevention. Approximately thirty-two police officers per day were involved for a total of approximately 138 police officers. They visited as many homes in the northern section of Beat 6 as time would allow and inspected 717 homes. During the business phase, a total of 697 businesses were inspected.

The operation has been a tremendous success in that the residential burglary rate in Beat 6 dropped significantly and has remained low for the past five weeks as of the date of this report. The rate of business burglary city-wide has not been altered substantially yet but it is hoped that as the merchants follow the recommendations made during the inspection the results will be reflected in a substantial decline in the rate of business burglary.

Operation Saturation shall be continued, hopefully, until the entire city has been inspected, both residences and businesses.
STATEMENT OF THE PROBLEM

The City of St. Petersburg, as is the case with all cities in the United States, is experiencing a rise in the rate of overall crime. The reasons for this increase are numberable and many of them are not acceptable to the "experts" who tell us why certain people are more prone to commit crimes than others. One reason for the existence of crime though, is not arguable and is accepted by all, expert and non-expert. This reason is "opportunity". Without opportunity even the most dedicated criminal cannot commit his crime.

The spectrum of opportunity runs from slight to unlimited. An example of slight opportunity is a bank because of the unusual amount of security devices. An example of unlimited opportunity is the merchant or home owner who neglects to lock his doors. Combine an unlimited opportunity with a person who has just a small amount of criminal intent and the possibility of a crime being committed is high. As the amount of opportunity decreases, the amount of criminal intent necessary must increase in order for a crime to be committed. Where there is slight opportunity much planning is necessary in order to accomplish a crime but fortunately, very few people are of such a criminal nature. Unlimited opportunity though, has the potential of making a criminal out of a person who might not otherwise commit a crime if the opportunity did not present itself. Reduction of opportunity was the goal of Operation Saturation.

The Office of Crime Prevention undertook Operation Saturation because Beat 6 has been experiencing an abnormally high amount of residential burglaries and action was necessary to at least bring Beat 6 in line with the 14 other beats in St. Petersburg. Beat 6 is in the southwest corner of the city and is bounded by Central Avenue on the north and continues all the way south to the bay. On the west it is bounded by 49th Street and on the east, by 34th Street.
Within these boundaries there are 5,600 housing units. Because of the size of Beat 6 and the limitation on manpower, only the northern half of Beat 6 was included in the first phase of "Operation Saturation". Commercial burglary throughout the city was the target of the Office of Crime Prevention in the second phase of Operation Saturation.
GOALS AND OBJECTIVES

Operation Saturation was planned to run for 4 days. The first two days were to be devoted to residential security inspections and the second two days were to be devoted to commercial establishment inspections.

It was estimated that each officer would be able to inspect approximately 4 locations per hour and each was therefore assigned 30 locations per 7\(\frac{1}{2}\) hour day.

Experience proved our estimate to be quite high as the number of residents not at home and the amount of time that each resident and business occupant desired to speak to the policeman was not accurately accounted for. The first two days in which the officers conducted residential inspections a total of 717 homes were inspected. This averaged out to just over 10 inspections per day per officer. The second two days in which the officers conducted business inspections a total of 697 businesses were inspected. This averaged out to just under 10 inspections per day per officer.

Though the number estimated versus the actual number of inspections accomplished would indicate a lack of success, just the opposite is true. Our goal was to cover every residence in the northern half of Beat 6 and every business establishment in St. Petersburg but not necessarily in only the four days allotted. The result was that a good percentage of the houses in Beat 6 were inspected and we need go back and cover only those whose residents were not at home or were not reached due to lack of time. As for the businesses, every business located in a business area was covered and we need now only cover those businesses that are located away from business areas. Of course not all of these businesses were inspected during this operation but in fact were covered during a similar operation in November, 1974. The area covered in 1974 was
quite extensive; covering from 49th Street on the west to 4th Street on the east, and 22nd Avenue on the south to 5th Avenue North on the north.

Considering how close we came to our goal and the results obtained, this operation must be deemed a success. One must not forget that this operation is not over but will be going into another phase as soon as the planning and coordination is accomplished.
DESCRIPTION OF OPERATION

The purpose of Operation Saturation was to inform the residents of the northern half of Beat 6 and the owners and managers of commercial establishments throughout the city, of the concept of crime in relation to opportunity and to advise each individual how to reduce opportunity in his sphere of concern.

It was necessary for each home owner or business occupant to understand the method of reducing opportunity and this could best be accomplished by person to person contact with the individuals concerned and conducting an inspection of his premises.

The method of reducing opportunity is, of course, becoming security conscious and taking the necessary steps to actually improve security. In the case of residences and businesses, the manner of security is similar and each individual contacted was informed as to the types of locks, doors, windows and other security devices that would be specifically necessary to do the job.

The manpower to conduct "Operation Saturation" was provided by the St. Petersburg Police Department. The police department's shift schedule is designed so that there are three extra squads on duty every Wednesday and Friday. This makes the men available for training which is usually conducted on those days. An offer was made by the police department to the Office of Crime Prevention that for four days these officers could be available to assist in projects and "Operation Saturation" was planned upon receipt of this offer. Each squad consists of 10 or slightly more men plus a sergeant. Due to vacations, illness and the necessity for court appearances, only about 32 officers were working at any one time. Although this was 3 less than planned for, it was more than adequate to accomplish the operation. The operation was conducted on 4 different days; August 27,
August 29, September 3 and September 5. The two days in August were devoted to residential inspections and the two days in September were devoted to business inspections. Four different groups of policemen were used for a total of approximately 138 policemen.

Prior to each group going out to conduct inspections and give advice, a training session of 1½ hours was conducted. This session was conducted by Sergeant "Gene" Conrad and gave the officers information that would not only be necessary in order to perform the inspections but information that would also make the police officer a more rounded law enforcement officer.

For the residential inspections, the northern half of Beat 6 was divided into 35 different inspection areas, each one mainly following a street or avenue. Each officer was assigned one of these areas on each day. That portion of the area that was not finished on the first day was covered the second day and those portions not covered on the second day will be finished on a follow-up operation to be planned. The same plan was followed on the two days allotted to business inspections except that businesses all over the city were inspected. This phase of "Operation Saturation" was not limited to Beat 6.

In conducting the actual inspection, the policemen, with the permission of the home owner or business occupant, checked the door construction, locks, hinges, windows and other building openings. Where replacement was necessary or where proper security equipment was lacking, the officer made the necessary recommendations. If all was in good order, the occupant was also advised of this.
EVALUATION

The method of determining results and evaluating a program such as "Operation Saturation" is very difficult and can be accomplished only after much time has passed. This is true because many people will not follow our recommendations and if they do, there is no sure way to determine whether such individual action actually prevented a burglary. The only way to be sure is to analyze future burglaries and determine whether the victim followed our recommendations or not and how many residents actually do follow our recommendations.

Since the purpose of "Operation Saturation" is two-fold; (1) to prevent burglary to those who follow our recommendations and (2) to reduce the overall occurrence of burglary, perhaps an evaluation of number 2 will suffice to justify continuing the operation.

"Operation Saturation" took place on August 27 and 29 and September 3 and 5. An evaluation of our second objective can be made if we look at the residential and commercial burglary rate prior to and since the above dates.

An analysis was conducted of both residential burglary in Beat 6 and commercial burglary city-wide for the period March 1 - September 1, 1975. A total of 25 weeks were reviewed and a total of 430 residential burglaries and 635 commercial burglaries occurred during this time period. This results in an average of 17 residential burglaries per week and an average of 25 commercial burglaries per week.

A comparison of residential burglaries will be made first. For the past five weeks residential burglary in Beat 6 has been 10, 10, 5, 8 and 18 respectively. It can be readily ascertained that each one of these weeks is well below the weekly average except for the last one. This must be
considered, however, with the fact that 10 of the 18 burglaries occurred in the portion of Beat 6 that had not been inspected. Realizing that averages can be misleading by one or two abnormally high or low figures, it must be considered that in the prior 25 weeks only one week was lower than any of these figures and that was the week that the Crime Deterrent Section put great emphasis on Beat 6. This being the case, the residential portion of "Operation Saturation" must be considered to have had quite an impact on residential burglary. Whether or not this decrease will continue cannot be forecast and only time will tell.

At the time of the inspection the police officers also passed out literature and a self-addressed envelope with a questionnaire. The envelopes were addressed to the Office of Crime Prevention. The response from the people was not exceptional in that only 42 responses were received from the 717 houses inspected. The fact that stamps were not provided on the envelopes may be the reason for the low number of responses.

The figure of 717 houses inspected belies the actual number of residences visited. The actual number of residences visited was 1,468. Of these the resident was not at home at 557 of them, 103 were vacant and 91 refused. The figure of 557 could probably have been lowered substantially if the operation could have been planned to run from noon until 8 p.m. instead of from 8 a.m. until 4 p.m. as it did. It is considered by some of the staff of the Office of Crime Prevention, however, that just the high concentration of police officers in such a comparatively small area was enough to cause an impact on the burglary rate.

The business burglary phase of "Operation Saturation" unfortunately does not show the same results as the residential phase. The average number of business burglaries per week is 25 and for the past five weeks the number
city-wide has been 18, 25, 18, 27 and 15 respectively. This shows that three were below the average and two were above the average. Perhaps the last figure is due to the merchants beginning to follow the recommendations that they received during the inspection. It is hoped that as the merchants heed the advice given and take more of the recommended security measures that the rate of business burglary will reflect the results.

The rate of questionnaire returns from merchants, 144, was much higher than the response from the residents but still not entirely satisfactory. As mentioned before, hopefully this will be remedied by pre-stamping the envelope.

A fact that must not be forgotten in this evaluation is the side effect of having 138 police officers trained in crime prevention. At the beginning of the operation, before the officers were trained and went out on the street, it appeared that they were not very enthusiastic about crime prevention. When they returned at the end of the day however, they were very enthusiastic about the operation and many even stayed on their own time to discuss it and their experiences. These officers are now able to give advice to future burglary victims to prevent reoccurrences.
APPENDIX F

Application of an Alternative Work Schedule for Training Implementation
CONSIDERATIONS

There are two major considerations in planning the implementation of training:

* Cost
* Timing

Trainers must pay particular attention to these two factors when selecting the methods and techniques used in the training. Additionally, other unique hurdles are often encountered before the training can be implemented. These obstacles must be recognized and considered during the planning stage even though the mechanism to overcome their adverse effects is activated during the actual implementation phase.

* Police officer resistance to new procedures or approaches
* The rejection of any duties other than those considered "real police work."
* Training hours incompatible with duty assignment hours. (Such as training after working the midnight shift)

COSTS OF IMPLEMENTATION

In addition to the obvious costs of instructors, materials and space, the major cost of training is to pay for manhours of those to be trained. The manpower expense can be prohibitive depending upon union contracts, agreements or customs. Thus, any arrangement to reduce the time required to teach and train the necessary new procedures required by the ICAP program is cost-effective. Where-schedules allow for "on duty" training time assignments, even greater cost reductions can be realized. The bulk of all police agencies are required by law or contract to pay overtime when normal work week hours are exceeded. A schedule which permits training during the regular work week can therefore reduce costs dramatically.
The second major consideration of methods of implementation of the ICAP training is timing. The problem lies in an attempt to maximize the training time of all department officers, managers as well as the rank and file, in the ICAP principles without incurring the great costs just discussed. Techniques or methods which maximize the effectiveness of the training can be used thereby reducing the classroom time required of each officer. Lectures and discussions buttressed by immediate participation in the tactical response being taught usually result in greater understanding and retention. This type of training-doing can also accomplish necessary activity requirements by a practical application such as on the spot crime prevention surveys conducted as part of a training exercise.

But more than this, the time frames for training must include all members of the agency during the initial stages of the ICAP project. This becomes of paramount importance in those agencies which plan radical departures from their standard operating procedures in the adoption of the ICAP programs. Since ICAP models focus on the integration of police service delivery functions and support services, the training itself must be so scheduled as to accomodate the integration of all those affected by the new concept during the training sessions. This is of particular importance where decision-making has been only within the realm of top administrators in the past. The top administrators must openly commit themselves to the ICAP model during the planning and training phases to lend credence to their stated support of the program. Thus, time schedules need to accomodate both managers and the rank and file at the same time.

New work schedules, especially for Patrol forces, are often adopted to overcome the obstacles of greatly increased costs associated with overtime hours required for training which includes all agency members.
Such a work schedule is developed to provide the following features:

* Training hours during the times when most agency members are in an "on-duty" status to reduce overtime pay.

* Training time frames compatible with periods of the week when the training complement (student group) can be assigned to useful, tactical exercises to maximize the effect of lessons in practical situations.

* Where training techniques include student participation in practical demonstrations or tactical response situations, the time and day of the week of the training need be compatible to the target situation, i.e., crime prevention surveys of commercial establishments conducted during hours when businesses are open.

* The work schedule needs be so conveniently arranged that officer resistance is not intensified. This requires consideration for those who are necessarily assigned to the all-night shifts.

* Training schedules should be organized so that the time periods are predictable, allowing officers to plan their personal activities without inconsiderate interruptions for the sake of the training.

* An effective work schedule which is a change from traditional scheduling include a "sweetener" incorporated to reduce negative attitude development. Since officer attitudes help set the mood of training, a positive beginning is extremely helpful to instructors.
WORK SCHEDULE EXAMPLES

A patrol work schedule that fits the "cost" and "time frame" considerations and which takes into account the other unique obstacles previously discussed will facilitate the smooth implementation of the ICAP training.

The following schedules are examples only and are intended to illustrate how an agency can provide training either as a "catch-up" remedy for departments where training has been lacking or as a method of providing maximum exposure for new ideas and techniques in those agencies which are incorporating numerous new procedures. Departments of any size can use these schedules and easily adapt to the concept by noting that all shifts, regardless of size, are broken down into three distinct day-off sections. Since most agencies presently work 40 hour work weeks with 8 hour shifts, these schedules provide one specific day, each week, for departmental training.

Most agencies working 40 hour weeks with 8 hour shifts are scheduling the officers' days off randomly to insure a minimum and maximum number of men off on any given day. In most cases, this schedule will suit those constraints. The primary characteristics of these schedules are:

* Twenty-eight day schedule
* Rotate shifts in reverse order, i.e., from days to midnights
* Forty hours a week
* Eight hour shifts
* Days off rotate according to the shift worked
* Officers assigned to same beat or zone for at least 3 months to allow each officer the benefit of the 4 day off mini-vacation

F-5
* During shift changes, some officers must work more than 5 days in a row

* Every officer receives 4 days off in a row every three months

* All officers work on Friday (this is an arbitrary day—could be on some other day of the week)

* Each shift is broken into three groups of equal size. One of the groups acts as the relief squad for the other two units days off. For Patrol divisions with uneven apportionment of manpower, the smallest shift of men rotating becomes the basic unit. The additional men are broken down as an individual unit into three sections for days off purposes.

* Supervisors select which group of their shift will attend the training day each week.

* The fourth training week is reserved for special events such as firearms qualifications and supervisors can keep track of which unit needs to attend the "extra" training day.

**TYPICAL WORK SCHEDULE**  
**Evenly Divided Shifts**

<table>
<thead>
<tr>
<th>Patrol Shifts</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Strength</td>
<td>33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lts.</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sgts.</td>
<td>3</td>
</tr>
<tr>
<td>Patrol Officers</td>
<td>27</td>
</tr>
</tbody>
</table>

Geographic Zones or Beats retain same boundaries on all shifts
## FIRST SHIFT
**2400 - 0800**

<table>
<thead>
<tr>
<th>Officer</th>
<th>Zone</th>
<th>Days Off</th>
<th>Relief</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lieutenant</td>
<td></td>
<td>W/Th</td>
<td>Sgt.</td>
</tr>
<tr>
<td>Sergeant</td>
<td></td>
<td>M/T</td>
<td>Lt.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Patrol Officer</th>
<th>Zone</th>
<th>Days Off</th>
<th>Relief</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>W/Th</td>
<td>A</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>W/Th</td>
<td>B</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>W/Th</td>
<td>C</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>S/S</td>
<td>A</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>S/S</td>
<td>B</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>S/S</td>
<td>C</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relief Officer</th>
<th>Zone</th>
<th>Days Off</th>
<th>Relief</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td>M/T</td>
<td>-</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>M/T</td>
<td>-</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>M/T</td>
<td>-</td>
</tr>
</tbody>
</table>

At the change of shifts, the First Shift is assigned to the Third Shift (1600-2400 hrs.)

## THIRD SHIFT
**1600-2400**

<table>
<thead>
<tr>
<th>Officer</th>
<th>Zone</th>
<th>Days Off</th>
<th>Relief</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lieutenant</td>
<td></td>
<td>S/S</td>
<td>Sgt.</td>
</tr>
<tr>
<td>Sergeant</td>
<td></td>
<td>W/Th</td>
<td>Lt.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Patrol Officer</th>
<th>Zone</th>
<th>Days Off</th>
<th>Relief</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>S/S</td>
<td>A</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>S/S</td>
<td>B</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>S/S</td>
<td>C</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>M/T</td>
<td>A</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>M/T</td>
<td>B</td>
</tr>
<tr>
<td>6</td>
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<td>M/T</td>
<td>C</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Relief Officer</th>
<th>Zone</th>
<th>Days Off</th>
<th>Relief</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td>W/Th</td>
<td>-</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>W/Th</td>
<td>-</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>W/Th</td>
<td>-</td>
</tr>
</tbody>
</table>

At the change of shifts, the Third Shift is assigned to the Second Shift (0800-1600 hrs.)
SECOND SHIFT
0800-1600

<table>
<thead>
<tr>
<th>Officer</th>
<th>Zone</th>
<th>Days Off</th>
<th>Relief</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lieutenant</td>
<td></td>
<td>M/T</td>
<td>Sgt.</td>
</tr>
<tr>
<td>Sergeant</td>
<td></td>
<td>S/S</td>
<td>Lt.</td>
</tr>
<tr>
<td>Patrol Officer 1</td>
<td>1</td>
<td>M/T</td>
<td>A</td>
</tr>
<tr>
<td>Patrol Officer 2</td>
<td>2</td>
<td>M/T</td>
<td>B</td>
</tr>
<tr>
<td>Patrol Officer 3</td>
<td>3</td>
<td>M/T</td>
<td>C</td>
</tr>
<tr>
<td>Patrol Officer 4</td>
<td>4</td>
<td>W/Th</td>
<td>A</td>
</tr>
<tr>
<td>Patrol Officer 5</td>
<td>5</td>
<td>W/Th</td>
<td>B</td>
</tr>
<tr>
<td>Patrol Officer 6</td>
<td>6</td>
<td>W/Th</td>
<td>C</td>
</tr>
<tr>
<td>Relief Officer A</td>
<td>A</td>
<td>S/S</td>
<td>-</td>
</tr>
<tr>
<td>Relief Officer B</td>
<td>B</td>
<td>S/S</td>
<td>-</td>
</tr>
<tr>
<td>Relief Officer C</td>
<td>C</td>
<td>S/S</td>
<td>-</td>
</tr>
</tbody>
</table>

At the change of shifts, the Second Shift is rotated back to the First Shift (2400-0800).

The next schedule is a modified version of the one just illustrated and can be adapted to any size work force unit. By determining the basic rotating unit size first, it is possible to accommodate all the patrol force, even though the shifts are not evenly matched in strength or that a tactical force overlaps other shifts.

The basic unit of an irregularly apportioned 60 member patrol force might be divided as follows:

- First Shift - Midnights 15 men
- Second Shift - Days 20 men
- Third Shift - Evenings 15 men
- Tactical - 6PM-2AM 10 men

If this were the case, the basic unit rotating through the shifts is probably 15 men (lowest regular shift size) with 5 traffic specialists working days at all times. The evening shift would probably have 5 men assigned permanently for college convenience (attendance) purposes and the Tactical Squad would remain permanently assigned the special hours except for special events.
Such a work schedule then could be arranged as follows to provide a Training Day compatible with these assignments and target situations.

TYPICAL WORK SCHEDULE
Unevenly Divided Shifts

<table>
<thead>
<tr>
<th>Patrol Shifts</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Strength</td>
<td>69</td>
</tr>
<tr>
<td>Lts.</td>
<td>3</td>
</tr>
<tr>
<td>Sgts.</td>
<td>6</td>
</tr>
<tr>
<td>Patrol Officers</td>
<td>60</td>
</tr>
</tbody>
</table>

**FIRST SHIFT**
2400-0800

<table>
<thead>
<tr>
<th>Officer</th>
<th>Zone</th>
<th>Days Off</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lieutenant</td>
<td>N.</td>
<td>W/Th</td>
</tr>
<tr>
<td>Sergeant 1</td>
<td>S.</td>
<td>M/T</td>
</tr>
<tr>
<td>Sergeant 2</td>
<td></td>
<td>S/S</td>
</tr>
</tbody>
</table>

**Patrol Officers**

<table>
<thead>
<tr>
<th>Officer</th>
<th>Zone</th>
<th>Days Off</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;</td>
<td>1</td>
<td>W/Th</td>
</tr>
<tr>
<td>&quot;</td>
<td>2</td>
<td>&quot;</td>
</tr>
<tr>
<td>&quot;</td>
<td>3</td>
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<td>&quot;</td>
<td>4</td>
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<td>&quot;</td>
<td>5</td>
<td>&quot;</td>
</tr>
<tr>
<td>&quot;</td>
<td>6</td>
<td>S/S</td>
</tr>
<tr>
<td>&quot;</td>
<td>7</td>
<td>&quot;</td>
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<tr>
<td>&quot;</td>
<td>8</td>
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<td>9</td>
<td>&quot;</td>
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<tr>
<td>&quot;</td>
<td>10</td>
<td>&quot;</td>
</tr>
</tbody>
</table>

**Relief Officer**

<table>
<thead>
<tr>
<th>Officer</th>
<th>Zone</th>
<th>Days Off</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td>M/T</td>
</tr>
<tr>
<td>&quot;</td>
<td>B</td>
<td>&quot;</td>
</tr>
<tr>
<td>&quot;</td>
<td>C</td>
<td>&quot;</td>
</tr>
<tr>
<td>&quot;</td>
<td>D</td>
<td>&quot;</td>
</tr>
<tr>
<td>&quot;</td>
<td>E</td>
<td>&quot;</td>
</tr>
</tbody>
</table>

At the change of shifts, the First Shift rotates back to the Third Shift (1600-2400 hrs.)
THIRD SHIFT
1600-2400

<table>
<thead>
<tr>
<th>Officer</th>
<th>Zone</th>
<th>Days Off</th>
<th>Relief</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lieutenant</td>
<td></td>
<td>S/S</td>
<td>Sgt. 2</td>
</tr>
<tr>
<td>Sergeant 1</td>
<td>N.</td>
<td>W/Th</td>
<td>Sgt. 2</td>
</tr>
<tr>
<td>Sergeant 2</td>
<td>S.</td>
<td>M/T</td>
<td>Sgt. 1</td>
</tr>
<tr>
<td>Patrol Officer</td>
<td>1</td>
<td>S/S</td>
<td>A</td>
</tr>
<tr>
<td>&quot;</td>
<td>2</td>
<td>&quot;</td>
<td>B</td>
</tr>
<tr>
<td>&quot;</td>
<td>3</td>
<td>&quot;</td>
<td>C</td>
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<tr>
<td>&quot;</td>
<td>4</td>
<td>&quot;</td>
<td>D</td>
</tr>
<tr>
<td>&quot;</td>
<td>5</td>
<td>&quot;</td>
<td>E</td>
</tr>
<tr>
<td>Patrol Officer</td>
<td>6</td>
<td>M/T</td>
<td>A</td>
</tr>
<tr>
<td>&quot;</td>
<td>7</td>
<td>&quot;</td>
<td>B</td>
</tr>
<tr>
<td>&quot;</td>
<td>8</td>
<td>&quot;</td>
<td>C</td>
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<tr>
<td>&quot;</td>
<td>9</td>
<td>&quot;</td>
<td>D</td>
</tr>
<tr>
<td>&quot;</td>
<td>10</td>
<td>&quot;</td>
<td>E</td>
</tr>
<tr>
<td>Relief Officer</td>
<td>A</td>
<td>W/Th</td>
<td>-</td>
</tr>
<tr>
<td>&quot;</td>
<td>B</td>
<td>&quot;</td>
<td>-</td>
</tr>
<tr>
<td>&quot;</td>
<td>C</td>
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</tr>
<tr>
<td>&quot;</td>
<td>E</td>
<td>&quot;</td>
<td>-</td>
</tr>
<tr>
<td>Tactical Officer</td>
<td>11</td>
<td>M/T</td>
<td>16</td>
</tr>
<tr>
<td>&quot;</td>
<td>12</td>
<td>&quot;</td>
<td>17</td>
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<tr>
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</tr>
<tr>
<td>&quot;</td>
<td>20</td>
<td>&quot;</td>
<td>15</td>
</tr>
</tbody>
</table>

Under this arrangement, the Tactical Squad Officers would not get the 4 days off benefit due to their permanent assignment to the evening shift. They would be working on the evenings usually the most busy on a police department, with all ten officers working on Friday, Saturday and Sunday.

At the change of shifts, the basic 15 officers would rotate back to the Second Shift (0800-1600hrs.)
### SECOND SHIFT
0800-1600

<table>
<thead>
<tr>
<th>Officer</th>
<th>Zone</th>
<th>Days Off</th>
<th>Relief</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lieutenant</td>
<td></td>
<td>M/T</td>
<td>Sgt. 2</td>
</tr>
<tr>
<td>Sergeant 1</td>
<td>N.</td>
<td>S/S</td>
<td>Sgt. 2</td>
</tr>
<tr>
<td>Sergeant 2</td>
<td>S.</td>
<td>W/Th</td>
<td>Sgt. 1</td>
</tr>
<tr>
<td>Patrol Officer</td>
<td>1</td>
<td>M/T</td>
<td>A</td>
</tr>
<tr>
<td>&quot;</td>
<td>2</td>
<td>&quot;</td>
<td>B</td>
</tr>
<tr>
<td>&quot;</td>
<td>3</td>
<td>&quot;</td>
<td>C</td>
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<tr>
<td>&quot;</td>
<td>4</td>
<td>&quot;</td>
<td>D</td>
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<tr>
<td>&quot;</td>
<td>5</td>
<td>&quot;</td>
<td>E</td>
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<tr>
<td>&quot;</td>
<td>6</td>
<td>W/Th</td>
<td>A</td>
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<td>&quot;</td>
<td>7</td>
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<td>B</td>
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</tr>
<tr>
<td>Relief Officer</td>
<td>A</td>
<td>S/S</td>
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</tr>
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<td>&quot;</td>
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<td>Traffic Officer</td>
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<td>S/S</td>
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<td>&quot;</td>
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<tr>
<td>&quot;</td>
<td>15</td>
<td>&quot;</td>
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</tr>
</tbody>
</table>

Under this arrangement the Traffic Officers do not rotate with this basic shift and will not receive the benefit of the 4 days off in a row at shift change once every three months. They usually have Saturday and Sunday off due to a slack in traffic on these non-business days.

At the change of shift, the basic 15 officers rotate back to the Midnight (First) Shift again.
**SPECIAL FEATURES**

* All patrol officers and supervisors work on Friday

* One third of Patrol is trained each Friday which means all of Patrol given 8 hrs. of training each month.

* Fourth Friday of the 28 day schedule reserved for Tactical exercises, re-qualification with weapons, night shooting, familiarization or equipment demonstrations.

* Training can combine lectures and field exercises after the initial "catch up" period goal is reached.

* Lectures and demonstrations on residence or business security can be held in the morning and field applications of the principles just taught can follow to complete the 8 hour training session and produce a useful application as well as the emphasis upon the lesson.

* Many local events, particularly high school athletic events, occur on Fridays and officers can be assigned half classroom lectures and then be assigned to the street problems when necessary.

* All officers receive 4 days off in a row (except those assigned to permanent shifts) every three months at a shift change. This occurs when days off are Sat./Sun. and the new schedule automatically gives them Mon/Tues. off on the next shift.

* Fourth Friday can be ideal day for officers who have a Holiday or Compensatory day due to request it in conjunction with the four days off to make a mini-vacation (the "sweetener").
* Allows officers to stay on the same beat or zone from one shift to another allowing maximum knowledge of the area. Schedules can then be predicted for a year in advance to facilitate vacations, etc.

* Officers can be changed to alternate beats or zones every three, six, nine or twelve months if management's decision is to move officers regularly.

* Supervisors are trained with their men. Separate classes can also be held for select groups when this is desired.

* All new policies, procedures, etc. can be fully presented and explained to the entire department within a three week period when desired.

* The fourth week of every month can be set aside for special assignment or special training for a pre-determined one-third of the agency. Since this week is the "extra" week of the 28 day shift, supervisors will be required to select those who will work the street assignments and those remaining to attend the special training or exercise.

Finally, the work schedules will demand a maximum effort of the trainers to keep up the training periods week after week with informative, pertinent and imaginative classes coupled with demonstrations or practical exercises to bring the lessons home. Numerous arrangements are required, especially when crime prevention surveys or tactical response situations are used to point out the training by participation. Details must be worked out to make the exercises work smoothly or the surveys to accomplish their objectives of prevention. Ultimate results of the training can be extraordinary in accomplishing the department's mission when these challenges are met with enthusiasm and attention to detail.
APPENDIX G

Portland, Oregon, Police Bureau:

Patrol Crime Prevention Test Instrument
Your name and BPST number are necessary for evaluation purposes. The evaluators must keep track of the individual members in the project group (North Precinct) and in the non-project groups (Central and East Precincts). The name and BPST number will enable the evaluators only to identify the officers in each precinct who have and haven't taken the test.

The results of this test will not become part of your Bureau record. Individual test results will not be released to anyone in the Portland Police Bureau. Test results will be released as group results only.

Date: ____________________________

Name: ____________________________
BPST #: __________________________
Rank: ____________________________
Precinct: _________________________
Purpose of PEP Pre-Test

This test contains questions about Crime Prevention and Crime Analysis. Subject matter content about these two areas is included as part of the training you will receive during the Patrol Emphasis Project.

Since you have not had the training yet, you are not expected to know all the answers, but do try to answer all the questions.
Purpose of PEP Post-Test

This is a test of Crime Prevention and Crime Analysis which you took last August-September (1976) for purposes of evaluating the North Precinct Patrol Emphasis Project (PEP). Since PEP will soon be winding down, we are administering this test again to see how your responses have changed over the last nine months.

Although you may not be absolutely sure of all the answers, please do try to answer all of the questions.
Section I.

The following section of the test contains true and false items. For each item, decide if the statement is true or false and then circle the letter T for true or F for false.

1. T F The biggest weakness in locking systems is key control.
2. T F Security surveys are crime prevention tools.
3. A safe in which money is kept:
   a. T F Should be lighted.
   b. T F Should be located in a locked back room.
   c. T F Needs to be secured to the floor if it weighs less than 750 pounds.
   d. T F Should be visible from the front of the building.
   e. T F Is not required for most businesses because the money can be locked in a cash drawer.
4. T F A fake or phony surveillance camera is acceptable as long as there are wires leading from it to an electrical connection.
5. T F The cylinder guard on a deadbolt lock should be made of laminated reinforced steel.
6. T F Photoelectric, ultrasonic and microwave alarm systems are usually limited to commercial businesses.
7. T F An ultrasonic burglar alarm is usually used as a perimeter alarm.
8. T F Interior and exterior lighting is more expensive than most other types of security hardware.
9. T F Most residential perimeter burglar alarms have a 45-second time-delay mechanism which delays the system from going off after there is a perimeter break.
10. T F Wire glass is for fire purposes only and is of very little value as a burglar resistant glazing.
11. T F Warning decals should be posted even if the property has not been engraved because the decals act as a burglary deterrent.
12. According to C. Ray Jeffery's theories about crime prevention:
   a. T F Direct controls of crime include only those which reduce environmental opportunities for crime.
   b. T F Indirect controls include such techniques as police surveillance, police apprehension, imprisonment, etc.
   c. T F The implementation of security survey recommendations would be an example of indirect crime control.

Section II.

The following section of the test contains multiple-choice items. For each item, select the one answer which best completes the statement or answers the question and circle the letter of that answer.

13. The LEAST acceptable type of door for exterior purposes is:
   A Panel
   B Hollow-core
   C Double
   D Solid-core

14. The LEAST acceptable type of door lock is:
   A Single-cylinder vertical deadbolt
   B Double-cylinder deadbolt
   C Springlatch
   D Single-cylinder deadbolt
   E Springlatch with anti-shim device

15. The greatest weakness in alarm systems is:
   A Equipment failure
   B Electrical deficiencies
   C Human factors
   D Environmental factors
   E Poor installation and maintenance

16. A money safe can usually be identified by:
   A A shielded dial
   B Being secured within another safe
   C A square, beveled or oblong door
   D A round door
17. Most building security recommendations will be concerned with:

A Alarm systems and safes  
B Windows and doors  
C Doors and lighting  
D Windows and alarm systems  
E Doors and alarm systems

18. A solid-core door should be at least:

A 1-3/4" thick  
B 1" thick  
C 1-1/4" thick  
D 1-1/2" thick

19. Two foot candles of light is equal to:

A One 100-watt bulb in a 10'x10' room  
B One 75-watt bulb in a 10'x10' room  
C Two 75-watt bulbs in a 10'x10' room  
D Two 100-watt bulbs in a 10'x10' room

20. Property should be engraved with the owner's:

A Assigned ID number  
B Oregon drivers license number  
C Social Security number  
D Oregon license number

21. Three elements which are necessary for a criminal act are:

A Equipment or tools, target, time  
B Opportunity, time, desire  
C Desire, target, opportunity  
D Target, desire, equipment or tools  
E Time, equipment or tools, opportunity

22. Two elements which can be dealt with in crime prevention practice are:

A Target and opportunity  
B Time and opportunity  
C Time and target  
D Target and desire  
E Opportunity and desire  
F Desire and time

23. In Portland during 1975, the percentage of burglars who entered residences through doors was:

A 35-40%  
B 25-30%  
C 55-60%  
D 15-20%  
E 45-50%
24. For a private residence, which type of door is recommended for security and exterior purposes?

A Panel door  
B Hollow-core door  
C Double door  
D Solid-core door  
E Metal sheathed door

25. Which type of lock is recommended for a door with a window or with a window within 30" of the door lock?

A Double-cylinder deadbolt  
B Since-cylinder vertical deadbolt  
C Springlatch with anti-shim device  
D Single-cylinder deadbolt

26. Which type of auxiliary hardware is recommended for use with a deadbolt lock?

A Chain lock  
B Non-removable hinge pins  
C Flip or snib lock  
D Reinforced strike plate

27. A good padlock should have which of the following features? (Select one from each group.)

A Laminated reinforced steel shackle  
B Case hardened steel shackle  
C Non-removable key feature  
D Non-duplicatable key  
E Combination lock with no keys

A Heel lock feature  
B Toe lock feature  
C Heel and toe lock feature

28. Which type of auxiliary lock is recommended for use with double doors?

A Flip or snib locks  
B Chain locks  
C Jerboa bolt locks  
D Flush bolt locks

29. The recommended deadbolt locking device for use by commercial establishments has:

A A bolt with a laminated reinforced steel insert and a minimum throw of 1-1/2".  
B A bolt with a laminated reinforced steel insert and a minimum throw of 1".  
C A bolt with a case-hardened steel insert and a minimum throw of 1-1/2".  
D A bolt with a case-hardened steel insert and a minimum throw of 1".
30. In Portland during 1975, the percentage of burglars who entered through windows was:

A 45-50%
B 55-60%
C 15-20%
D 25-30%
E 35-40%

31. The glazing (window) material recommended for the front of a jewelry store in a high risk area would be:

A Laminated glazing
B Tempered glazing
C Polycarbonate glazing
D Wired glazing

32. All exterior doors should be lighted with:

A One foot candle of light
B Two foot candles of light
C Three foot candles of light
D Four foot candles of light

33. The primary point which is stressed at block meetings is:

A All personal property should be engraved and decals posted.
B A residential security survey should be conducted.
C Neighbors should watch out for other neighbors and should report suspicious activities to the police.
D There are various types of security hardware available for making one's home more secure.

34. The definition of crime prevention (crime risk management) is:

A To anticipate the occurrence of crimes and then devise methods to prevent these crimes from occurring.
B The anticipation, recognition and the appraisal of crime risk and the initiation of action to remove or reduce that risk.
C To analyze crime data in order to determine where specific types of crimes occur and then to take significant action to prevent these crimes and thus reduce crime incidence.
D The conduct of security surveys of commercial businesses and private residences to determine their crime risk and then make recommendations to increase their security.
35. The main function of the Crime Analysis Unit under the Patrol Emphasis Project (PEP) is to:

A Count and classify crimes in order to determine crime rates for Portland.
B Identify problem areas so that police administration may be better able to deploy task forces.
C Inform the patrol officer about crime and crime patterns thereby increasing his knowledge in these areas.
D Determine if there is a need for altering the deployment of patrol officers within the precinct based on current crime trends.

36. Of the following, which is NOT a goal of the Crime Analysis Unit under PEP?

A Replace the officer's many sources of information about crime and crime patterns with one consistent source.
B Collect data known to many officers in different precincts in order to find crime patterns beyond precinct boundaries.
C Obtain data from other sources such as detectives and other police agencies which may be useful to the patrol officer.
D Make information of one officer available to others.

37. One type of information which the Crime Analyst needs from patrol officers is:

A Concise and accurate crime reports.
B Guidance as to what kind of data is the most useful to officers.
C Feedback as to whether or not the information from the Crime Analyst is doing any good.
D All of the above.

38. In which of the following instances should a special request be made from the Crime Analyst?

A When the needed information is something that is already available through the Crime Analysis file.
B When the needed information is something that is not available through the Crime Analysis file.
C When the officer himself is too busy to check if the information is available or not available in the Crime Analysis file.
D All of the above.

39. Which of the following is the LEAST important to specify when making a request for offender profile information from the Crime Analysis Unit?

A Time and day of the offense
B Method of commission of the offense
C Previous offenses of the offender
D Age and sex of the offender
40. Crime Analysis is the LEAST useful in predicting:

A Patterns of a specific criminal
B Specific criminal occurrences
C Crime trends in a specific neighborhood
D Possible future trends in crime

41. For which of the following crimes would it be the most difficult to establish a pattern in a given district?

A Robbery
B Auto theft
C Murder
D Rape

42. The highest percentage of victims of purse snatch are women who are:

A Under 20 years old
B 20-29 years old
C 30-39 years old
D 40-49 years old
E 50 years and older

43. One of the problems of dealing with the crime of purse snatch is:

A No clear picture of the extent of purse snatch is available from normal crime classification procedures.
B Purse snatch is classified as either larceny or unarmed robbery.
C Purse snatch may fall under state law as either a felony or a misdemeanor.
D The magnitude of the crime is often hidden from the street officer in that the prime time for purse snatching overlaps shifts and/or patrol boundaries.
E All of the above.
F None of the above.

Charts I and II (See page A-1) show the reported cases of rape apparently done by the same rapist in terms of day of week and time of day for 1975. The rapes all occurred within the same area. The following three questions are based on these two charts.
44. For the first six months of 1976 the rapist referred to was reported to have committed 14 rapes; ten of them were reported to have occurred on Tuesday through Friday, and four of them were committed on Saturday, Sunday and Monday. Based on this information and the information in Chart I, it can be concluded that the emerging pattern in terms of day of week for 1976, in comparison to the pattern of 1975, has:

A Changed significantly and tactics against this rapist should be emphasized on weekends.
B Changed significantly and tactics against this rapist should be emphasized on weekdays.
C Remained about the same and tactics against this rapist should be emphasized on weekends.
D Remained about the same and tactics against this rapist should be emphasized on weekdays.

45. Based on Charts I and II, which of the following conclusions is a MISINTERPRETATION of the data:

A The rapist is most likely someone who works or is busy with some other activity on weekends.
B The rapist is most likely to strike between the hours of 2400 and 0329.
C The rapist is most likely to strike on a weekday.
D The rapist is most likely to be someone who gets off work around 0300.

46. Based on Charts I and II, which of the following would be the LEAST desirable tactic to use in order to apprehend this rapist?

A Check late-night establishments for the suspect between 0230 and 0330.
B Check possible suspects walking down the streets on weekends.
C Be especially alert to respond to a rape call during the hours of 0330 and 0730.
D Be especially alert to respond to a rape call on weekends.

47. Map I (see page A-2) illustrates the geographic distribution of reported commercial burglaries in one district. Each dot represents one burglary and is coded in terms of the month in which it occurred. For the district officer, the most useful piece of information to be gathered from this map is that:

A There is no definite geographic pattern during this three-month period, but the map may still be useful for planning a driving pattern.
B There is no definite geographic pattern during this three-month period, making the map useless to the patrol officer in planning a driving pattern.
C There is an easily recognizable geographic pattern during this three-month period, making this map very useful for planning patrol tactics.
D There is an easily recognizable geographic pattern during this three-month period, but the map is not very useful since the pattern may change next month.
Please indicate the district in which you have been working for the past six weeks. (Officers who work "utility," please indicate the district in which you have worked most frequently.) District #___________.

48. In the district in which you work, a burglary:
   A Is most likely to occur during the morning shift.
   B Is most likely to occur during the afternoon shift.
   C Is most likely to occur during the night shift.
   D Has about an equal chance of occurring on each of the three shifts.

49. In the district in which you work, the rate of robbery in comparison to the average rate for the rest of the precinct is:
   A Much higher
   B Slightly higher
   C About the same
   D Slightly lower
   E Much lower

50. Rank the following crimes in terms of the frequency of occurrence in your district. Assign a "1" to the crime that has the lowest frequency, a "2" to the crime that has the second-lowest frequency, and so on, assigning a "5" to the crime that has the greatest frequency of occurrence.
   A ___ Residential burglary
   B ___ Commercial burglary
   C ___ Assault
   D ___ Robbery
   E ___ Theft of auto or auto accessories

Section III.

The following section of the test contains short answer or completion type items. For each item, supply the answer or answers asked for in the item.

51. List two agencies which loan out electrical engravers:
   1.
   2.
52. What two security recommendations might you make to a businessman or homeowner concerning landscaping around his premises?

1.

2.

53. List two agencies besides the Portland Police Bureau which conduct crime prevention activities within the City of Portland and Multnomah County.

1.

2.

54. Two of the three reasons or purposes for engraving property are (describe briefly):

1.

2.

55. When installing a surveillance camera, there are several points to be considered. One of the points to be considered is:

56. List three different security measures which are recommended for protecting the following types of windows:

A  Double-hung windows

1.

2.

3.

B  Sliding glass windows

1.

2.

3.
REPORTED CASES OF RAPE BY
DAY OF WEEK AND TIME OF
DAY FOR 1975

Chart I. Reported Cases in terms of Day of Week
(Total no. of cases=25)

Chart II. Reported Cases in terms of Time of Day
(Total no. of cases=25)
APPENDIX H

Springfield, Missouri, Police Department:

ICAP Training Program, Topical Schedule
<table>
<thead>
<tr>
<th>SCHEDULE</th>
<th>WEEK ONE</th>
</tr>
</thead>
</table>
| **Monday** | Time: 8:00 a.m. - Noon (four hours)  
Topic: Orientation to the Integrated Criminal Apprehension Program  
Instructor: Sgt. Ira Copeland |
| **Tuesday** | Time: 8:00 a.m. - Noon (four hours)  
Topic: Function of the S.P.D. Crime Analysis Unit  
Instructor: Joe Robles |
| **Wednesday** | Time: 8:00 a.m. - Noon (four hours)  
Topic: Qualifying a Career Criminal  
Instructor: Detective Tony Glenn |
| **Thursday** | Time: 8:00 a.m. - Noon (four hours)  
Topic: Crime Analysis - Career Criminal Data Storage  
Instructor: Joe Robles |
| **Friday** | Time: 8:00 a.m. - 10:00 a.m. (two hours)  
Topic: Use of Field Interview Reports  
Instructor: Joe Robles |

**WEEK TWO**

| **Monday** | Time: 8:00 - Noon (four hours)  
Topic: Major Crime Scene Investigations and Preservation of Evidence  
Instructor: Lt. Richard Moses |
| **Tuesday** | Time: 8:00 a.m. - Noon (four hours)  
Topic: Interviewing and Interrogation  
Instructor: Lt. Richard Moses |
| **Wednesday** | Time: 8:00 a.m. - 10:00 (two hours)  
Topic: Interviewing and Interrogation  
Instructor: Lt. Richard Moses |
| **Wednesday** | Time: 10:00 a.m. - Noon (two hours)  
Topic: Operation and Function of the Crime Prevention Unit  
Instructor: Jack Sifford |
| **Thursday** | Time: 8:00 a.m. - 10:00 a.m. (two hours)  
Topic: Operation and Function of the Crime Prevention Unit  
Instructor: Jack Sifford |
| **Thursday** | Time: 10:00 a.m. - Noon (two hours)  
Topic: Handling of Cases Involving a Career Criminal as a Suspect  
Instructor: Detective Tony Glenn |
<table>
<thead>
<tr>
<th>SCHEDULE</th>
<th>WEEK TWO</th>
</tr>
</thead>
</table>
| Friday   | Time: 8:00 a.m. - 10:00 a.m. (two hours)  
Topic: Handling of Cases Involving a Career Criminal as a Suspect  
Instructor: Detective Tony Glenn |
| Friday   | Time: 10:00 a.m. - Noon (two hours)  
Topic: Final Exam and Critique  
Instructor: Sgt. Ira Copeland |
<table>
<thead>
<tr>
<th>WEEK ONE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
</tr>
<tr>
<td>Time: 8:00 a.m. - 8:50 a.m. (one hour)</td>
</tr>
<tr>
<td>Topic: Beat Profiles</td>
</tr>
<tr>
<td>Instructor: Assistant Chief C. Les Reynolds and Sergeant Mike Strope</td>
</tr>
</tbody>
</table>

| **Tuesday**      |
| Time: 8:00 a.m. - Noon (four hours) |
| Topic: Beat Profiles |
| Instructor: Assistant Chief C. Les Reynolds and Sergeant Mike Strope |

| **Wednesday**    |
| Time: 8:00 a.m. - 9:50 a.m. (two hours) |
| Topic: Investigation of Armed Robbery |
| Instructor: Detective Sergeant Walt Ayres |

| **Thursday**     |
| Time: 8:00 a.m. - 8:50 a.m. (one hour) |
| Topic: Investigation of Checks and Con Games |
| Instructor: Detective Carl Malin |

| **Friday**       |
| Time: 8:00 a.m. - 9:50 a.m. (two hours) |
| Topic: Review of Materials |

| **Friday**       |
| Time: 10:00 a.m. - 10:50 a.m. (one hour) |
| Topic: Risk Management |
| Instructor: Jack Sifford and Randy Clutter |

<p>| <strong>Friday</strong>       |
| Time: 11:00 a.m. - Noon (one hour) |
| Topic: Test |</p>
<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Topic</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>Monday</td>
<td>8:00 a.m. - 9:50 a.m. (two hours)</td>
<td>Interpersonal Communications</td>
<td>Dr. Joe McAdoo</td>
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<tr>
<td></td>
<td>10:00 a.m. - Noon (two hours)</td>
<td>Beat Profiles</td>
<td>Assistant Chief C. Les Reynolds and Sergeant Mike Strope</td>
</tr>
<tr>
<td>Tuesday</td>
<td>8:00 a.m. - Noon (four hours)</td>
<td>Criminal Law</td>
<td>Assistant Chief C. Les Reynolds and Sergeant Mike Strope</td>
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<td>8:00 a.m. - 9:50 a.m. (two hours)</td>
<td>Use of New Offense/Incident Report Form</td>
<td>Rex Hughes</td>
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<tr>
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<td>10:00 a.m. - 10:50 a.m. (one hour)</td>
<td>Prosecutorial and Court Procedures</td>
<td>Prosecuting Attorney Jim Kelly</td>
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<tr>
<td></td>
<td>11:00 a.m. - Noon (one hour)</td>
<td>Lab Photography Capabilities</td>
<td>Don Smith</td>
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<tr>
<td>Wednesday</td>
<td>8:00 a.m. - 9:50 a.m. (two hours)</td>
<td>Efficiency Blockages</td>
<td>Sgt. Ira Copeland</td>
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<tr>
<td></td>
<td>9:00 a.m. - 9:50 a.m. (one hour)</td>
<td>Managing Criminal Investigations</td>
<td>Lieutenant William Hensley</td>
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<tr>
<td></td>
<td>10:00 a.m. - Noon (two hours)</td>
<td>Prioritization of Calls for Service</td>
<td>Sergeant John Brooks</td>
</tr>
<tr>
<td>Thursday</td>
<td>8:00 a.m. - 9:50 a.m. (two hours)</td>
<td>Review of Materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10:00 a.m. - 10:50 a.m. (one hour)</td>
<td>Evaluation of Classes and Look at Second Year of ICAP</td>
<td>Chief Gordon Loveland and Sergeant Ira Copeland</td>
</tr>
<tr>
<td></td>
<td>11:00 a.m. - Noon (one hour)</td>
<td>Test</td>
<td></td>
</tr>
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</table>

All classes will be held at Graff Area Vo-Tech Center, 815 Sherman, Room 306A.
END