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WHAT IS THE VIABILITY OF POLICE HIGH SCHOOLS
IN CALIFORNIA'S MAJOR CITIES BY THE YEAR 2000?

A LAW ENFORCEMENT
COMMAND COLLEGE PROJECT

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This Command College Independent Study Project is a FUTURES study of a particular emerging issue in law enforcement. Its purpose is NOT to predict the future, but rather to project a number of possible scenarios for strategic planning consideration.

Defining the future differs from analyzing the past because the future has not yet happened. In this project, useful alternatives have been formulated systematically so that the planner can respond to a range of possible future environments.

Managing the future means influencing the future--creating it, constraining it, adapting to it. A futures study points the way.

The views and conclusions expressed in this Command College project are those of the author and are not necessarily those of the Commission on Peace Officer Standards and Training (POST).

PART ONE

What is the Viability of Police High Schools
in California's Major Cities by the Year 2000?

PART TWO

Strategic Management

Planning a Law Enforcement Magnet High School

PART THREE

Transition Management

Managing Change While Establishing a
Law Enforcement and Criminal Justice High School

PART FOUR

Conclusions and Recommendations

WHAT IS THE VIABILITY OF POLICE HIGH SCHOOLS
IN CALIFORNIA'S MAJOR CITIES BY THE YEAR 2000?

by

STEPHEN L. D'ARCY

COMMAND COLLEGE CLASS IX

PEACE OFFICER STANDARDS AND TRAINING (POST)

SACRAMENTO, CALIFORNIA

1990

Executive Summary

This research study examines the concept of Law Enforcement High Schools and their future in California's major cities.

Police High Schools are relatively new and unknown quantities. The few Law Enforcement High Schools in existence have evolved from larger magnet programs.

Literature regarding the current status of magnet programs and law enforcement recruitment efforts were gathered. Interviews were conducted with law enforcement and education experts to obtain a perspective of today's problems.

Law Enforcement magnet high schools in Houston, Texas, Kansas City, Missouri, and San Jose, California were visited. Attitudes of faculty members and students were surveyed along with the viewpoints of the Police Chiefs in these three cities.

A list of five future trends was generated by a research panel which are likely to impact police high schools.

1. Level of knowledge needed by an entry-level police officer is likely to increase by the year 2000.
2. Level of minorities in law enforcement is likely to increase by the year 2000.
3. Level of government funding for schools is likely to rise slowly by the year 2000.
4. Level of job market needs met by public education is likely to increase by the year 2000.
5. Level of confidence in law enforcement by minorities is likely to rise slowly by the year 2000.

Page Two

The same research panel developed five candidate events which would also impact police high schools by the year 2000.

1. Taxpayer revolt
2. Government funding for magnet programs eliminated
3. Passage of a National Public Service Act
4. Choice programs established in California schools
5. Affirmative Action program eliminated

Three future scenarios were developed using the trends and events. The exploratory, hypothetical and normative mode scenarios were utilized.

A strategic plan was then formulated for establishing a law enforcement magnet high school. Individuals and groups having a vested interest and influence in the program were identified and analyzed. Four alternative high schools were developed. The most desirable alternative, a separate and unique law enforcement and criminal justice program was selected by a research panel. A negotiation strategy was then prepared for establishing this high school.

Effectively managing change by preparing a transition management plan is the final step in this research project. A commitment plan was prepared for six key individuals and groups that were identified as vital to the successful implementation of a police high school.

This study's conclusion is that law enforcement high schools produce strong and unique educational environments. They also provide law enforcement with a resource for outreach and encouraging student interest in law enforcement. Other large police agencies are encouraged to establish similar programs.

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INTRODUCTION

The environment for both law enforcement and public education is undergoing tremendous changes along with the rest of American society. A series of socioeconomic trends and events are impacting both law enforcement and public schools. In California, these changes are even more dramatic.

As we enter the last decade of the 20th Century, California's population is booming while, at the same time, becoming more ethnically diverse.¹ Technology continues to grow by leaps and bounds. Concerns over illegal drugs, the economy, and our country's competitiveness in the world's markets are increasing every year.

Law enforcement agencies are confronted with growing crime problems and expanding ethnic populations that require increased knowledge and skills from police officers. Meanwhile, public education is under attack for its lack of results and poor quality.

"American people are ready for radical reforms" is how President George Bush sees the plight of public education. Speaking at the Presidential Education Summit held in September 1989, President Bush stated, "Hard experience teaches that we are simply not getting our money's worth in education. Our focus must no longer be on resources. It must be on results. To get

results, we will need a new spirit of competition between students, between teachers and between schools, a report card for all."2

This research study examines one approach to solving problems shared by law enforcement and public education, the concept of law enforcement high schools.

Police high schools are by and large new and unknown quantities. The few law enforcement high schools in existence have evolved from the educational concept of magnet schools.

Since this study draws information from two very distinct occupational jargons, those of law enforcement and education--a definition of terms is provided (Appendix A).

PART ONE

What is the viability of police high schools in California's major cities by the year 2000?

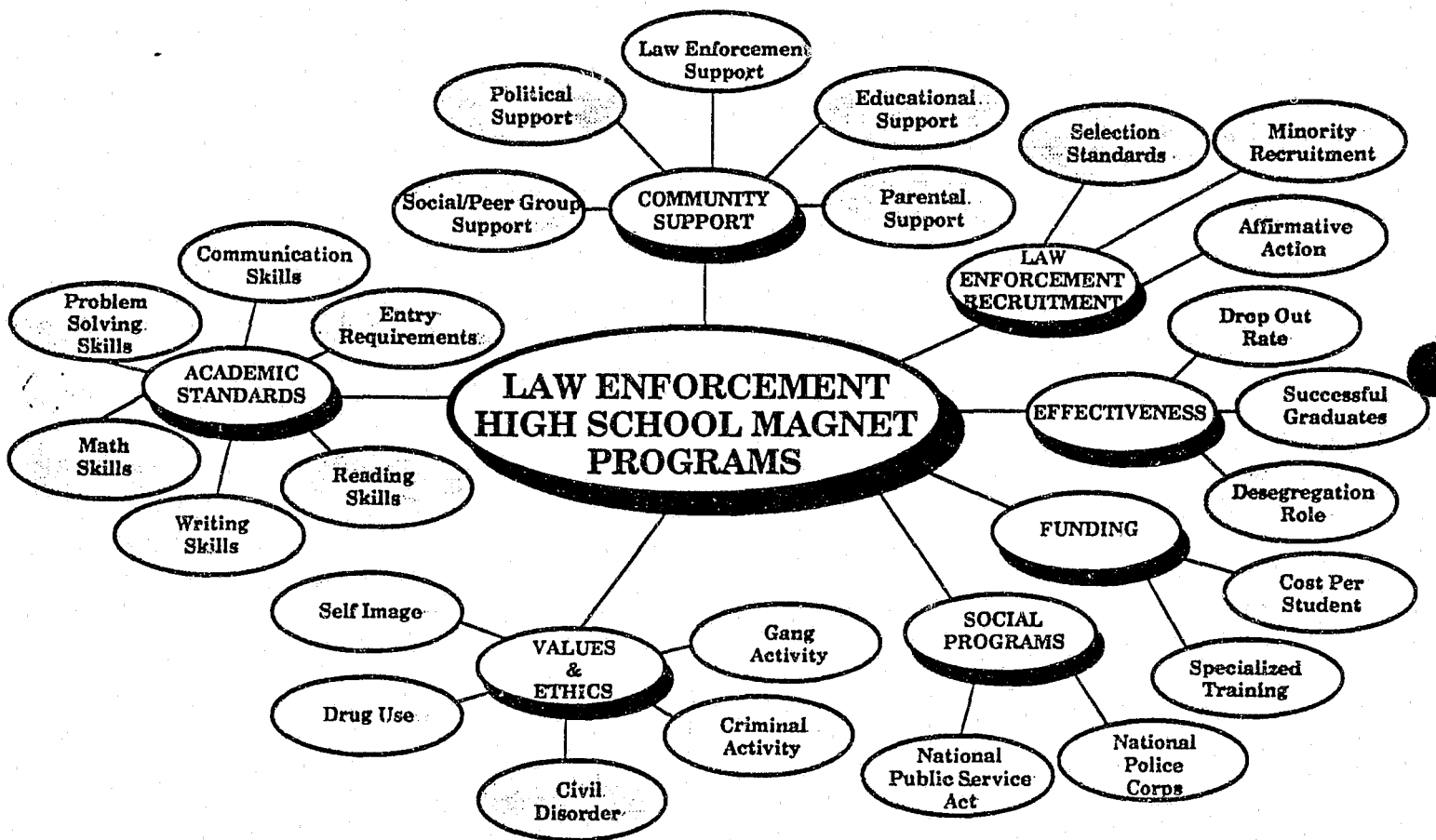
What is the viability of police high schools in California's major cities by the year 2000? This question has several sub-issues that require study.

1. How effective are current law enforcement magnet high school programs in terms of their educational benefits, costs and results?
2. What impact do current law enforcement magnet high school programs have on police recruitment?
3. How will effective law enforcement magnet high schools operate in the year 2000?

To help structure this issue and identify many of its sub-issues, a Futures Wheel was formulated as part of the initial scanning process for this study.

Growing out of the future of law enforcement high school magnet programs are additional questions or sub-issues. Concerns about effectiveness, academic standards, funding, community support, impact on student behavior and ethics, benefit to law enforcement, and relationship to other social programs are interconnected.

From these first level sub-issues grow even more secondary sub-issues affecting both law enforcement and public education.



FUTURES WHEEL

FORERUNNER ISSUES

Another facet of Futures research is the identification of related forerunner issues. A review of literature concerning police recruitment and magnet programs has generated the following forerunner issues.

1. Why has there been severe criticism of public education?
2. What effect has an increasing ethnic diversity had on public education?
3. What caused the formation of alternate programs in public education?
4. What skills and abilities have been required of officers by law enforcement agencies?
5. How successful have law enforcement agencies been in the recruitment of minority officers?

These forerunner issues persist to this day. Educators are still struggling with the reasons why traditional educational methods have failed to reach many students. According to Department of Education figures, millions and millions of dollars are being poured into research to answer these questions and provide solutions.

Law enforcement agencies are finding it increasingly difficult to attract and select recruit officers. "It's more difficult to bring people into policing now, for a variety of reasons," according to Darrel Stephens, Executive Director of the Police Executive Research Forum. Citing a 1986 PERF Study in which fifty-five percent of 100 agencies noted difficulties in attracting recruits, Stephens said, "I suspect that if we did this again, we would find a lot more problems today than we did then."³

Adding to the overall problem of police recruiting is the steady demand for law enforcement to attract women and minority officers. All of these forerunner issues continue today, joining together to present a time of major challenges for California police administrators.

FUTURE SUB-ISSUES

Possible future sub-issues which could emerge by the year 2000 were then examined. Five future sub-issues were identified.

1. Will public education and law enforcement cooperate in establishing and supporting police magnet high schools?
2. Would the passage of a national public service act affect police magnet high schools?

3. What impact would large increases in crime have on police magnet high schools?
4. Will police magnet high schools produce graduates with marketable skills and knowledge?
5. Will police magnet high schools help increase the numbers of women and minorities interested in a law enforcement career?

The initial attempts to locate literature regarding law enforcement magnet programs disclosed that there is little, if any, on the subject. The National Institute of Justice along with other nationwide organizations such as the Police Executive Research Forum, Police Foundation, International Association of Chiefs of Police and the National Sheriffs Association possess no studies regarding this subject at this time. Even the term "magnet schools" is an unknown jargon to many police executives.

The field of study that has undergone extensive investigation and study are problems facing public education today and the concept of magnet schools. Using the U.S. Department of Education's ERIC database, publications, numerous reports and papers were located. Information on various educational programs, their history, benefits, and problems have been extensively studied and continue to be examined by educators today.

REVIEW OF LITERATURE

Law enforcement agencies have often failed to recognize or understand the potential human resources living within their city and county boundaries. According to Frank Ray Deak, "In a time of rising crime and budget cutbacks, a valuable resource is often overlooked by many police agencies--young people interested in a law enforcement career."⁴

Becoming involved with young people in non-enforcement experiences can be rewarding for both the police agency and youths in the community. Many studies and opinions support this idea. The commander of New York City's new police corps stated, "Once they come in and are exposed to us, we think we can convince a lot of them to take a serious look at a career in policing. We certainly hope that we will attract some of those who would, in ordinary circumstances, go to one of the Fortune 500 companies to come and be leaders in the department and provide a needed service to the people of the city."⁵

Reinforcing this point, Peter C. Unsinger believes that "realizing the wonderful contribution to law enforcement that can be made by those who 'never even dreamed about being a police officer,' it is apparent that law enforcement can use a great deal more exposure. Many may discover that law enforcement is for them."⁶

Participating in joint-venture educational programs that "expose" students to law enforcement is not new to police agencies. In 1975, a pilot project funded by the Law Enforcement Assistance Administration, known as the Criminal Justice Careers Program, began at four Detroit, Michigan high schools.

The Detroit Police Department and the Detroit public schools began this cooperative venture. The project attempted to provide students with an awareness of the true role of the police officer in the community and an understanding of the entire criminal justice system, to stimulate an interest in police or other criminal justice careers, and hopefully, to serve as a tool towards juvenile crime prevention.⁷

Other programs (such as providing classroom speakers, youth and the law classes) and apprenticeship programs (such as explorers or police cadets, and neighborhood policing projects) have also attempted to address the issue of promoting interest in police work to students.

Once interest is established, the selection of officers is the next problem. According to a recent Police Foundation Study, the applicant rejection rate for police officers is as high as eighty percent in some urban centers.⁸

The Business Council for Effective Literacy estimates that one in eight employees can read at no more than a third-grade level and one in five reads only to an eighth-grade level.⁹

According to Paul Jurmo, a senior program associate with the Business Council for Effective Literacy, "What evidence there is suggests that the workplace is changing in opposite directions as the work force."¹⁰ Many agree, and think the problem will become more severe as more jobs require higher levels of reading, writing and math skills.

In the article, "Police in the Year 2000," Ordway P. Burden projects that future law enforcement training will be more rigorous. He believes that training standards have increased significantly in most police agencies over the past twenty years, and that this trend will continue through the 1990's."¹¹

In California, it is estimated that between fifty to eighty percent of people who take the writing tests for police agencies fail. "The candidate pool we draw from is woeful," stated John Worcester, City of Sacramento personnel services manager. "I've been working in Personnel for eight years, and I've seen a noticeable decline in writing skills."¹²

Richard Honey, personnel selection consultant for California's POST Commission stated, "What we're finding is that with each passing year, the skills need to be more sophisticated; meanwhile, our data from the tests indicates that the skills of people taking the tests have decreased slightly over the past three years."¹³

In his Command College study of future recruitment needs, James D. Enslen discovered that police agencies within the Northern California area have found it more difficult to find and retain qualified police officers to staff their departments. Failure rates of applicants who are selected and passing the probationary period exceeded fifty percent in most of the twenty-one agencies contacted in the study.¹⁴

In a companion Command College research study on immigration by Robert Shusta, he concludes that in the future, "Outreach recruitment of Southeast Asian and Hispanic police personnel will be vital to law enforcement."¹⁵ At a recent POST symposium on recruitment held in June of 1989, law enforcement officials from across California met to discuss recruitment strategies and plan for the future.¹⁶

Law enforcement recruitment problems are not unique to the United States. Similar problems are faced by police managers in London and Hong Kong, according to recent personal interviews. The indications are that law enforcement currently faces growing problems in the recruitment and selection of officers. The basic skills of many high school graduates and some college students are surprisingly low. That discovery leads one to examine the issues surrounding the quality of public education.

TRENDS IN EDUCATION

James Burke, world-renowned historian and speaker, believes that changes are needed in our education system which are

currently based on an information structure direct from the Middle Ages. Appearing at the 1988 Government Technology Conference in Sacramento, Mr. Burke stated, "The time is gone when the job never changes. Technological advances will force major changes in our society, but with changes, there will be stiff resistance."¹⁷

The California Business Roundtable has declared that small improvements are not enough to make California schools work for the 21st century, and the influential group of the state's top business leaders is calling for a radical overhaul of the state's education system, including a call for magnet programs, also known as schools of choice.¹⁸

In the 1988 study, "Restructuring California Education: A Design for Public Education in the 21st Century," education is seen as the key to California's future. "All youth--whether from middle-class or from poor, non-English speaking, and 'minority' backgrounds--will need to receive an education that enables them to participate fully in the active society of the 21st century."¹⁹

Recommendations for a new structure, new incentives, and new attitudes for public education are proposed by the Restructuring Study. For students ages seven through sixteen, elementary and secondary education would focus on core academics.

Students ages seventeen through eighteen would choose from many career programs, entitled Post-10 Options. These schools would function much as magnet schools do today.²⁰

A recent national magazine article by Andrea Atkins, entitled "Choice," has labeled magnet programs or parental and student choice as the "hottest education issue of the '90s."²¹

Magnet programs in public education have progressed to the stage that the U.S. Department of Education sponsors an annual magnet schools directors' conference.

The Department of Education's Office of Educational Research and Improvement declared in 1988 that magnet programs are proliferating rapidly in school districts across the nation. Parents are fueling the phenomenon by clamoring to enroll their children in schools they believe offer the best public education available. Magnets not only succeed in promoting desegregation, but they also stem enrollment declines, raise achievement levels, and allay community doubts over the general quality of education.²²

Magnet programs have been organized in a number of different ways. The most prevalent magnet curricular themes are:

1. Visual - Performing Arts
2. Science - Math - Technology
3. Careers - Vocational
4. Academic - Honors
5. Language - Humanities²³

Mary Anne Raywid of Hofstra University believes that "It is likely that the number of the nation's magnet schools and systems will continue to grow. When one adds the demand generated by the growing proportion of disadvantaged students in our schools--and the overwhelming numbers of students deemed 'at risk'--it appears that strong pressures for magnet schools may well be with use for at least a decade."²⁴

A 1987 study, "Components of Successful Magnet Schools," draws the conclusion that magnet schools appear to have proven their value. A growing body of information attests to the effectiveness of magnet schools in:

- Reduction in violence and vandalism
- Better attendance rates
- Improved achievement
- Improved student concept and better attitudes toward school²⁵

An earlier 1983 U.S. Department of Education study concluded:

- Magnet schools can and do provide high quality education in urban school systems.
- They help renew the interest and motivation of teachers, because efforts are organized around common academic goals and interdisciplinary curriculum planning.
- Potentially, they can help improve a school system's image in the community as a result of voluntary enrollment policies.²⁶

A more subdued opinion of magnets is offered by Jerry D. Bailey in his 1987 paper, "Research Needed to Assess the Performance of Magnet Schools." "Magnet schools, as has been suggested, offer considerable promise as options to help students become all that they can be. However, major questions will remain unanswered."²⁷

Magnet schools are not the only attempts at improving education today. Another unique program, the "City as a School Program," is presently operating at 12,000 sites in the New York City school system.²⁸

Apprenticeship programs, English as a Second Language, and traditional vocational training abound, while get-tough approaches to education are gaining ground. Many state legislatures are currently studying no-pass, no-drive laws such as those established in West Virginia.

Other experimental educational programs have come and gone. The Boston Compact, once widely publicized and praised, has recently nearly fallen apart.²⁹

What magnet programs appear to offer, according to the recent literature, is real change and a solution to some of public education's many problems.

POLICE MAGNET HIGH SCHOOLS

Part of this study involved visiting the campuses of the three police magnet high schools currently in operation.

1. High School for Law Enforcement and Criminal Justice, Houston, Texas
2. Northeast Law, Public Service and Military Magnet High School, Kansas City, Missouri
3. Santa Teresa High School, Police Academy, San Jose, California

The results of student surveys and personal interviews with educators and law enforcement administrators are contained in the following summary of the three law enforcement magnet high schools visited. (Appendix C)

I. HIGH SCHOOL FOR LAW ENFORCEMENT AND CRIMINAL JUSTICE (HSLECJ), HOUSTON, TEXAS

This school is the first of its kind in the nation, offering a dual magnet theme of law enforcement and law/legal services. Begun in 1981 as part of the Houston Independent School District's magnet plan, 700 students currently attend grades nine through twelve. Approximately two-thirds of the students participate in the law/legal services program, one-third in the law enforcement program.

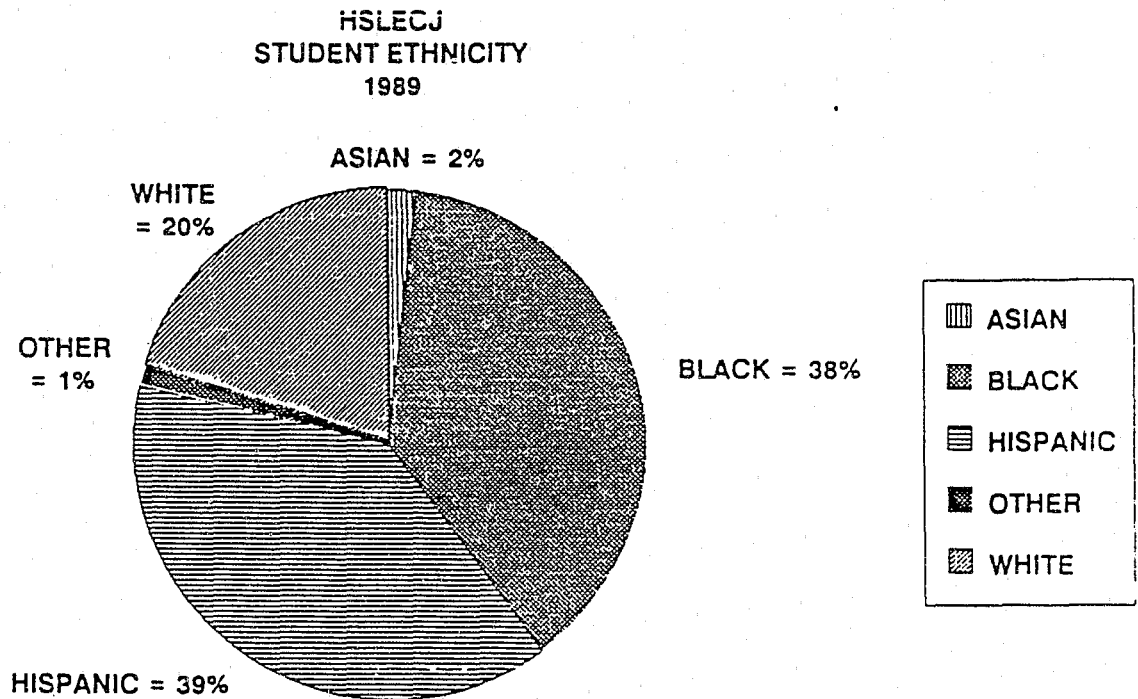
The Houston Independent School District (HISD) is the largest school district in Texas and the sixth largest in the United States. The magnet program originated as a result of court-ordered desegregation in the 1970's.

Due to the success and popularity of the HSLECJ, application criteria of an eighty percent grade average, grade level or above standardized test scores, good conduct, and good attendance are now required. A faculty member commented that the program's atmosphere is similar to a private school, without the tuition.

Any student in the HISD or other neighborhood school district can apply to the magnet school. The ethnic requirement for those outside of the HISD school district is that the student must be a member of his home district's majority ethnic population.

The school district maintains one of the largest school bus fleets in the nation in order to transport the students and balance desegregation.

The school's current ethnicity is:



Student achievement measured through SAT and other state performance tests, place the HSLECJ in the top three high schools of the twenty-six HISD senior high schools.³⁰ Approximately, forty-five percent of the student body is in an honors program. Well over fifty percent of the student body is female.

Funding for the HSLECJ is provided almost entirely by the local school district. The state of Texas provides some funds under its statewide vocational education program. There are no current grants or federal funds supplied to the school.

The annual cost per student is \$3,640 according to the school's principal.

Recent court decisions may alter the ways schools are funded in Texas. During the first Monday in October 1989, the Texas Supreme Court ruled unanimously that school funding in Texas is unconstitutional due to 'glaring disparities.'³¹ According to news reports, the ruling may have enormous financial and social implications for the 3.3 million student Texas school system, second in size only to California's. The court has set a May 1, 1990, deadline for a solution.

The school has experienced other changes in its program. A cadet program was established in cooperation with the Houston Police Department. This was a popular program, but it became one of the many victims of the economic decline in the mid-1980's throughout Texas. Fiscal cutbacks by the City in 1985 ended this program.

The school's curriculum is structured towards a strong academic background to provide the skills and knowledge to continue on to college and enter any of the two career-related areas. (Appendix D) Students enter the program in the ninth grade, but they do not specialize into one of the two career specialties until the eleventh grade. The school also contains an ROTC program, which any of the students can participate in.

The high school is currently working in cooperation with the Houston Community College District to establish a 2+2 Articulation Program. Once in place, this will allow high

school students to complete some of their college credit while attending the HSLECJ. It will also bring the two school programs closer together, for support and consistency. The faculty at HSLECJ is enthusiastic about the school, its students and their work.

Problems concerning student behavior, attendance, and drug use are rare. The school's on-campus drug counselor, a former police officer, stated that most of his time is occupied with routine matters. He attributes the positive school atmosphere to the fact that every student at the school is there because they want to be there.

The qualifications of faculty members involved in the specialized magnet programs are excellent. The magnet coordinator is a former state police officer; another instructor is an attorney, former Federal agent and Houston police officer. The school's principal holds a Doctorate and has been in charge of the school since its inception. There is no lack of consistency or motivation at the HSLECJ.

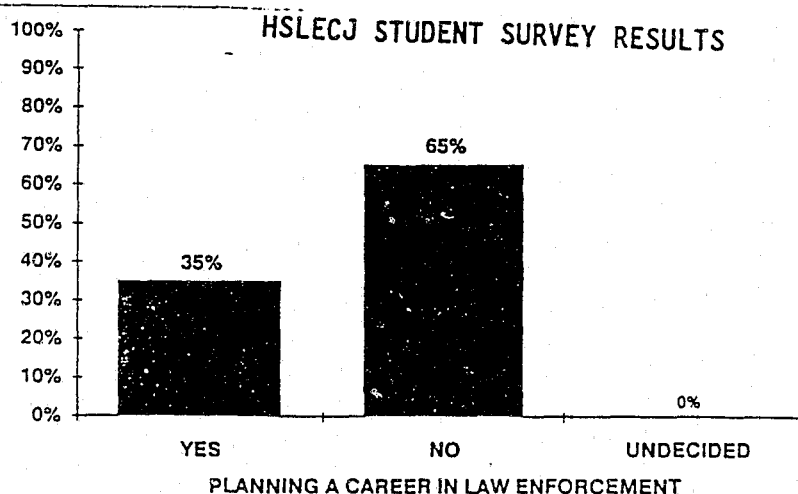
The high levels of faculty enthusiasm is also reflected in the student survey results. Of the students surveyed, ninety-nine percent rated the school as excellent or good and only one percent gave it an average rating. The scores for teacher quality and law enforcement training were equally impressive. While only thirty-five percent of the students surveyed were considering a career in law enforcement, ninety-nine percent felt that the school's program met their expectations.

Using a recent USA Today's nationwide survey of over 23,000 students as a control group, sixty-eight percent of those students graded their school as an 'A' or 'B.'³² Ninety-nine percent of the Houston students rated their school as either good or excellent.

Since the HSLECJ has been in operation for almost a decade, some of its graduates are now law enforcement officers. Many have joined police agencies in Texas; however, other states have also benefitted. The Los Angeles Police Department recently hired a graduate of the Houston program.

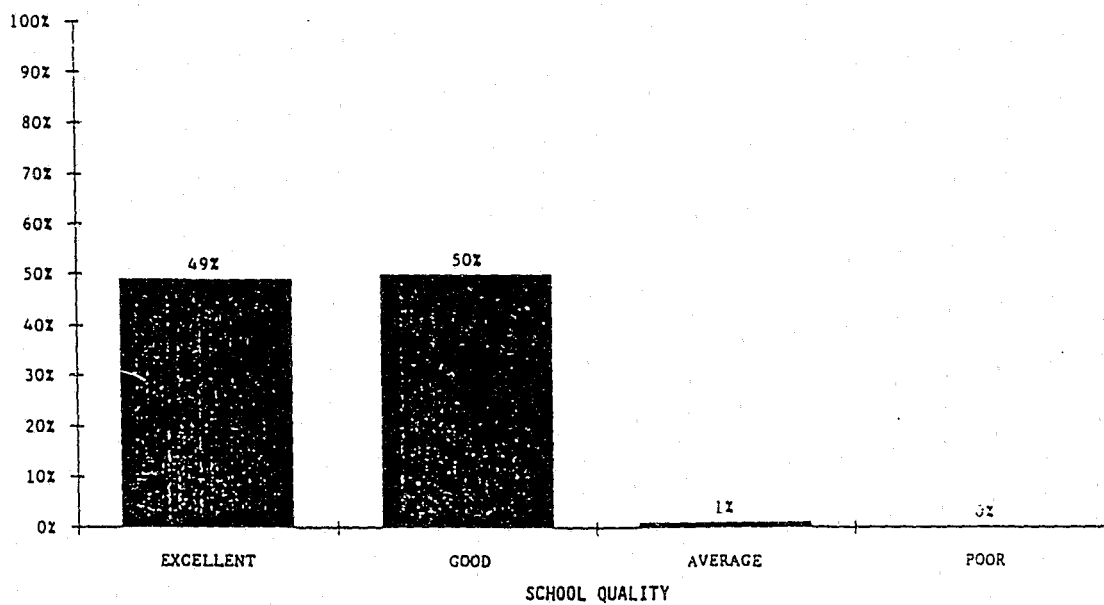
The Houston Police Department considers the HSLECJ a unique and important program. The police department has a good working relationship with the school and provides speakers, special unit exhibitions, and support whenever it is needed.

Recognizing the linkage between a student's positive exposure to law enforcement and long term recruitment goals, the Houston law enforcement program is seen as a model other cities should consider. The police high school simply makes sense according to Houston's police leaders.

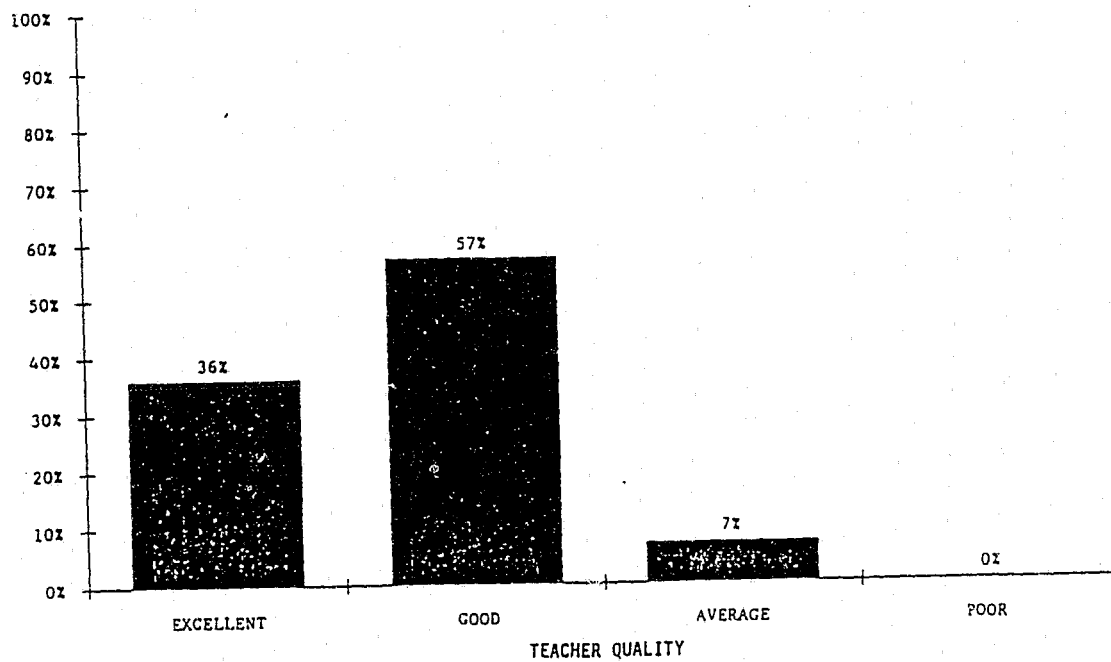


GRAPH I

HSLECJ STUDENT SURVEY RESULTS

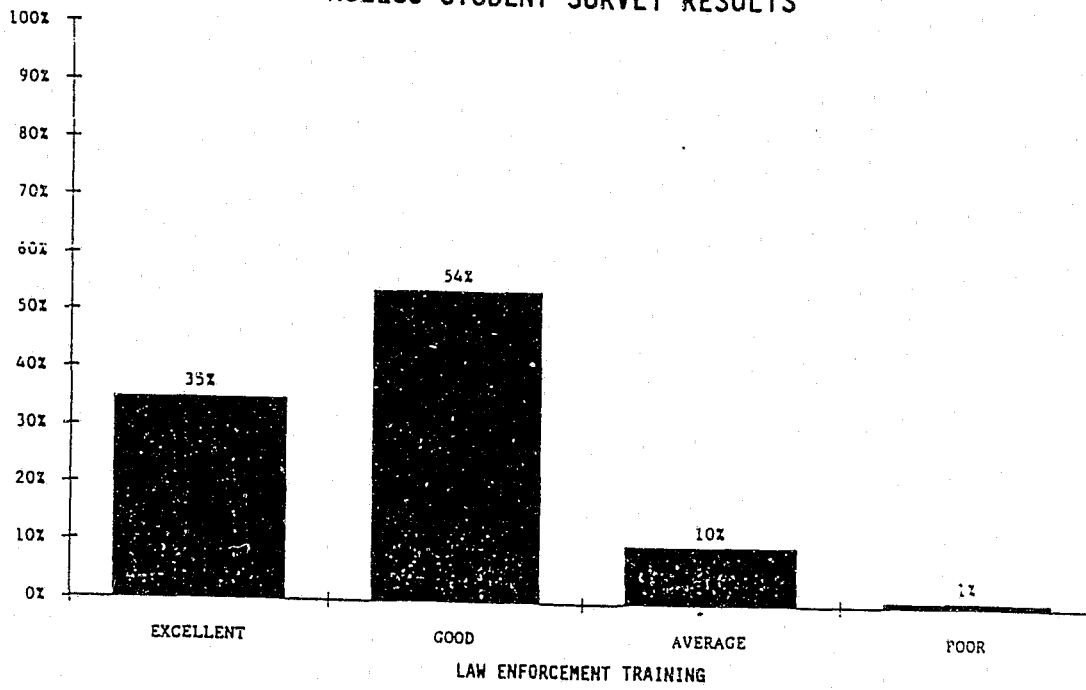


GRAPH 2

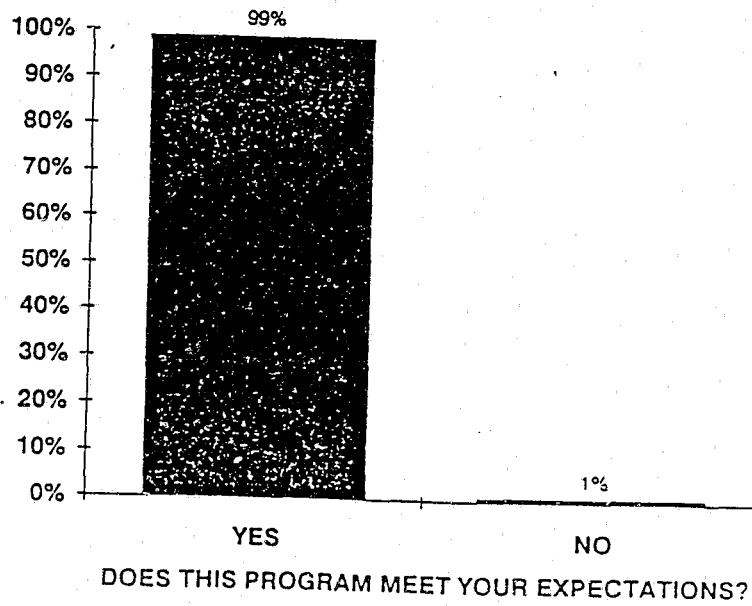


GRAPH 3
20

HSLECJ STUDENT SURVEY RESULTS



GRAPH 4



GRAPH 5

II. NORTHEAST LAW, PUBLIC SERVICE AND MILITARY MAGNET HIGH SCHOOL, KANSAS CITY, MISSOURI

Northeast High School was established in 1914 and located in an upper middle class area of Kansas City. The school counts several famous graduates, among them Clarence M. Kelley, former Chief of Police and FBI Director; William Steele Sessions, the current FBI Director; and General Maxwell D. Taylor, former Army Chief of Staff.

The school and its neighborhood have undergone many changes since 1914, the most recent involving its transformation into a magnet high school.

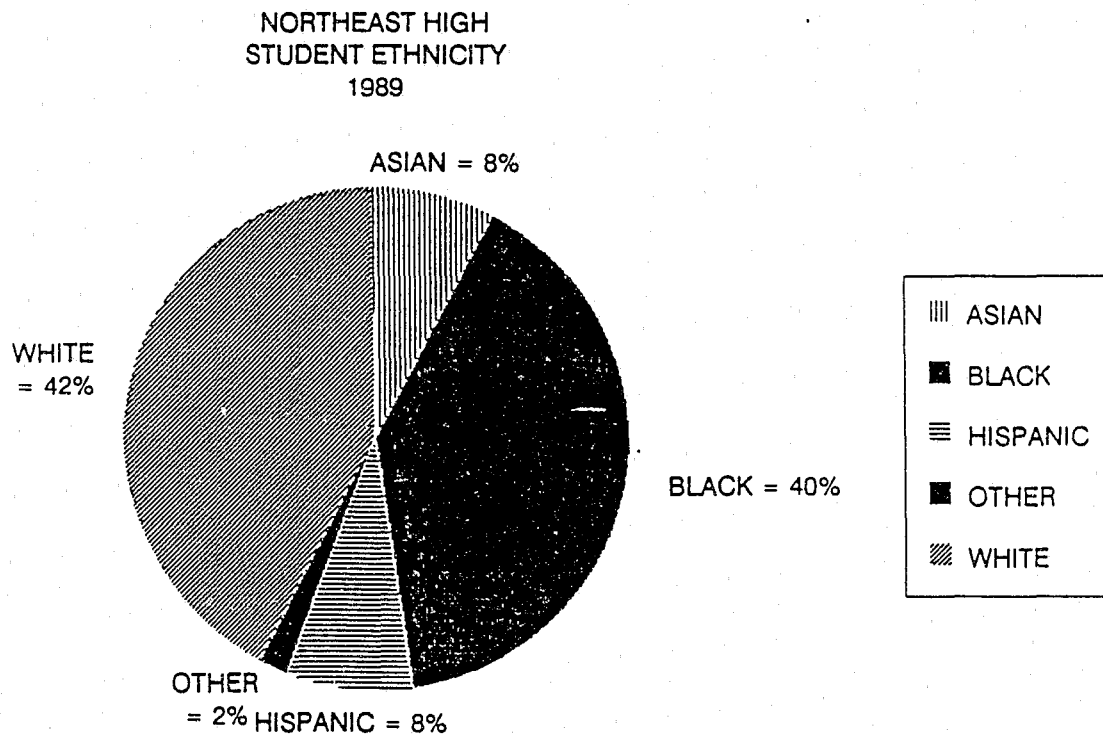
In 1985 the Kansas City, Missouri School District (KCMSD) was ordered by Federal Judge Russell Clark to desegregate the City's schools. After listening to extensive testimony, Judge Clark ruled that the school district must establish a magnet program at every senior high and middle school. In 1986, a long-range magnet school plan was approved by the Federal Court and implemented by the school district.³³

Northeast High School thus became a magnet school for students interested in law and public service professions. In 1989, the school expanded to a triple theme, adding a military science program. All of these changes were mandated and monitored by the Federal Court.

Now in its third year as a magnet, the school contains slightly over 1,100 students in grades nine through twelve.

Any student in the KCMSD can enter the school. There are currently no entry requirements regarding academic performance or conduct. There is a court-ordered requirement that the school achieve a ratio of sixty percent minority, forty percent non-minority students.

The school's current ethnicity is:



The school district contracts for school transportation. The busing issue has continued to be a problem; districts have chronic difficulties with late or missing buses occurring daily.³⁴ In some instances, students are transported by taxi cab, all at the expense of the taxpayers.

Student achievement, measured through the Test of Achievement and Proficiency (TAP), showed that in 1988-89 students ranked below the school goal and national norm of the fiftieth percentile rank. A sign of encouragement was ninth-grader performance, which reached the 47th percentile mark in written expression.³⁵

Funding for the school district's magnet program is rather unique and controversial. Judge Clark, recognizing that it would take a great deal of money to fund the new magnet program, ordered that the property taxes in Kansas City, Missouri be doubled. The judge undertook other unique funding methods, all of which have resulted in a large infusion of money to the schools.

The infusion of new funds has seen many dramatic changes. Northeast High recently underwent a seven million dollar renovation of its facilities, including the building of a new gymnasium, a law library, and student courtroom facilities.

The school's curriculum is continuing to evolve in an attempt to establish Northeast High School as a true magnet with unique courses not available elsewhere. The school's administration and faculty are attempting to infuse traditional courses with the school's themes. Organized into four major "strands," a student will eventually have educational options. Those options are pursuing a regular curriculum or college preparatory curriculum in combination with magnet selective or magnet certificate programs. (Appendix E)

The military magnet theme, added in 1989 by the Federal Court, is not a traditional ROTC program. The court has required that Northeast High involve all branches of military service in its magnet theme.

The faculty at Northeast Magnet High School is diverse. In an agreement with the teacher's union, Kansas City Federation of Teachers Local 691, the school district allowed any teacher to remain while the school transformed into a magnet. The majority of teachers have remained, which helps in some areas and causes problems in others. The school's administration has found it difficult to attract faculty members with special expertise in some magnet areas. One instructor who does possess a background specialty stated that he sustained a cut in pay in order to teach at the school. The school's principal feels that attracting teachers with interest and special expertise is an important part of his duties.

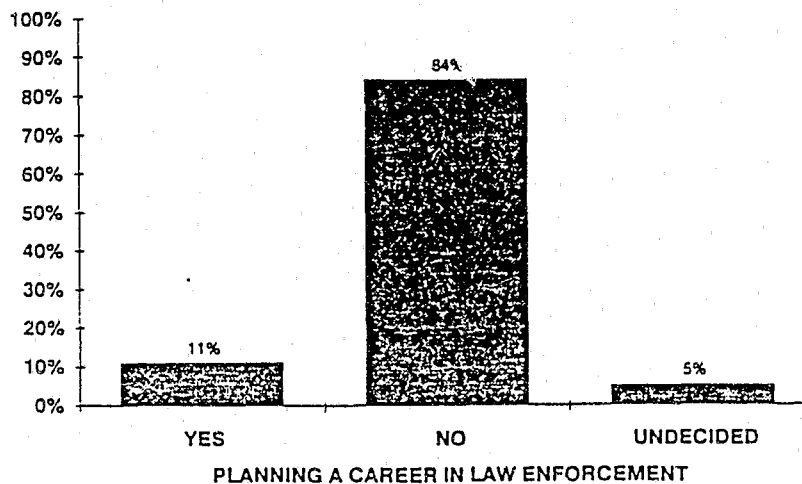
The students surveyed at Northeast Magnet High School show a wide range of opinion. Fifty-seven percent rated the school's quality as excellent or good, while fifteen percent gave it an average rating. The scores for teacher quality and law enforcement training were also split. The majority of students, eighty-four percent, were not planning a law enforcement career while eleven percent were; five percent were undecided.

A program unique to Kansas City is the formation of a Magnet Advisory Board. Comprised of business leaders, elected officials, attorneys, fire department members, and police department officials, the board hoped to aid in the continued improvement of the school's specialized courses.

The Kansas City, Missouri Police Department supports the law enforcement theme at Northeast Magnet High. The patrol sergeant assigned to the school's neighborhood has been designated to act as a liaison between the police department and high school officials.

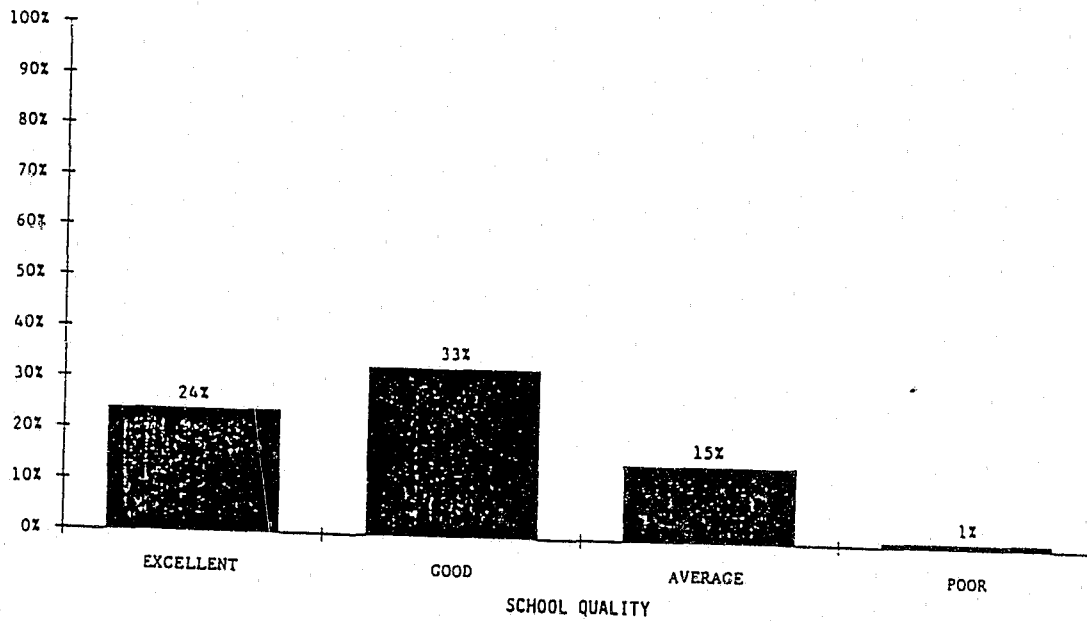
Attracting students to a career in law enforcement is only one of the benefits of a law enforcement magnet school according to Kansas City's Police Chief. The school also produces better informed citizens who have an understanding of the criminal justice system and its strengths and weaknesses. However, as one police commander added, "If it is just for show--it won't work."

NORTHEAST HIGH SCHOOL STUDENT SURVEY RESULTS

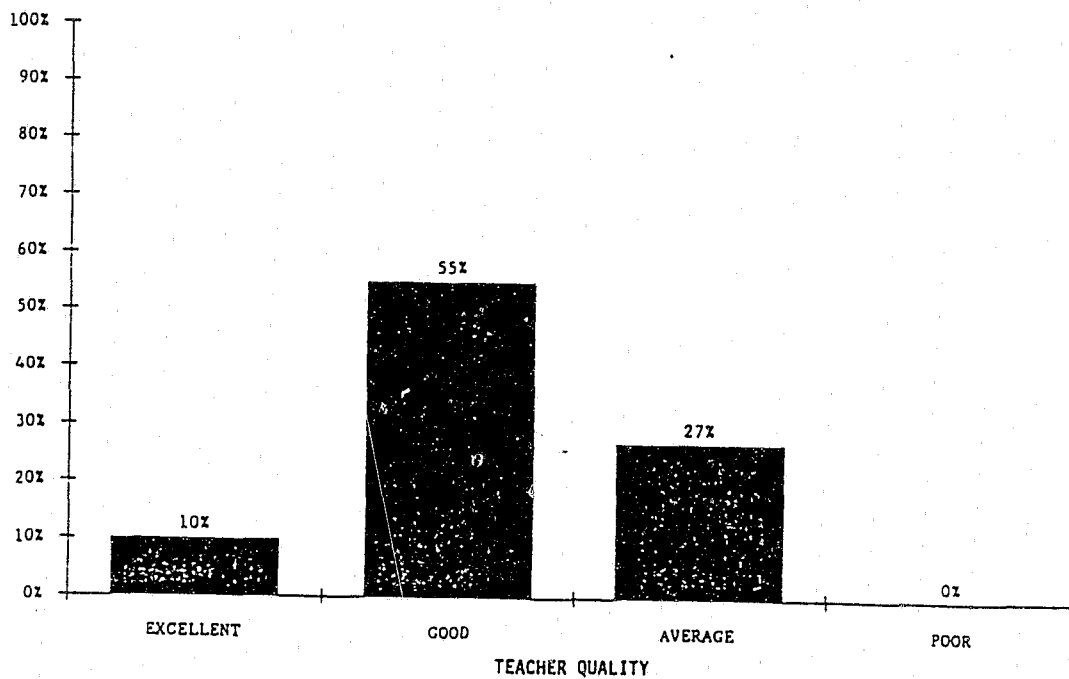


GRAPH 6

NORTHEAST HIGH SCHOOL STUDENT SURVEY RESULTS

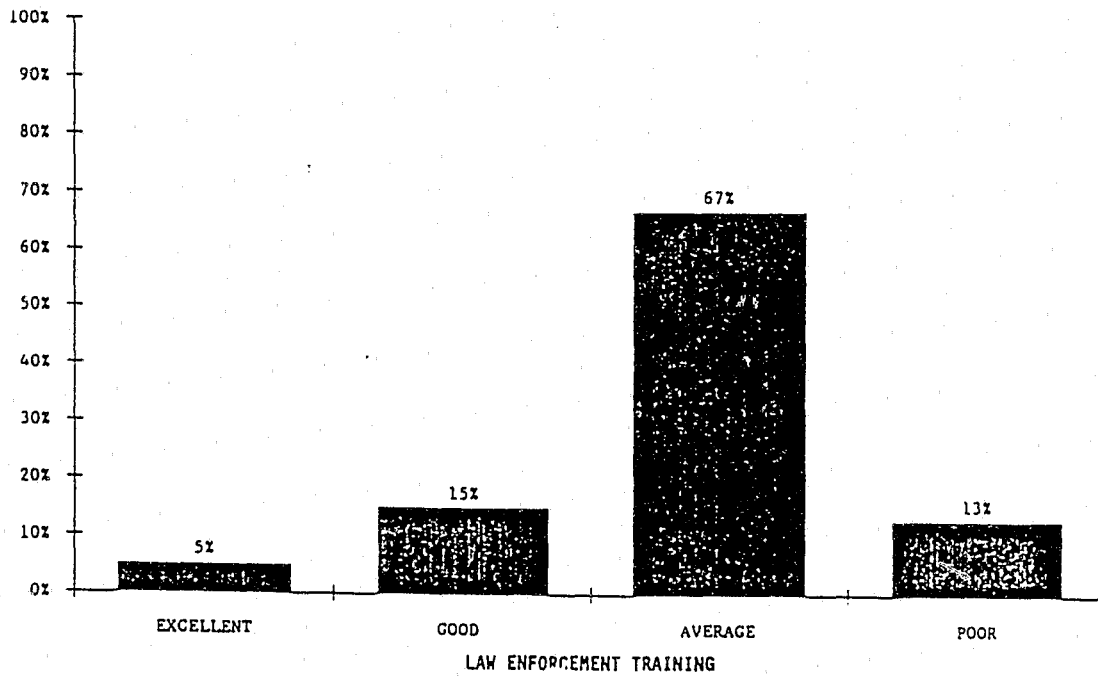


GRAPH 7

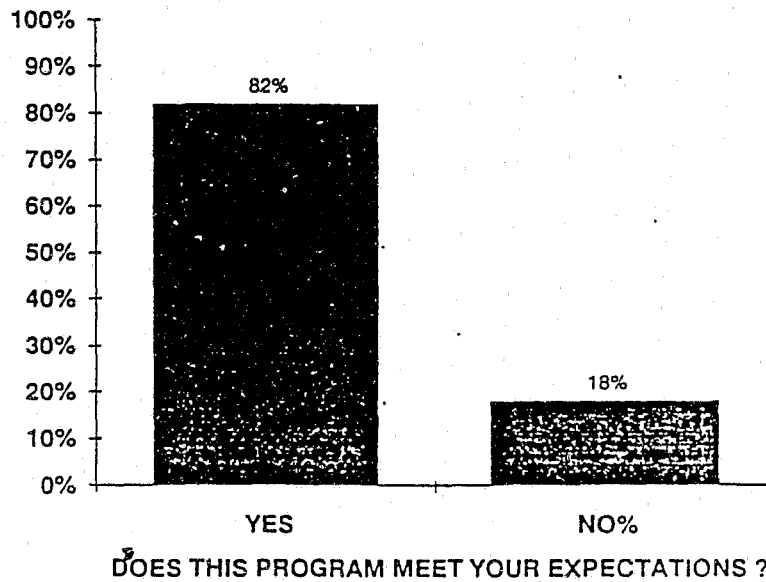


GRAPH 8

NORTHEAST HIGH SCHOOL STUDENT SURVEY RESULTS



GRAPH 9



GRAPH 10
28

III. SANTA TERESA HIGH SCHOOL POLICE ACADEMY, SAN JOSE, CALIFORNIA

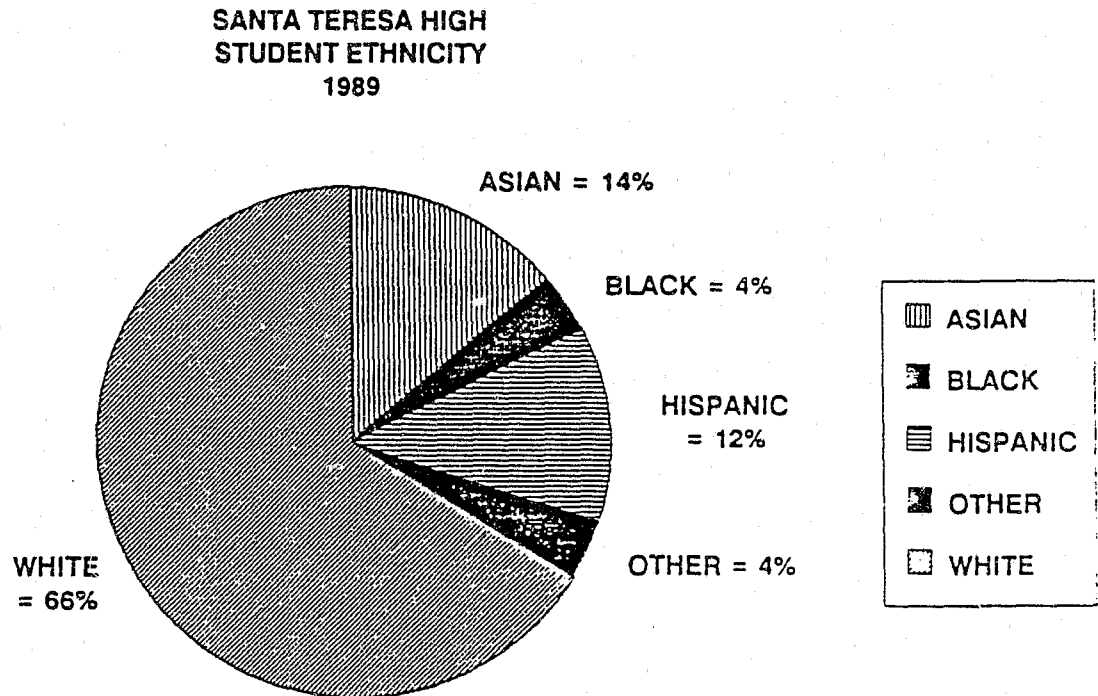
Santa Teresa is the latest magnet high school to employ a law enforcement theme and the first school of its kind in California.

The police academy magnet program was established at Santa Teresa High School in 1987. The school also offers a business magnet program and traditional curriculum. Approximately 160 freshmen and sophomores out of a total student body of 2,000 participate in the law enforcement magnet.

The Santa Teresa magnet is part of a district-wide magnet schools program operated by the Eastside Union High School District. The police academy program is a four-year sequential course of study.

Students are recruited district wide while in the eighth grade. There are no-entry level requirements concerning grades or behavior. As with all other magnet programs, the school is interested in balancing desegregation. Santa Teresa High was chosen as the site for the police academy in the district's hope that the predominately white school would attract minority students.

The school's current ethnicity is:



Student achievement of Santa Teresa's magnet students was measured in 1988 with the AB-65 Proficiency Test. The median score for reading and mathematics were in the 76th percentile while writing reached the 81st percentile.³⁶ As experienced in Houston, well over fifty percent of the police magnet students are female.

Funding for Santa Teresa's police magnet included a federally funded component to establish the magnet program. Federal funding expires in 1989.

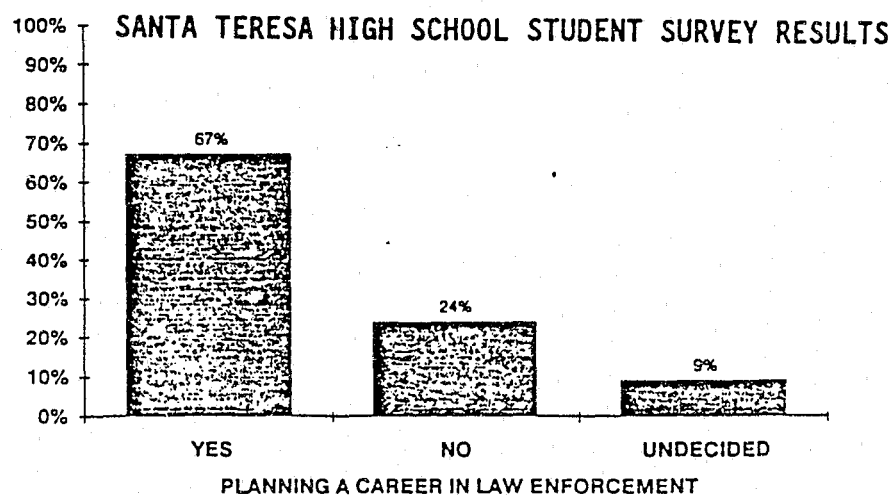
Thereafter, the school district will be responsible for providing the funds. Currently, administrators at Santa Teresa are exploring the possibility of obtaining private or public grants. The school's students participate in the San Jose Police Department's P.A.L. Cadet and Ride-along Programs. The school also encourages guest speakers from all local, state and federal law enforcement agencies. The school's curriculum was developed in cooperation with the state POST Commission, local law enforcement agencies and educators from the community college and state university. (Appendix F)

In January of 1989, the Santa Teresa High School Police Academy signed an articulation agreement with the San Jose/ Evergreen Community College District. This agreement coordinates classroom instruction between the two schools and grants college credit to magnet high school students who successfully complete their course of study and continue on to the community college. (Appendix G)

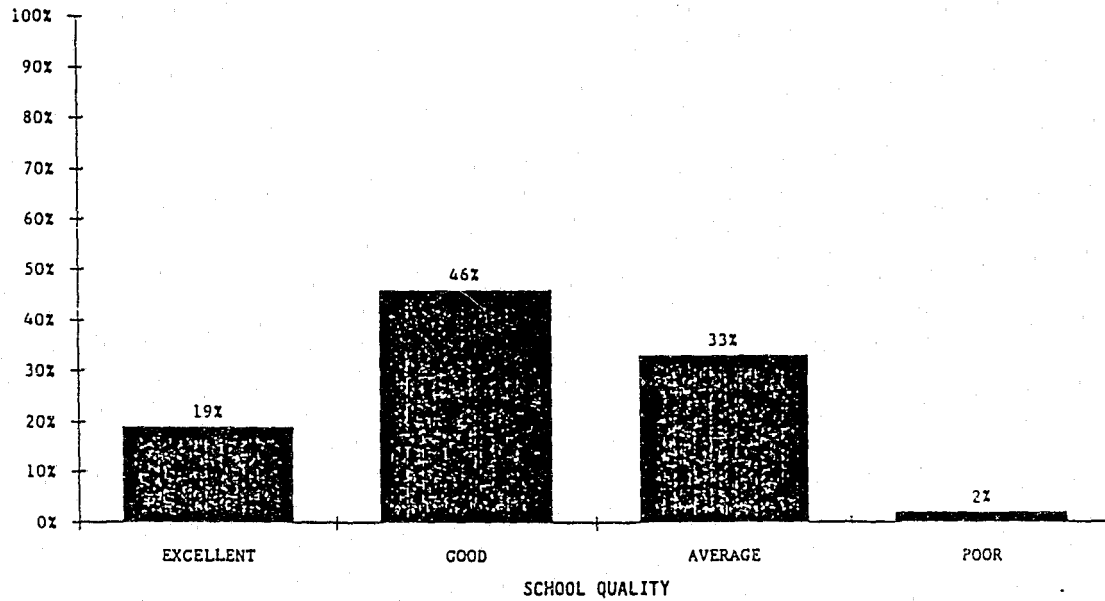
The police academy's faculty includes credentialed teachers who are also reserve police officers. The school's magnet coordinator is enthusiastic about the program, but also frustrated since it is a part-time position.

The police academy students surveyed are divided. Of the students surveyed, sixty-five percent rated it as good or better. This is slightly lower than the USA Today 1989 nationwide survey results of sixty-eight percent used as a control group. The students continued to differ on the quality of teachers and specialized training. Interestingly, sixty-seven percent were considering a career in law enforcement and eighty percent felt the program met their expectations.

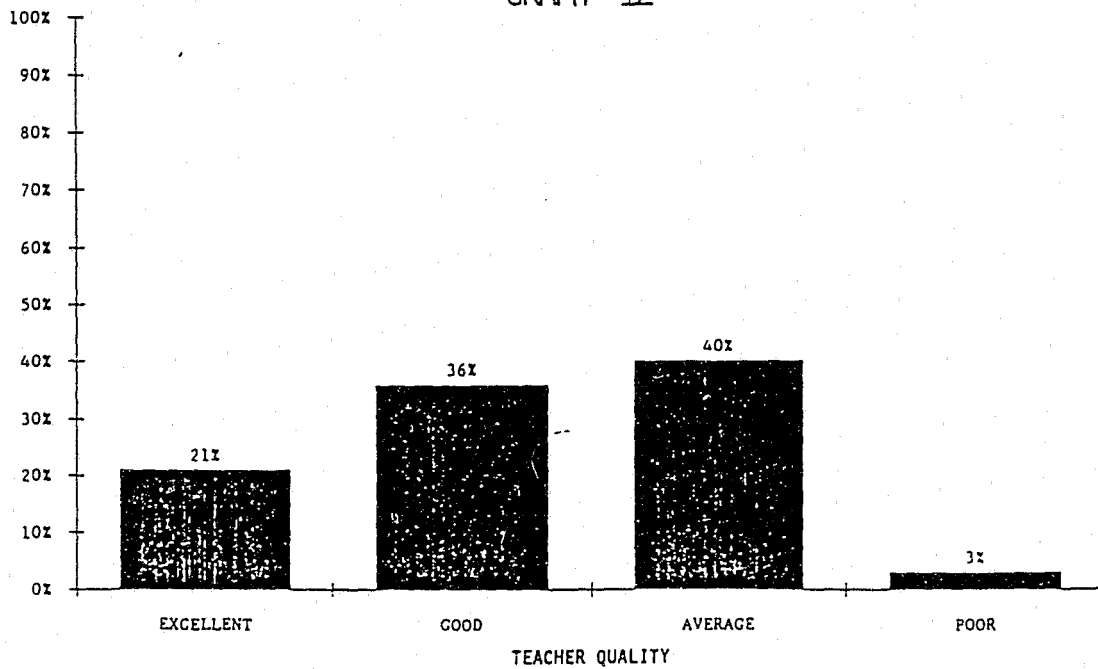
The San Jose Police Department has been involved with the planning and support of this magnet high school. The police personnel commander has participated in the police academy's planning and implementation. Providing positive role models to students and giving them the opportunity to experience first hand, what the career offers is seen as an influential, long-term recruitment tool by San Jose police commanders. With San Jose facing continued rapid growth and a changing ethnic population, the police magnet high school can become an effective means of exposing minority and majority youths to law enforcement.



SANTA TERESA HIGH SCHOOL STUDENT SURVEY RESULTS

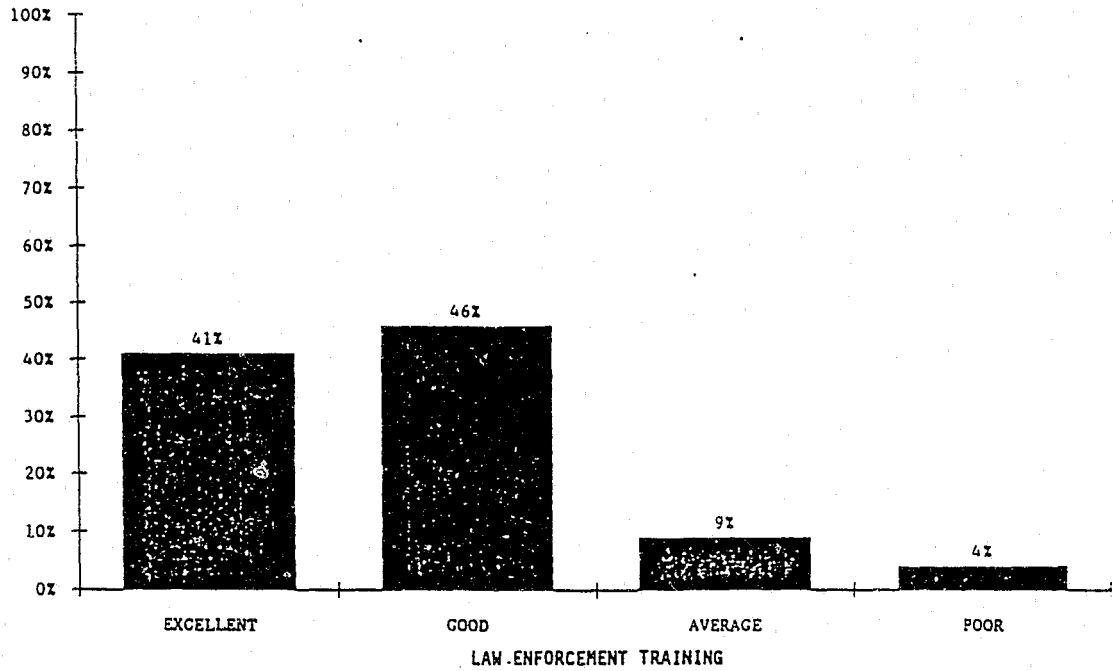


GRAPH 12

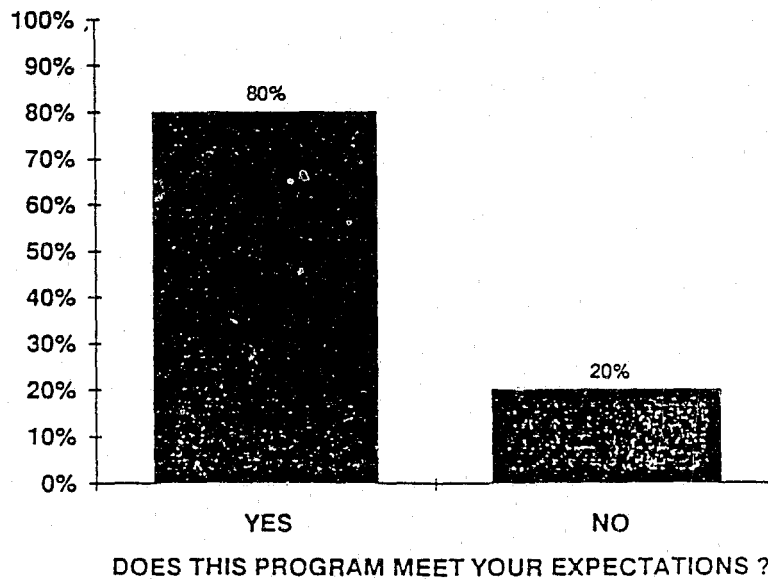


GRAPH 13

SANTA TERESA HIGH SCHOOL STUDENT SURVEY RESULTS



GRAPH 14



GRAPH 15

THE NOMINAL GROUP

A group of ten panelists were selected, representing the fields of public education and law enforcement. Members of the group included educators, businessmen, community leaders and law enforcement executives. (Appendix H)

This group of panelists were gathered to identify the likely trends and events which would impact future law enforcement magnet high school programs. These trends and events were then used by the panel to construct a cross-impact analysis to aid in this study's Futures forecasting.

Prior to the meeting, each panelist was sent an information packet. (Appendix I) The package contained a letter explaining the process of identifying future trends and events, a meeting agenda and background information on the study's future issue.

A briefing was conducted at the beginning of the process. The six steps used in a nominal group technique were presented to the group.

1. Individual generation of ideas in writing
2. Round-robin recording of ideas
3. Serial discussion for clarification
4. Preliminary vote on items
5. Discussion of preliminary vote
6. Final vote/Trends and events

FUTURE TRENDS

The panel developed twenty candidate trends which they felt had impact on the study issue. (Appendix J) From that list of twenty trends, the group ultimately selected five trends which they identified as having the greatest significance to the issue.

Each of the candidate trends were discussed and then rated by secret ballot. The results of the first vote were discussed and

a second, final vote was taken, which resulted in the group coming to a consensus of the final five trends.

FIVE TRENDS

1. Level of knowledge needed by an entry-level police officer
2. Level of minorities in law enforcement
3. Level of government funding for schools
4. Level of job market needs met by public education
5. Level of confidence in law enforcement by minorities

These five trends were then forecast by the panel. They were asked to estimate what level each trend was at five years ago, and then five and ten years from now. The members rated the trends on what "will be" and also what they felt the trends "should be." A value of 100 was placed on today (1989), the median of the group response was used in establishing the numerical rating. (Table 1)

TREND EVALUATION

TREND STATEMENT		LEVEL OF THE TREND (Ratio: Today = 100)			
		5 Years Ago	Today	5 Years From Now	10 Years From Now
LEVEL OF KNOWLEDGE NEEDED BY AN ENTRY-LEVEL POLICE OFFICER	T-1	90	100	110 [*] 115 [#]	120 [*] 130 [#]
LEVEL OF MINORITIES IN LAW ENFORCEMENT	T-2	90	100	120 [*] 130 [#]	140 [*] 160 [#]
LEVEL OF GOVERNMENT FUNDING FOR SCHOOLS	T-3	85	100	110 [*] 125 [#]	120 [*] 140 [#]
LEVEL OF JOB MARKET NEEDS MET BY PUBLIC EDUCATION	T-4	75	100	110 [*] 130 [#]	125 [*] 150 [#]
LEVEL OF CONFIDENCE IN LAW ENFORCEMENT BY MINORITIES	T-5	85	100	110 [*] 140 [#]	120 [*] 160 [#]

MEDIAN RESPONSE OF NGT PANEL USED IN THIS TABLE

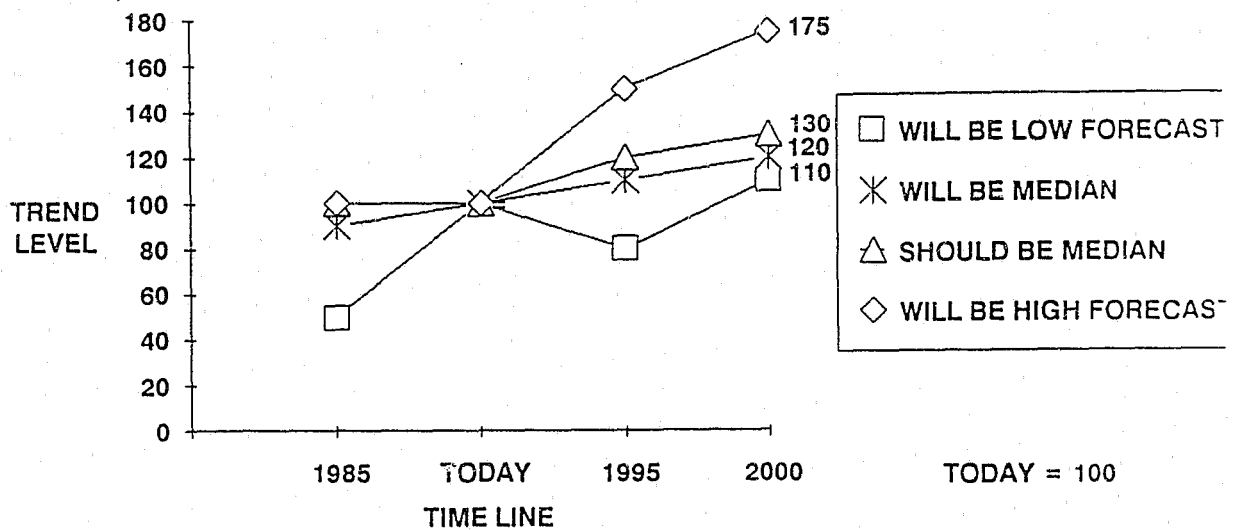
* WILL BE
SHOULD BE

TREND ONE

Level of Knowledge Needed by an Entry-Level Police Officer

The panel agreed that the skills required of a police officer will continue to grow more complex and demanding in the future. Expanding populations, increasing ethnic diversity, changing crime patterns, and the use of sophisticated information networks will demand that police officers possess strong communication and problem-solving skills. The use of "high tech" equipment will become commonplace in law enforcement agencies, requiring that officers be able to effectively utilize these tools.

With this in mind, the group projected that ten years from now an entry-level police officer will need a greater degree of knowledge and skill. (Chart 1)



TREND 1: LEVEL OF KNOWLEDGE NEEDED BY AN ENTRY LEVEL OFFICER

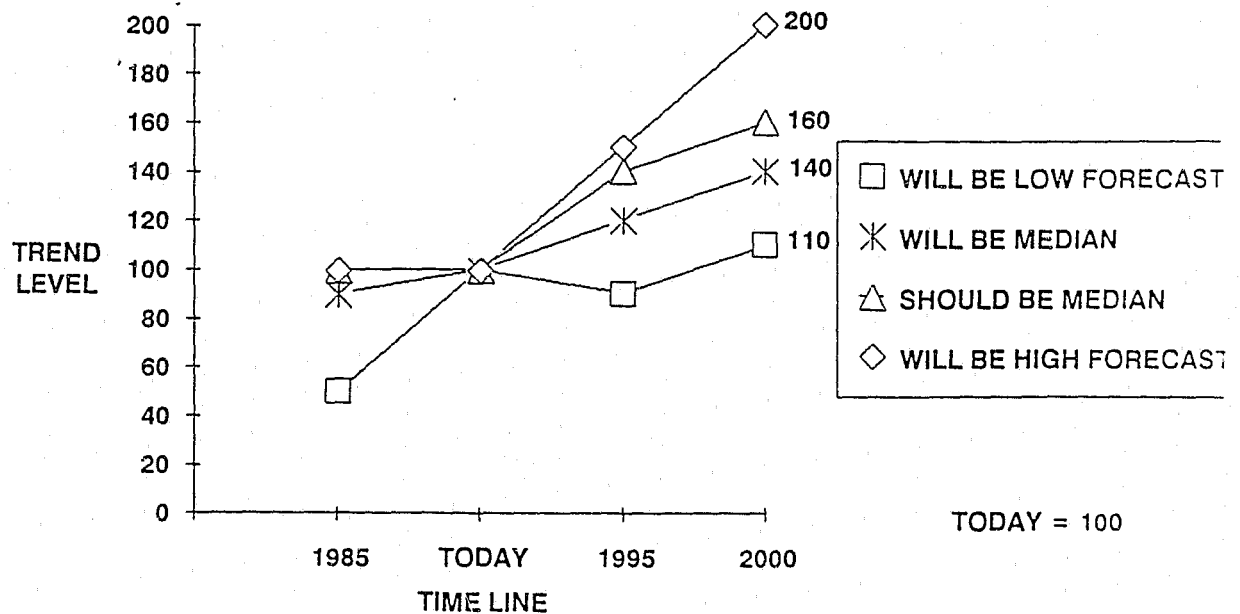
CHART 1

TREND TWO

Level of Minorities in Law Enforcement

Changing demographics in California will require police agencies to increase their recruitment and selection of minority officers. The growing Hispanic and Asian populations in the state will result in the need for larger numbers of Hispanic and Asian officers. (Chart 2)

The philosophy that an effective law enforcement agency must reflect the population that it serves will not change. Various demographic studies project that early in the next century, the majority population in California will be Hispanic, followed closely by Asian citizens.



TREND 2: LEVELS OF MINORITIES IN LAW ENFORCEMENT

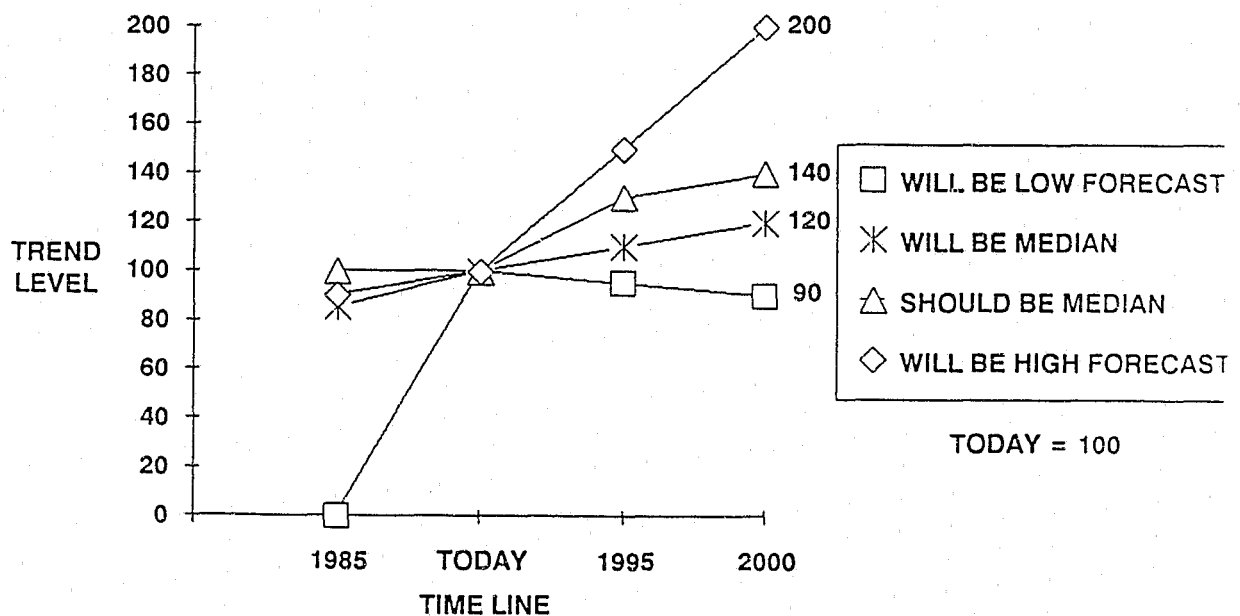
CHART 2

TREND THREE

Level of Government Funding for Schools

The panel generally agreed that government revenues, local, state, and federal, would grow but no dramatic increases are likely. The differences in the group's high and low responses differed widely. (Chart 3) One panelist believed future school funding would actually drop while another perceived that funding would double in the next ten years. The panels median score showed a much lower increase in school funding during the next decade.

The group's forecast of where school funding "should be" discloses that even with future increases, it will still fall short of public education's needs.



TREND 3: LEVEL OF GOVERNMENT FUNDING FOR SCHOOLS

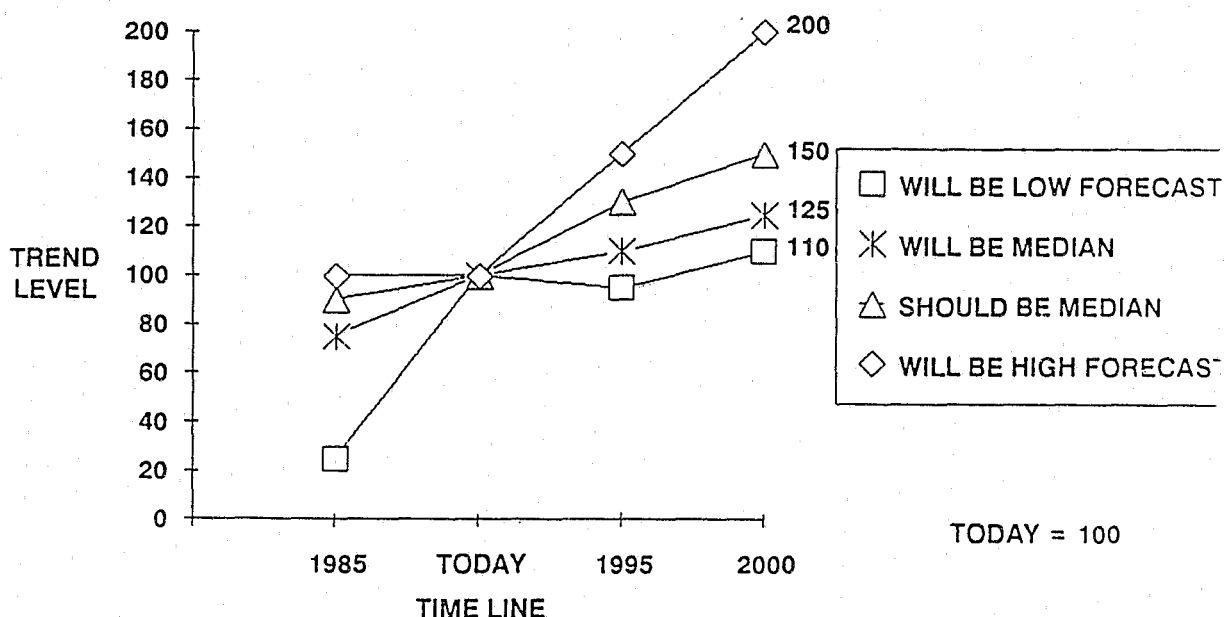
CHART 3

TREND FOUR

Level of Job Market Needs met by Public Education

The panel felt that in the past, public education at the secondary level specifically was not meeting the needs of the changing job market. The panel believed that this situation was improving and would continue its progress in the next ten years. Education at the primary and secondary high school levels is exploring new methods, reinforcing academic standards, and examining the idea of restructuring outdated curricula. This movement, the panel agreed, will continue and be strongly supported by the business community. (Chart 4)

Again, panel members had differing opinions. The "will be" high response estimate ten years from today was 200, while the low response was 110, just slightly above today's level. The panel's median response was 125 while the "should be" level was at 150.



TREND 4: LEVEL OF JOB MARKET NEEDS MET BY PUBLIC EDUCATION

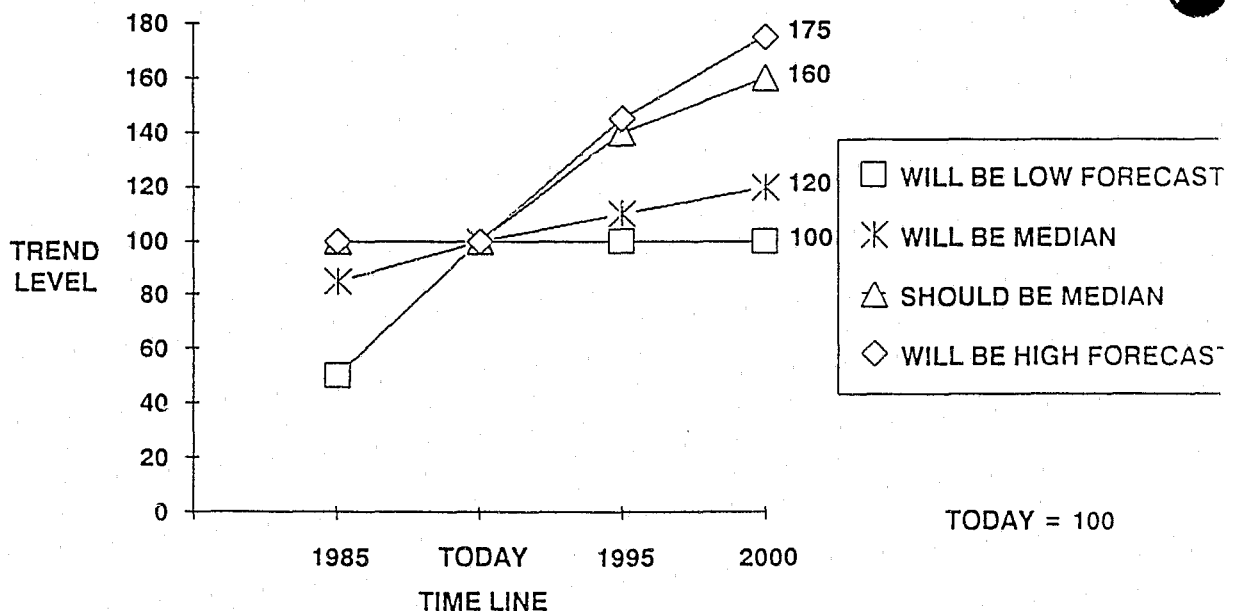
CHART 4

TREND FIVE

Level of Confidence in Law Enforcement by Minorities

How minority citizens view the police was seen by the panel as an important issue. Few members of the minority community would cooperate with or consider working for a law enforcement agency that was perceived as dishonest.

The panel rated confidence as growing in minority communities as compared to five years ago, and they estimated that it would rise in the next ten years. The panel's "should be" estimate was always well above the "will be" estimate, showing that public confidence in law enforcement always has room for improvement. (Chart 5)



TREND 5: LEVEL OF CONFIDENCE IN LAW ENFORCEMENT BY MINORITIES

CHART 5

FUTURE EVENTS

The panel developed twenty candidate events that might impact the forecast trends or study issue. (Appendix K) An event was defined as a single occurrence which in retrospect can be verified.

The twenty events were then discussed by the group and reduced to the five events having the greatest significance to the study. This was accomplished using the same process that earlier identified the five trends. The median of the panel was used for each event level in determining the forecast. (Table 2)

The final five events were then evaluated by the group. They rated each event on the year that the probability of the event would first exceed zero and the percent of probability of occurrence five and ten years from now. Positive and negative impact on the issue were also rated using a scale of 0 to 10.

TABLE 2

EVENT EVALUATION

EVENT STATEMENT	PROBABILITY			IMPACT ON THE ISSUE AREA IF THE EVENT OCCURRED	
	Year that Probability First Exceeds Zero	Five Years From Now (0-100)	Ten Years From Now (0-100)	Positive (0-10)	Negative (0-10)
E-1 TAXPAYER REVOLT	1995	25	50	0	8
E-2 GOVERNMENT FUNDING FOR MAGNET PROGRAMS ELIMINATED	1992	20	50	0	9
E-3 PASSAGE OF A NATIONAL PUBLIC SERVICE ACT	1991	35	60	5	0
E-4 CHOICE PROGRAMS ESTABLISHED IN CALIFORNIA SCHOOLS	1993	50	70	6	2
E-5 AFFIRMATIVE ACTION PROGRAMS ELIMINATED	1993	30	40	0	4

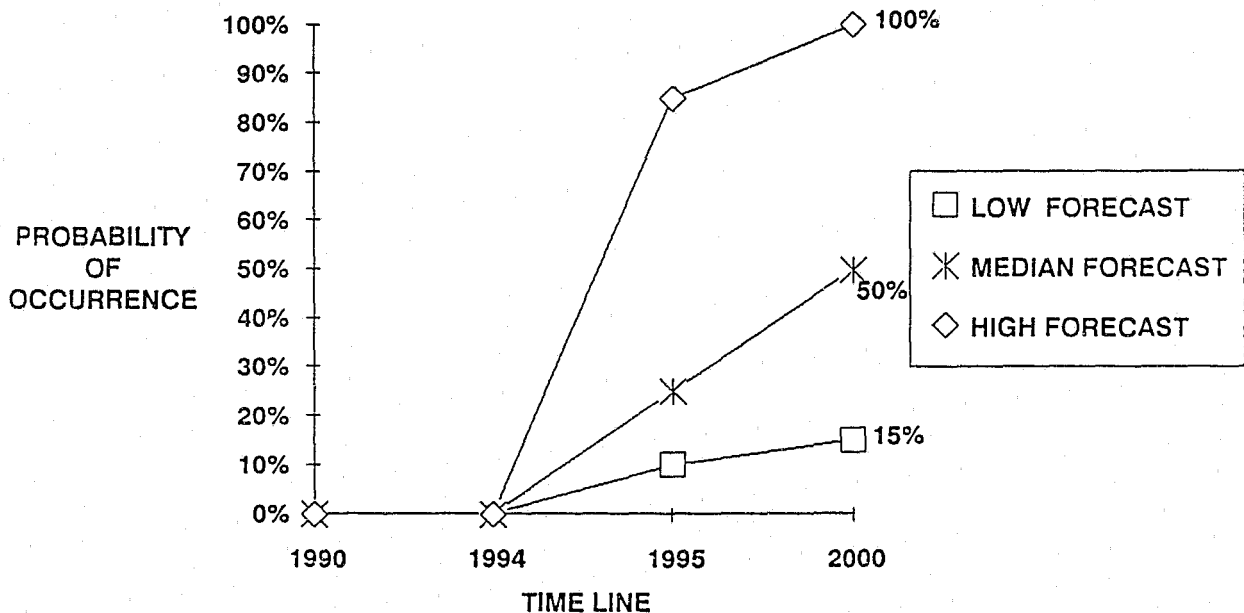
MEDIAN RESPONSE OF PANEL

N = 10

EVENT ONE

TAXPAYER REVOLT

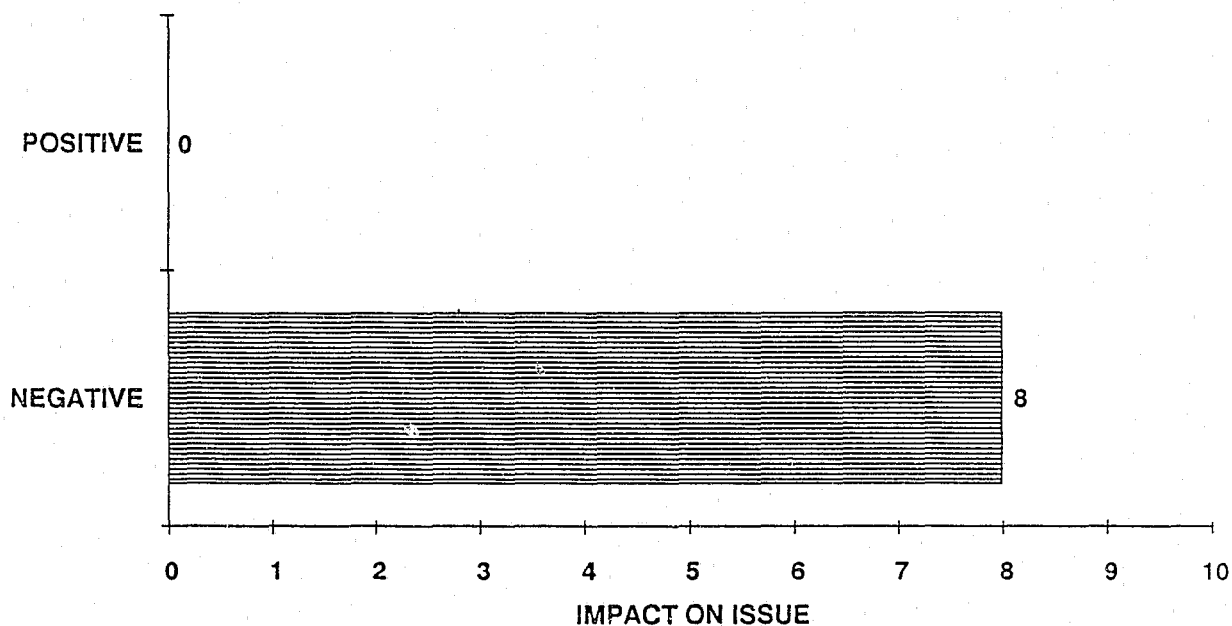
The group felt that a future taxpayers' revolt, similar to California's "Prop 13," is again possible in California. The probability for this taxpayer revolt was estimated to be twenty-five percent five years from now and fifty percent in ten years. (Chart 6) The range of forecasts differed greatly among the group as evidenced by the high response and low response.



EVENT 1: TAXPAYER REVOLT

CHART 6

The panel rated the positive impact of this event on the study issue as 0 and the negative impact as 8. (Chart 7) The panel saw a corresponding drop in government revenues from a taxpayer revolt, which would eliminate many educational programs, among them magnet schools.



EVENT 1: TAXPAYER REVOLT

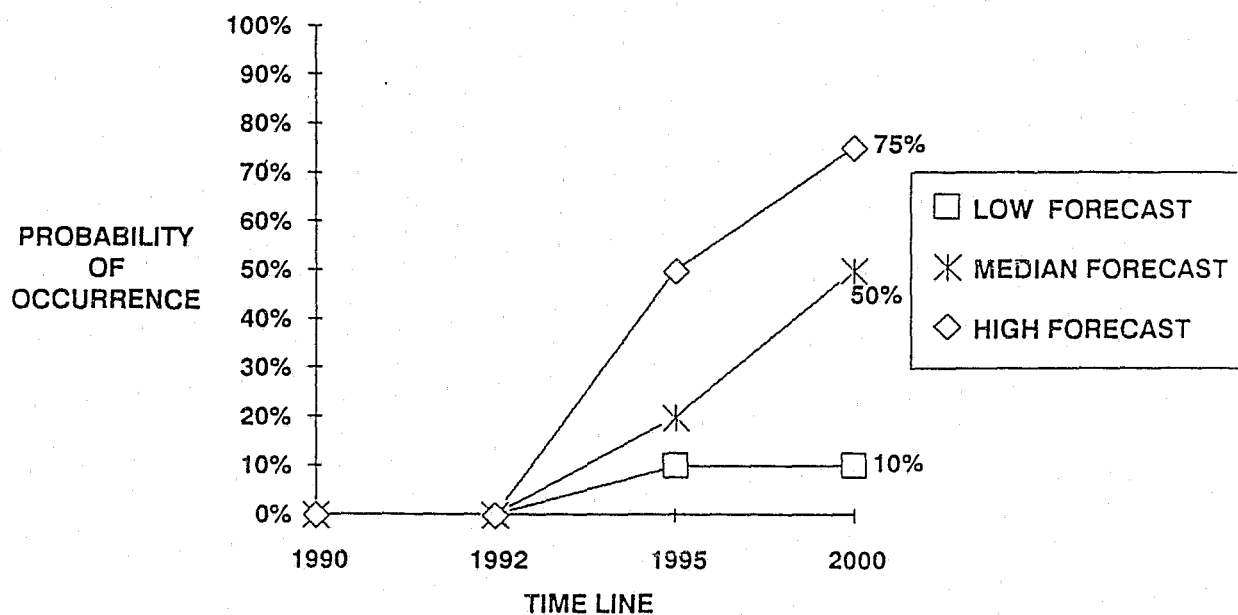
CHART 7

EVENT TWO

Government Funding for Magnet Programs Eliminated

Another event that the group felt might occur in the future was the elimination of government funding for magnet programs. This was believed to be a possibility since the panel felt the costs involved in transportation and specialized magnet instruction are often higher when compared to traditional schools.

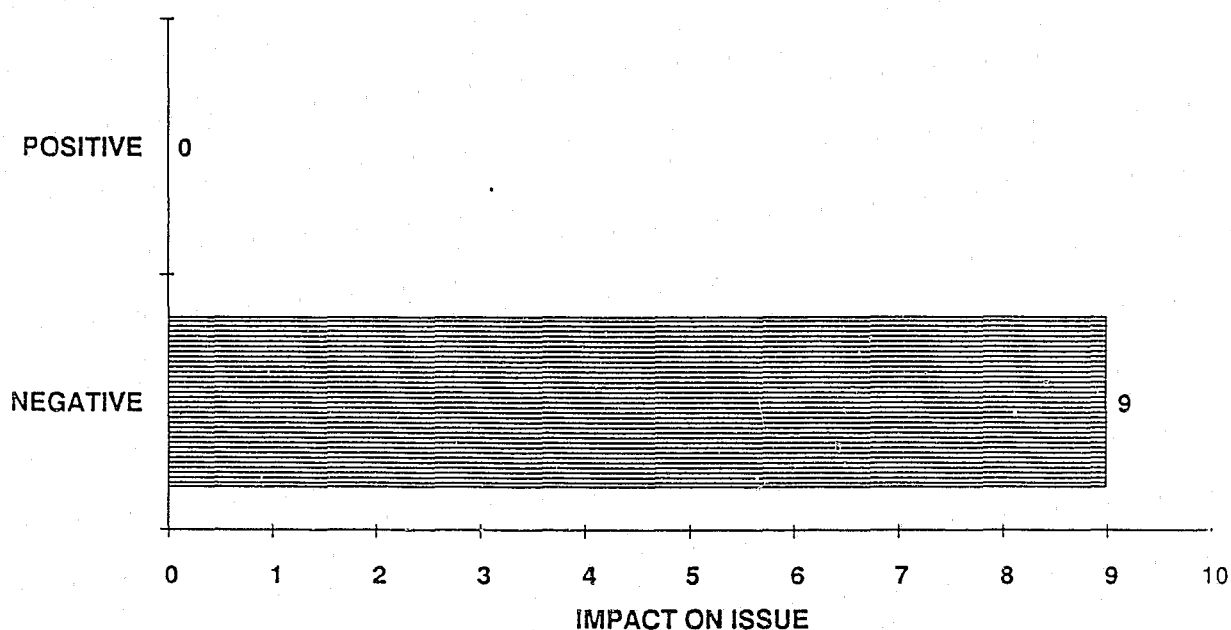
The probability was estimated at twenty percent in five years and fifty percent in ten years. (Chart 8) There was again a dramatic difference between the low response and the high response of the group. The positive impact on the issue area was 0, while the negative impact was 9. (Chart 9)



EVENT 2: GOVERNMENT FUNDING FOR MAGNET PROGRAMS ELIMINATED

CHART 8

With sources of funding provided by government at all levels eliminated, magnet programs would be hard hit. In order to survive, alternative sources of funding from private grants, business support or public and private organizations would be needed.



EVENT 2: GOVERNMENT FUNDING FOR MAGNET PROGRAMS ELIMINATED

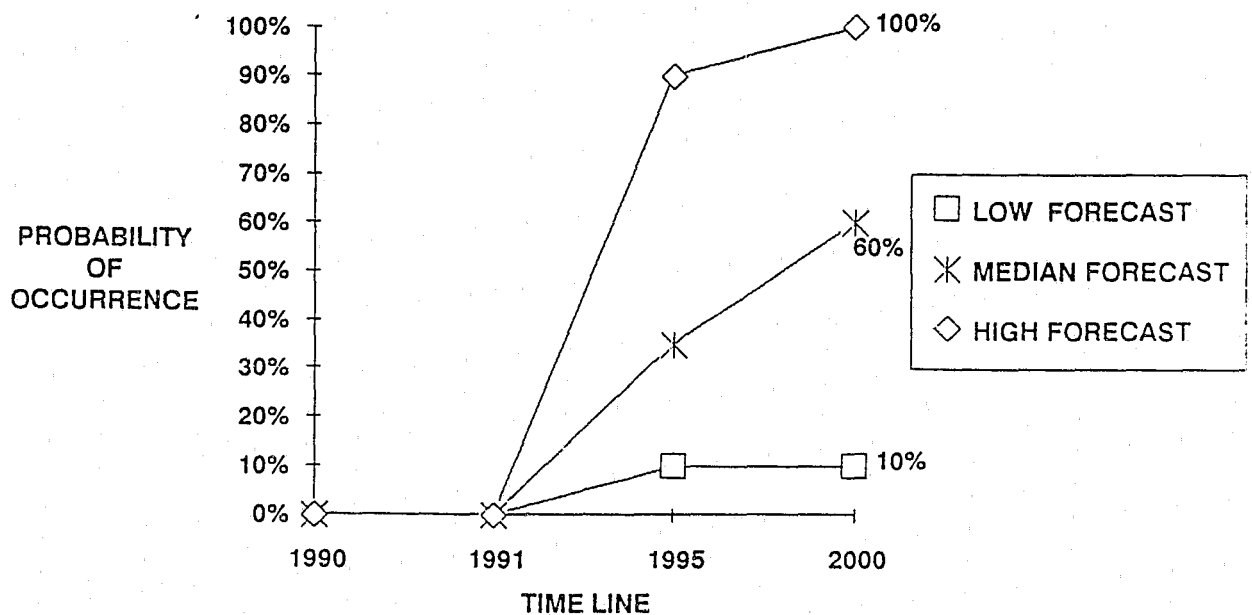
CHART 8

EVENT THREE

Passage of a National Public Service Act

The group felt that a National Public Service Act would be established. This act would allow high school graduates the options of serving their country through military service, Vista Peace Corps, or community service in law enforcement, conservation, or social service agencies.

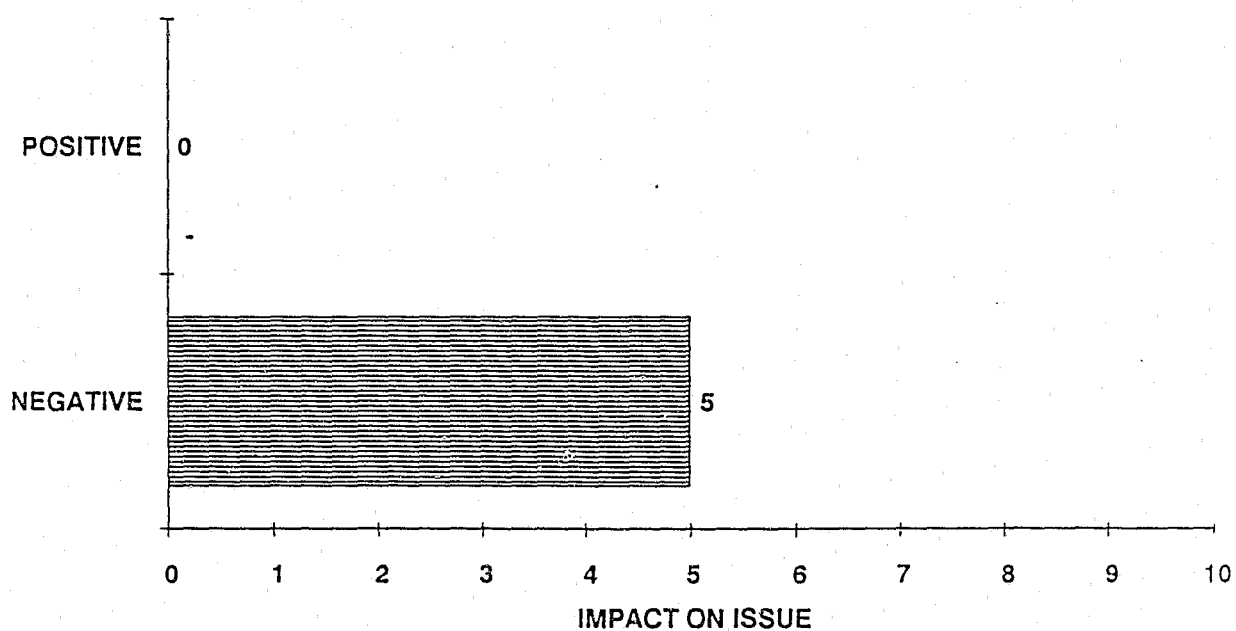
The panel recognized that there are numerous proposals before Congress concerning this issue.³⁷ The probability of this concept becoming a reality was judged by the panel to be thirty-five percent five years from now and sixty percent in ten years. (Chart 10) One group member's high response was 100% by the year 2000 while the low response was ten percent. The positive impact on the study issue was rated 5, while negative impact was 0. (Chart 11)



EVENT 3: PASSAGE OF A NATIONAL PUBLIC SERVICE ACT

CHART 10

The group believed that the establishment of a national public service program would heighten student interest in law enforcement magnet high schools.



EVENT 3: PASSAGE OF A NATIONAL PUBLIC SERVICE ACT

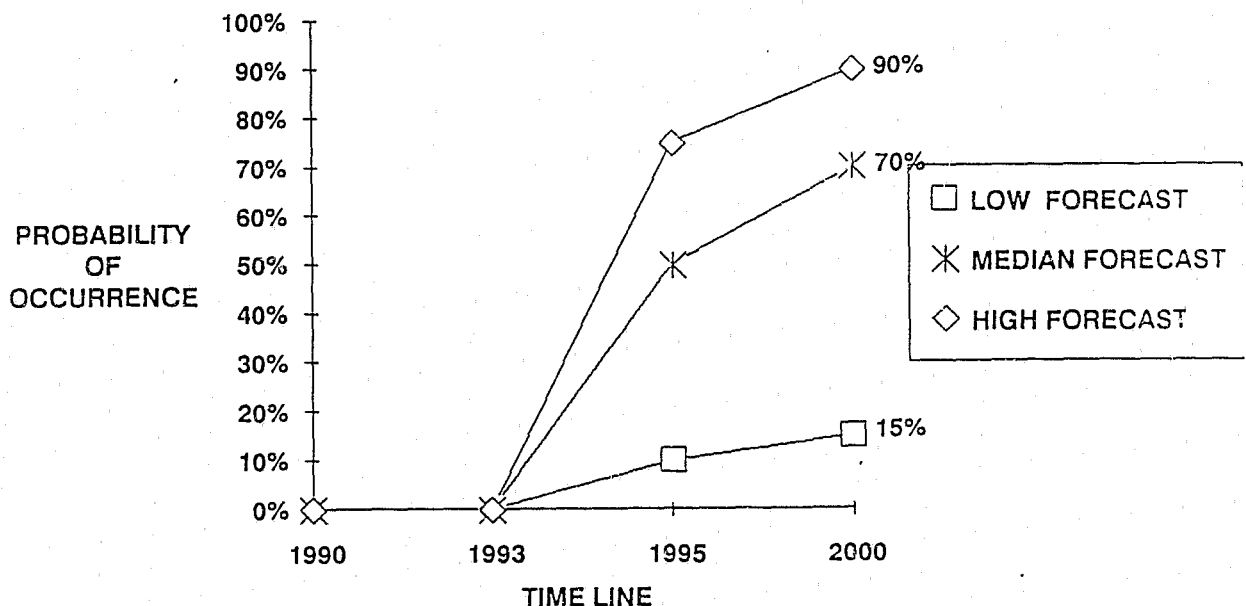
CHART 11

EVENT FOUR

Choice Programs Established in California Schools

The panel identified the establishment of choice programs in California schools as another event with significant impact on the issue area. Allowing parents and students the ability to select which school to attend was seen by the panel as a major change in education.

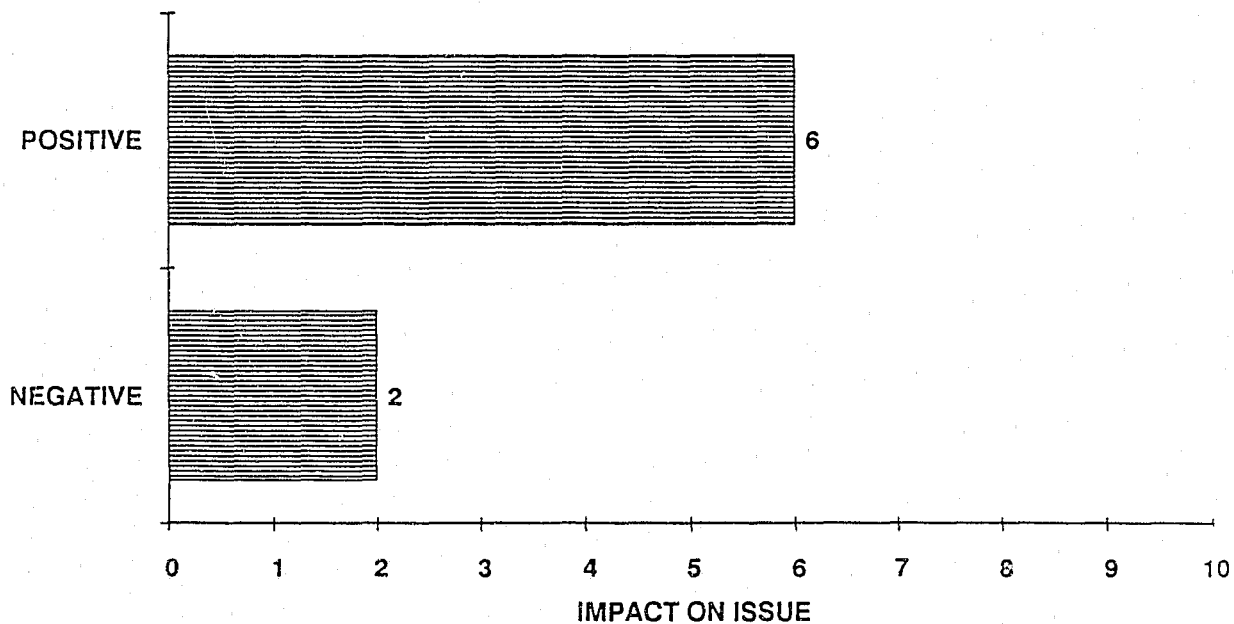
The probability of occurring in five years was estimated by the panel to be fifty percent and rising to seventy percent in ten years. (Chart 12) The difference between the low response and the high response was extreme. The positive impact was 6 while the negative impact was 2. (Chart 13)



EVENT 4: CHOICE PROGRAMS ESTABLISHED IN CALIFORNIA SCHOOLS

CHART 12

The group felt that choice schools would increase the competition among schools and that this would have both positive and negative results.



EVENT 4: CHOICE PROGRAMS ESTABLISHED IN CALIFORNIA SCHOOLS

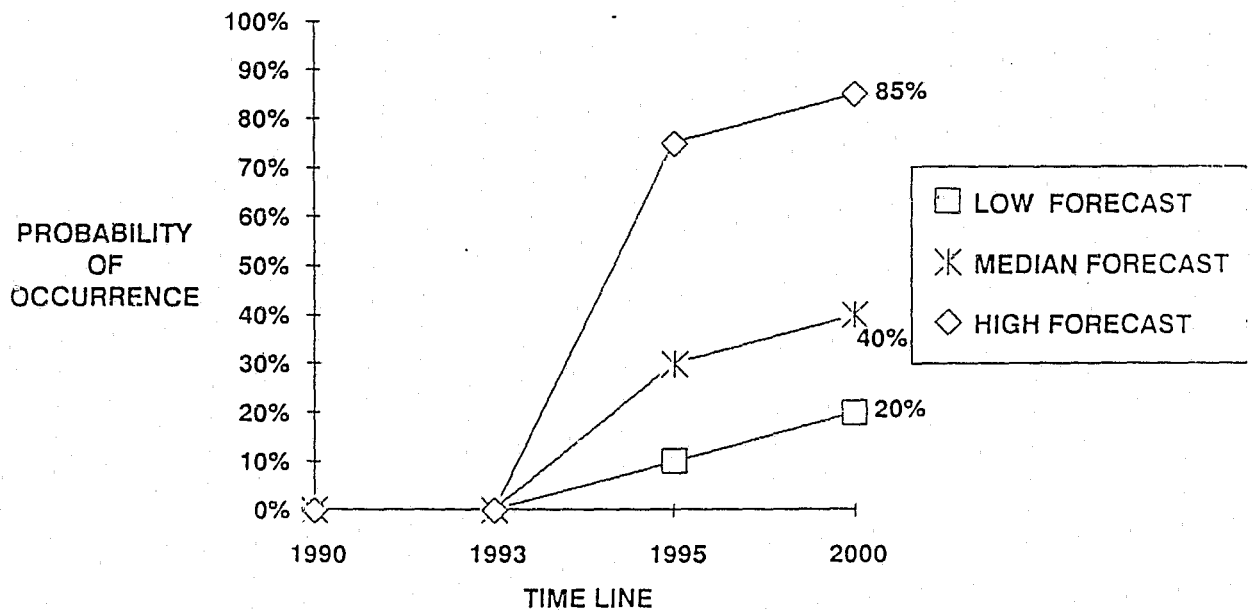
CHART 13

EVENT FIVE

Affirmative Action Programs Eliminated

The panel felt that the courts were likely to continue modifying affirmative action programs and ultimately eliminate them.

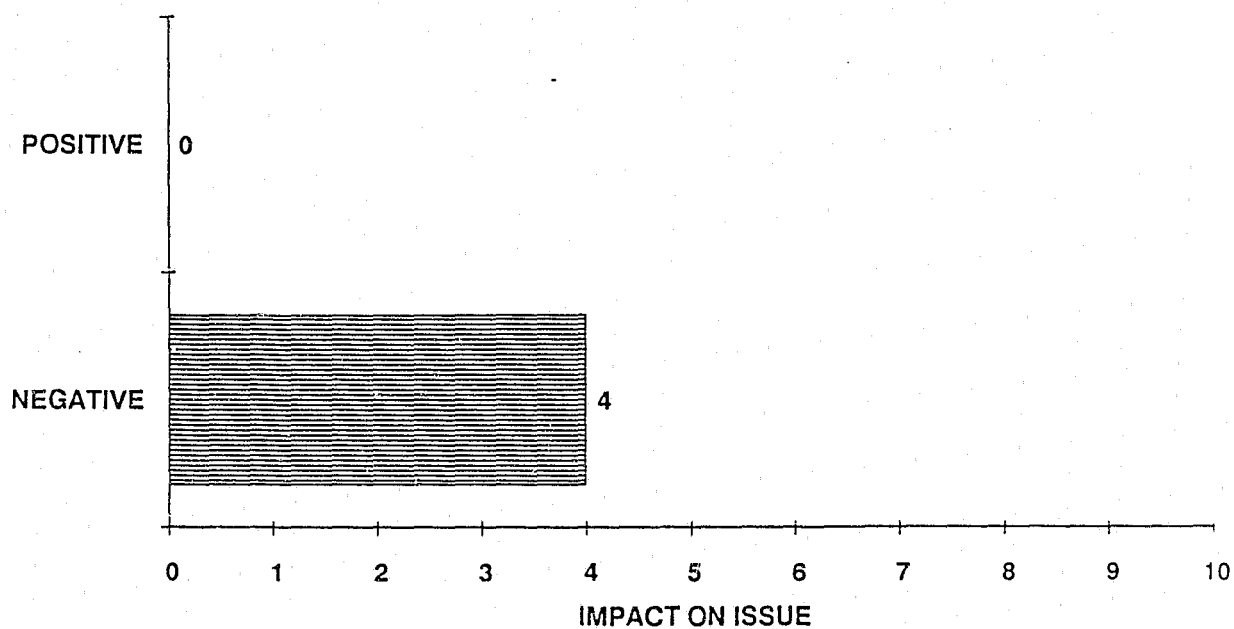
The probability of this occurring in the next five years was estimated to be thirty percent and forty percent in ten years. (Chart 14) The range between the low and high response varied greatly. The positive impact on the issue was judged to be 0 while the negative impact was 4. (Chart 15)



EVENT 5: AFFIRMATIVE ACTION PROGRAMS ELIMINATED

CHART 14

The group identified the negative impact on law enforcement magnet high schools as a combination of less support for such schools and less pressure to employ specific ethnic groups.



EVENT 5: AFFIRMATIVE ACTION PROGRAMS ELIMINATED

CHART 15

CROSS-IMPACT EVALUATION

The five trends and events forecast by the panel were then examined in a cross-impact analysis.

A cross-impact matrix was developed using the group's trends and events. The group's median score was used to study the impact of the five events on each other and on the five trends. (Table 3)

TABLE 3
CROSS-IMPACT EVALUATION

Suppose that this event actually occurred		How would the probability of the events shown below be affected?					How would the level of these trends be affected?				
		E-1	*R E-2	E-3	E-4	E-5	*R T-1	T-2	*R T-3	*R T-4	*R T-5
*A	E-1		+75	-75	0	+10	-30	-5	-90	-80	-20
	E-2	0		0	0	0	-20	0	-95	-75	-20
	E-3	+10	0		0	0	+50	0	+15	+15	+25
	E-4	0	-20	0		+70	+25	0	+10	+10	+10
	E-5	-10	+20	0	+10		0	-20	-50	0	-65

LEGEND:

*A - ACTOR EVENTS *R - REACTORS

PANEL MEDIAN - N = 10

E - 1 TAXPAYER REVOLT

E - 2 GOVERNMENT FUNDING ELIMINATED

E - 3 NATIONAL PUBLIC SERVICE ACT

E - 4 CHOICE PROGRAMS

E - 5 AFFIRMATIVE ACTION ENDED

T - 1 LEVEL OF KNOWLEDGE

T - 2 LEVEL OF MINORITIES

T - 3 LEVEL OF FUNDING

T - 4 LEVEL OF JOB MARKET NEEDS

T - 5 LEVEL OF CONFIDENCE

The events which impact the largest number of other events and trends are known as "actor" events. The events and trends with the most "hits" in the columns are called "reactors." These reactors are affected by the occurrence or non-occurrence of actor events.

The panel selected two "actor" events. Event One, a taxpayer revolt, affected eight of the nine columns. Event Four, choice programs established in California schools impacted six columns. The three other events scored 5 or less hits.

The cross-impact analysis indicates that there is one event and four trends which are "reactors." Event Two, government funding for magnet programs eliminated; Trend One, level of knowledge needed by an entry-level police officer; Trend Three, level of government funding for schools; Trend Four, level of job market needs met by public education; Trend Five, level of confidence in law enforcement by minorities.

The two "actor" events, Taxpayer Revolt (E-1) and Choice Programs (E-4) Established in California Schools, can be examined for future policy consideration. Of these two events, Choice Programs (E-4) has the strongest likelihood of occurring within the next ten years based upon the event evaluation. It would have a positive impact on the study issue of 5 and a negative impact of 2, using a scale of 0 - 10.

All five "reactors," government funding for magnet schools eliminated (E-2), level of knowledge needed by an entry level police officer (T-1), level of government funding for schools (T-3), level of job market needs met by public education (T-4), and level of confidence in law enforcement by minorities (T-5), can be studied for policy consideration since they might have significant impact on the study issue.

SCENARIOS

The information gathered from the NGT panel, trends and event analysis, personal interviews, and literature research are now used to consider future possibilities. Three scenarios are presented to illustrate some of the principles, issues, and questions discussed in this study and their possible future outcomes.

SCENARIO 1

This is an exploratory-mode scenario which employs "surprise free" data to project a future state. Only the trends and events that were identified with a high probability of occurrence or seen as "actors" or "reactors" are examined. In this scenario, there are no surprises in the future.

The evening newspaper had just arrived and announced its presence in Scott Martin's electronic mail home computer terminal. He hit the message button and winced as he read the front-page headline, "Statewide Choice Bill Passed." Scott knew it would eventually happen and had watched it become a campaign issue in the last year. He just didn't want his life to get more complicated.

As vice-principal of the county's only Public Service/Criminal Justice High School, Scott pondered thousands of student applications being received this summer from across the state. He wondered aloud how they were going to handle the deluge.

Only last week the annual test results had been released from the state Office of Education. For the fourth straight year students in all four grades at the Public Service/Criminal Justice High School had scored in the top ten percent of the state's magnet schools. Everyone at the school was very proud of this achievement but Scott was concerned. The school had become a showpiece in the county's educational system. A sudden onslaught of freshmen applications from other areas, combined with the state's new selection criteria, might weaken the program.

As Scott moved on to page two of the newspaper, the screen flashed an incoming call from Don Smith, a member of "Citizens for Prop. 25." Scott had no idea who Don Smith was but recognized Proposition 25, which was slated for the November, 2000, election. Scott activated the phone terminal and talked with Mr. Smith.

Mr. Smith introduced himself and asked for Martin's support in controlling government spending. Scott was noncommittal as Mr. Smith continued, but curious as to how the Prop. 25 campaign people were twisting the facts and figures.

Scott thanked Mr. Smith for the information and cut the call short. He had heard enough and disagreed with some of the group's suggestions.

In Scott's opinion, the National Police Corps and Public Service Act worked very well. The programs had proven themselves in the last five years and produced many fine, young police officers who would have never had the opportunity. Ending their funding was a shortsighted solution.

Scott hit the power switch and went to bed. It had been a long day and promised to be a busy day at school tomorrow.

SCENARIO 2

This is a hypothetical-mode scenario. Using the data collected in part one of the study, a "what if" future is constructed. Some possible interactions of trends and events in a "best case" scenario are presented.

Richard Elemen was helping the instructor put away the CPR training equipment in the classroom when the phone rang. The instructor picked up the receiver and talked briefly. When he hung the phone up, the instructor clapped his hands and let out a loud yell.

For a moment, Richard was startled. The teacher then smiled and stated, "Guess what--we were given the asset seizure money by the sheriff." This was good news to everyone at the Police High School. Money had been tight for a long time at the school and there were rumors among both the students and faculty that this would be the school's last year. The belief was when the state cut out magnet school funding, the Police High School would soon disappear.

Richard finished picking up the classroom. His teacher looked around and said, "You know what Rich, I'll bet we might even get some new equipment and enough 1999 editions of our textbooks to go around."

Later in the day Richard learned that a quarter of a million dollars seized in drug arrests was going to be given to the school. The sheriff's department had always supported the high school and many of the school's graduates were now deputies, but this was by far the largest real support ever provided to the school.

In Richard's mind, it had never made sense to close the school. It was the one place where Richard had been happy. The teachers were good, the field trips interesting, and the daily bus ride was becoming bearable.

SCENARIO 3

The last scenario is in a normative mode, in which the "should be" data gathered in the forecasting process is expanded upon. In this "desired and attainable" scenario, the impacts of trends and events are exploited in a favorable way.

The Mentor program meeting was beginning to break when Kim Keneller was asked by the Lieutenant to wait. Kim wondered to herself what she had done wrong.

After everyone left the room, the Lieutenant asked Kim if she was interested in a new assignment. The Lieutenant explained that the Chief had decided to establish a full time Police Department Liaison Officer at the law enforcement magnet high school. In the Lieutenant's view, Kim was the perfect woman for the job. She was an experienced street cop, FT0 and Mentor officer. Kim was also Vietnamese, had given presentations at the school before, and was a 1994 graduate.

The job sounded appealing, so Kim told the Lieutenant that she would think about it and let him know the next day.

That night, Kim talked it over with her husband. It sounded like an interesting job, she was familiar with the school, and enjoyed the fact that well over half the students were girls. Kim was confident she could make a difference at the school and improve the cooperation between the school and the police department. Her main concern was that last year's statewide school funding cuts had affected the quality of the school.

The next morning, on the way to work, Kim decided to accept the job. With more and more women becoming police officers along with more Hispanic, Black and Asians entering law enforcement, she felt that her help was needed.

PART TWO

STRATEGIC MANAGEMENT

PLANNING A LAW ENFORCEMENT

MAGNET HIGH SCHOOL

STRATEGIC MANAGEMENT

The second step in this research project is to formulate a strategic management plan for establishing a law enforcement magnet high school. Using the data collected in Part One of this study, a plan can be developed to enable Scenario Three, the Normative Concept, to become a reality.

This management plan is designed for any large, metropolitan area. A fictional local law enforcement agency, the Metropolitan Police Department, will be used for this model plan. Organized along traditional management lines, this agency serves a major California city of 750,000 people. The department is comprised of 1,100 sworn officers and 300 civilians.

The trends and events identified in Part One of this study were examined to identify their likely impact on the Metropolitan Police Department. This stage of the study will also involve a capability analysis, identify and analyze stakeholders, develop policy, produce a mission statement, and formulate an implementation plan.

WOTS-UP ANALYSIS

A group of five members of the San Jose Police Department conducted a WOTS-UP capability analysis concerning the establishment and management of a Law Enforcement Magnet High School. This research technique assessed the weaknesses, opportunities, threats, and strengths of the issue.

The group was comprised of one lieutenant, three sergeants and one civilian research analyst. They were asked to assess the concept of starting a law enforcement magnet high school within the area served by the Metropolitan Police Department.

Weaknesses.

The bottom line in establishing a Law Enforcement Magnet High School is the identification of funding resources. The additional costs involved in providing a magnet school's specialized and unique courses have to be located in federal, state or local agency budgets. From the onset, dollars have to be found for start-up costs, building modifications, new books, specialized equipment, student recruitment, and staff development.

Transportation seems to be the Achilles heel of any magnet program. Moving large numbers of students across long distances daily is expensive, complicated, and the source of many complaints by parents and students.

Since the benefits to law enforcement agencies are long term, with results years down the road, this was seen as a third weakness. Lacking immediate results and solid quantities, some police agencies might be reluctant to invest any of their limited funds or resources to the magnet high school.

Strengths.

A law enforcement magnet high school's strength lies in its ability to fulfill the needs of both public education and law enforcement. The panel felt that the Part One scanning process clearly identified many of these issues.

Today's environment is forcing public education to change. Business leaders, legislators, parents and many educators are pushing hard for educational improvements. Magnet programs, choice, and open enrollment are the banners under which new programs are forming. The time for change has arrived.

Many law enforcement agencies, such as the Metropolitan Police Department, have realized the future implications of growing ethnic populations, a shrinking labor pool, increased competition for quality personnel and their impact upon future police recruitment. The law enforcement high school addresses these needs and current programs, such as Houston's HSLECJ. They provide experience and a blueprint for replicating successful programs.

Threats.

The threats to a law enforcement magnet high school program begin with misunderstanding its purpose. The objective of any magnet school is mutli-faceted. Educational goals of desegregation, parental choice, and improved student achievement, attendance, and behavior are closely tied to law enforcement's need to attract minority and non-minority graduates with strong reading, writing, and problem-solving skills.

One of the potential threats is that this magnet school will be perceived by parents as a dumping ground for problem students who need to be "shaped up."

Another threat is that a law enforcement magnet high school can evolve along the lines of a private military school with rigid codes of conduct and discipline. The weakness with this style school is that it can easily become a closed society with its own elitist attitude. The panel felt this would limit a student's life experience and produce students totally unprepared for a career in modern law enforcement.

Opportunities.

The Metropolitan Police Department has a unique opportunity to prepare for the future today. By working in partnership with the local school district and community, the police department can help develop, establish, and support a law enforcement magnet high school. This magnet school can fulfill

many of the challenges faced by public educators and at the same time become an outreach mechanism for exposing minority and non-minority students to consider a law enforcement career.

Many other professions have realized this opportunity as evidenced by the specialized magnet schools established for nursing/health care, military/ROTC and teachers.

The establishment of the National Police Corps program this year was identified by the panel members as another opportunity for establishment of a law enforcement-oriented high school. They foresee interest in the four-year college scholarships growing with a corresponding interest in establishing the high school police programs and articulation agreements.

CAPABILITY ANALYSIS

The five-member group was then asked to complete a capability analysis survey of the Metropolitan Police Department. The group provided an assessment of the department's strengths and weaknesses.

Two rounds of questions were used. Round One measured the department's current capabilities. Round Two dealt with the department's potential future capabilities.

The members were asked to score the surveys individually without discussion. The ratings in Round One ranged from a high of I, "Superior" to a low of V, "Real Cause for Concern." (Table 4) The ratings in Round Two ranged from a low of I, "Custodial--Rejects Change" to a high of V, "Flexible--Seeks Novel Change." (Table 5) The group's median score was used for both ratings.

TABLE 4
CAPABILITY ANALYSIS - RATING ONE

	I	II	III	IV	V
MANPOWER					X
TECHNOLOGY			X		
EQUIPMENT			X		
FACILITY				X	
MONEY				X	
CALLS FOR SERVICE					X
SUPPLIES				X	
MANAGEMENT SKILLS		X			
SUPERVISORY SKILLS		X			
POLICE OFFICER SKILLS		X			
TRAINING		X			
ATTITUDE		X			
IMAGE		X			
COUNCIL SUPPORT			X		
CITY MANAGER SUPPORT			X		
GROWTH POTENTIAL		X			
SPECIALTIES			X		
MANAGEMENT FLEXIBILITY		X			
SWORN/NON-SWORN RATIO		X			
PAY SCALE			X		
BENEFITS			X		
TURNOVER		X			
COMMUNITY SUPPORT		X			
COMPLAINTS RECEIVED			X		
ENFORCEMENT INDEX			X		
TRAFFIC INDEX			X		
SICK LEAVE RATES			X		
MORALE	X				

LEGEND

- I SUPERIOR.BETTER THAN ANYONE ELSE
- II BETTER THAN AVERAGE.NO PROBLEMS
- III AVERAGE.ACCEPTABLE.NOT GOOD, NOT BAD
- IV PROBLEMS HERE.DETERIORATING
- V REAL CAUSE FOR CONCERN.SITUATION BAD.

TABLE 5

CAPABILITY ANALYSIS — RATING TWO

WHAT TYPE OF ACTIVITY IS ENCOURAGED IN YOUR DEPARTMENT?

	I	II	III	IV	V
TOP MANAGERS					
MENTALITY/PERSONALITY					
SKILLS/TALENTS				X	
KNOWLEDGE/EDUCATION				X	
				X	
ORGANIZATIONAL CLIMATE					
CULTURE/NORMS					
REWARDS/INCENTIVES			X		
POWER STRUCTURE				X	
			X		
ORGANIZATION COMPETENCE					
STRUCTURE					
RESOURCES			X		
MIDDLE MANAGEMENT				X	
LINE PERSONNEL				X	
			X		

LEGEND

- I CUSTODIAL. REJECTS CHANGE
- II PRODUCTION. ADAPTS TO MINOR CHANGE
- III MARKETING. SEEKS FAMILIAR CHANGE
- IV STRATEGIC. SEEKS RELATED CHANGE
- V FLEXIBLE. SEEKS NOVEL CHANGE

CAPABILITY ANALYSIS RESULTS

The Round One survey revealed that there are clear patterns concerning the Metropolitan Police Department's strengths and weaknesses. In the rating one survey, the group identified twelve categories as better than average, eleven as average, three problem areas and two categories as having real cause for concern. The following is a summary of the rating one survey.

<u>STRENGTHS</u>	<u>WEAKNESSES</u>	<u>AREAS OF MAJOR CONCERN</u>
Management Skills	Facility	Manpower
Supervisory Skills	Money	Calls for Service
Police Officer Skills	Supplies	
Training		
Attitude		
Image		
Growth Potential		
Management Flexibility		
Sworn/Non-Sworn Ratio		
Turnover		
Community Support		
Morale		

The second Capability Analysis survey dealt with the future adaptability of the Metropolitan Police Department. The data indicates that the strategic method of dealing with change is the most common, especially among the department's top managers. The strategic method was cited in six of the ten categories. Interestingly, line personnel were rated as seeking familiar change while middle and top management received the strategic rating.

STAKEHOLDER IDENTIFICATION AND ANALYSIS

Development of the strategic plan for establishing a law enforcement magnet high school must identify those individuals or groups that have a vested interest and influence in the program. These people or groups are known as stakeholders. The stakeholders each have opinions regarding the benefits and risks of a law enforcement magnet high school and will also have assumptions as to the significant issues surrounding the school.

The five member panel used for the WOTS-UP analysis and capability analysis was asked to identify the significant stakeholders, their opinions, and assumptions. The panel was also given the task of identifying "snaildarters." A "snaildarter" is a group or individual who appears not to have an interest in the program, but can suddenly appear and radically affect the establishment of this magnet high school.

The group's analysis resulted in the following list of potential stakeholders.

- Police Chief
- Police Command Staff
- Police Supervisors
- Police Officers
- Police Officers Association
- Women's Police Officers Association
- Hispanic Police Officers Association
- Asian Police Officers Association
- Black Police Officers Association
- POST Commission
- Mayor
- City Council
- City Manager
- School Board Members
- School Superintendent
- School District Central Office Staff
- High School Principal
- Teachers Union
- Teachers
- PTA
- Students
- Minority Organizations
- News/Media
- Federal and State Courts

The panel discussed each of the potential stakeholders and reduced the list to the top ten groups or individuals with the greatest impact on the future viability of police high schools. Assumptions for each of the ten stakeholders were made and one potential "snaildarter" was identified.

Stakeholders

- | | |
|--------------------------------|--------------------------|
| 1. Police Chief | 6. School Superintendent |
| 2. Police Command Staff | 7. School District Staff |
| 3. Police Officers Association | 8. High School Principal |
| 4. City Council | 9. Teachers |
| 5. School Board Members | 10. News Media |

Snaildarters

11. Teachers Union

STAKEHOLDER ASSUMPTIONS

1. Police Chief - The Chief of the Metropolitan Police Department will support an effective law enforcement magnet high school. He will view it as a step forward in promoting student interest and exposure to law enforcement. It will become part of a long range recruitment program, producing graduates with strong academic skills and provide a four-year record of their behavior and performance.

2. Police Command Staff - The commanders of the Metropolitan Police Department will generally agree with the Chief, but they will retain some reservations about the high school program. They will be concerned with the school's impact on their division's budgets and personnel. The potential benefits to the department of providing better educated applicants who already reside in the city will convince most police commanders that the concept can work.
3. Police Officers Association - The association will support the new law enforcement magnet high school. It will become another step in the association's effort to raise the level of professionalism. Association members will involve themselves in the school's activities and support the program with volunteers and donated equipment.
4. City Council - Sensing the voters growing frustration with public education's continuing problems, council members will support the magnet school concept and approve the police department's involvement in establishing a police magnet high school. Many council members will view the emphasis on desegregation as a positive means of continuing to meet the city's affirmative action goals by involving minority youths in the program.

5. School Board Members - Recognizing the need for change and the success of magnet programs, the school board would support a magnet school plan and be receptive to establishing a law enforcement high school. Board members would welcome assistance from the Metropolitan Police Department in planning curriculum and support.
6. School Superintendent - Taking his cue from the school board, the superintendent would lend visible support but would be concerned. Problems concerning planning, implementation, staffing and transportation will have to be solved by his staff. The superintendent, in effect the CEO of the district, has to be committed to making the magnet plan work.
7. School District Staff - The Central Office staff will be hesitant to change at first. As the magnet plan progresses, staff members involved in the development of curriculum, personnel selection, facility planning, specialized courses and transportation will understand the uniqueness of the program and provide the support services needed to make the school a success.
8. High School Principal - The principal selected to lead the police high school must believe in the concept, for they will have the ultimate responsibility for implementing the program. The principal will need to encourage participation from the police department and other law enforcement agencies.

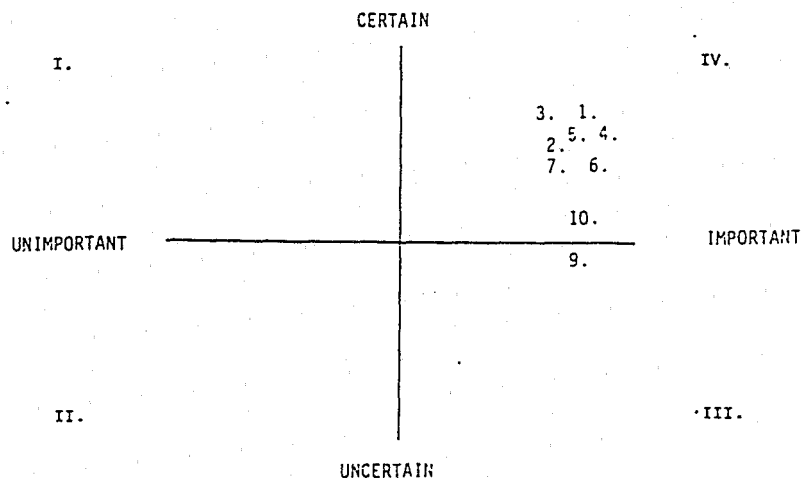
9. Teachers - Most teachers will have a wait-and-see attitude about the magnet school. Some will view it as a "trendy" solution currently popular in education that may or may not work. After participating in the planning and implementation, the majority of teachers will support the program.
10. News Media - The support and accurate reporting of the law enforcement high school's goals is critical to its success. Reporters from the television and print media will be curious as to the school's purpose. When provided with the accurate facts, they will provide positive reports concerning the school. These news reports will be crucial in attracting students, parents and promoting community support.
11. Teachers Union (Snaildarter) - The teachers union was identified by the panel as a likely snaildarter. The union might oppose the establishment of magnet schools using the argument that open enrollment causes some schools to become elite while other schools suffer. The union would also oppose moving any of their members to other schools in order to make room for new teachers with specialized skills in law enforcement.

The teachers union would defend the status quo, and interfere with implementation of the law enforcement high school.

STRATEGIC ASSUMPTION SURFACING TECHNIQUE

The five-member panel was then asked to use the Strategic Assumption Surfacing Technique (SAST) to study each stakeholder's relationship to the central issue. (Chart 16) The stakeholder's assumptions are plotted based on their degree of importance to the issue and degree of certainty that the assumption is correct.

The SAST chart is divided into four quadrants. Quadrant I identifies stakeholder's assumptions that are unimportant and certain. Quadrant II identifies unimportant and uncertain assumptions. Quadrant III contains stakeholder assumptions that are seen as important but uncertain. Quadrant IV contains assumptions which are important but uncertain. All stakeholders were placed in Quadrant IV, except teachers. The panel believed teachers are important but an uncertain group concerning the central issue.



- Stakeholders
1. Police Chief
 2. Police Command Staff
 3. Police Officers Association
 4. City Council
 5. School Board Members

CHART 16

6. School Superintendent
7. School District Staff
8. High School Principal
9. Teachers
10. News Media

MODIFIED POLICY DELPHI

The five-member panel then used the Modified Policy Delphi (MPD) process to generate alternative program policies for a law enforcement magnet high school. These alternatives were then examined by the group and rated on the feasibility of the program.

The group developed and examined four program alternatives.

Alternative One.

School-Within-A-School Law Enforcement Program

Establish a law enforcement magnet program at an existing high school. A specific group of students would meet apart from the rest of the general student body for specialized studies in law enforcement. This magnet program would have a single law enforcement theme.

Alternative Two.

Separate and Unique Law Enforcement High School

Select one high school to begin a magnet program for law enforcement. The school would have a single educational focus and provide unique curriculum. Students would be selected for the voluntary program based on space available and predetermined ethnic goals.

Alternative Three.

Separate and Unique Public Service High School

Identify an area high school that will become a public service theme magnet. This high school would provide specialized instruction in the fields of law enforcement and fire service. Students could specialize in either of the school's themes during their junior and senior years.

Alternative Four.

Separate and Unique Law Enforcement and Criminal Justice High School

Establish a double theme magnet high school combining the fields of law enforcement and criminal justice. Students interested in becoming federal agents, police officers, probation officers, attorneys, and legal aides would attend this school. Specialized courses in these fields would be offered to juniors and seniors. Introductory courses would be provided to all freshmen and sophomores.

POLICY DELPHI RATING

Members of the panel then used a Policy Delphi Rating to determine the feasibility and desirability of the four alternatives. (Chart 17) The panel's median response and those most diversified were identified. The panel then evaluated the positive and negative aspects of each alternative.

Alternative One: School-Within-A-School Law Enforcement Program*

Feasibility	DF	PF	PI	DI
Desirability	VD	D	U	VU

Alternative Two: Separate and Unique Law Enforcement High School

Feasibility	DF	PF	PI	DI
Desirability	VD	D	U	VU

Alternative Three: Separate and Unique Public Service High School

Feasibility	DF	PF	PI	DI
Desirability	VD	D	U	VU

Alternative Four: Separate and Unique Law Enforcement and Criminal Justice High School**

Feasibility	DF	PF	PI	DI
Desirability	VD	D	U	VU

LEGEND: DF - Definitely Feasible VD - Very Desirable
PF - Probably Feasible D - Desirable
PI - Probably Infeasible U - Undesirable
DI - Definitely Infeasible VU - Very Undesirable

(The panel's median score was used and identified by highlighting)

*Most diversified range of scores

**Highest scoring alternative

POLICY DELPHI RATING

CHART 17

Alternative One: School-Within-A-School Law Enforcement Program

The group rated this alternative as probably feasible but undesirable.

The panel felt that this was not the best option.

Pro: - Establishing this type of magnet school is quicker and easier.

- It can maximize use of a low enrollment school's facilities and staff.

Con: - Forming a segregated enclave within a school can cause intergroup hostility.

- School administration and faculty may not support magnet theme.

Alternative Two: Separate and Unique Law Enforcement High School

This alternative was rated as definitely feasible and desirable. The panel believed this was a good solution, but not the best.

Pro: - This type of school can provide a single educational focus.

- A unique curriculum can be designed for the entire student body.

- It promotes a school identity for students and staff.

- Con: - The students may become isolated from other schools.
- Parents might send their "problem" children to this school, hoping for a change in behavior.

Alternative Three: Separate and Unique Public Service High School

The group rated this alternative as probably feasible but undesirable.

Once again the panel felt that this was not the best alternative.

Pro: - Many students would be attracted to such a multi-theme program.

- This concept would be politically popular.

Con: - Other public services, such as fire agencies are frequently overwhelmed with job applicants.

- Program goals may become fragmented by multi-themes.

Alternative Four: Separate and Unique Law Enforcement and Criminal Justice High School

This alternative was rated as definitely feasible and very desirable by the panel. This was the highest rated alternative.

By combining the law enforcement and criminal justice themes, the group felt this would be the best format for a law enforcement/law magnet high school.

- Pro: - This program would attract the best students.
- This concept would insure a consistent educational focus.
- Con: - Many students would be attracted to the legal field.

Alternative Selection.

Alternative Four, the concept of establishing a law enforcement and criminal justice magnet high school was selected as the best option. The next steps involve the process of refining this concept.

MISSION STATEMENT

A police department's mission statement provides the purpose and direction for its members. Success of the department can be measured against its goals. A magnet high school's mission statement accomplishes the same purpose for its students and faculty.

A macro-mission statement is the overall mission of an organization. A micro-mission statement explains the specific mission in relation to an issue.

The Metropolitan Police Department's macro-mission statement and micro-mission statement concerning the high school for law enforcement and criminal justice follow.

Macro-Mission.

The Metropolitan Police Department is charged with the duties of protecting and safeguarding the citizens of this city. All department members will strive to investigate and solve crimes, enforce traffic laws and insure the safety of all persons. Quality law enforcement service will be provided at all times to aid those in need and apprehend the guilty.

Micro-Mission.

The Metropolitan Police Department will assist the high school for law enforcement and criminal justice in providing quality personnel, demonstrations and instruction when appropriate. The police department will provide input for the development of curriculum. Effective communication will be maintained through the use of a law enforcement advisory board which will comprise members of this department and other law enforcement agencies.

IMPLEMENTATION PLAN

The success of any strategic plan depends on the level of support provided by the stakeholders. The amount of support provided by the stakeholders is dependent upon their involvement in the planning and policy formation stages. Negotiation can often provide this needed support.

Each stakeholder identified in this study will now be analyzed as to what issues they will negotiate regarding the establishment of a magnet high school for law enforcement and criminal justice.

STAKEHOLDER NEGOTIATION

1. Police Chief.

The Chief will be a supporter of the plan from the beginning. He will see it as a positive step towards recruitment and improving the skills of potential candidates.

2. Police Command Staff.

Initially, some members of the command staff will resist the plan. They will act to protect their budgets, fearful of the school's impact. These commanders must be convinced of the programs value and be willing to support it.

3. Police Officers Association.

The association will be open to the magnet school. They will assist when asked to provide specialized equipment. Their members will support the idea.

4. City Council.

The majority of the Council will support the police department's involvement in assisting to establish the magnet high school. The school will be viewed as an affirmative action issue, reaching out to minority and female students.

5. School Board Members.

The community pressure for changes and improvements in education will cause the majority of the school board to favor the magnet school concept. The board will be receptive to assistance from law enforcement agencies in planning and forming a high school for law enforcement and criminal justice.

6. School Superintendent.

Possibly resistant to change, the superintendent can become a supporter when faced with the political support for a magnet high school. His opposition can be overcome when given information about other successful law enforcement program and the strong local interest.

7. School District Staff.

The success of any magnet plan is dependent on the quality of the school support staff. These individuals have to be carefully handled and convinced that this school will work.

8. High School Principal.

Involving the principal in the early stages of planning will help to sell the program. The principal will hopefully mold the school along their base of experience and judgment. Leadership will become an important ingredient for the school's success.

9. Teachers.

Gaining acceptance from the teaching staff will be important. Making sure that they participate in curriculum development and other planning issues will raise their support for the program.

10. News Media.

Members of the news media will be curious about the new school and unsure of its goals. When presented with the accurate facts concerning the school's focus on reading, writing and problem solving skills, they can become an important means of advertisement for the school.

11. Teachers Union.

Identified as a likely "snaildarter" among the stakeholders, the union will resist change and object to the establishment of magnet schools. They will again argue that targeting special schools will cause other schools to suffer. They will also object to moving any existing teachers out of the new magnet school.

SUMMARY

The WOTS-UP Capability Analysis assessed the weaknesses, opportunities, threats, and strengths of a law enforcement magnet

high school. Sources of funding and transportation were identified as the school's weaknesses. The opportunities lie in the school's ability to jointly solve problems shared by education and law enforcement. The threat is in misunderstanding the purpose of a law enforcement magnet high school. A strength is that today's environment is open for change in education.

Capability Analysis of the Metropolitan Police Department measured the current and future capabilities of the department to change. Many strengths were noted within the department with manpower and calls for service rated as the only areas of major concern.

A Modified Policy Delphi process produced four alternative program policies with a separate and unique law enforcement and criminal justice high school becoming the group's highest scoring alternative.

A mission statement was prepared and an implementation plan was formed using assumptions of the stakeholders. A negotiation strategy was then developed for each stakeholder.

PART THREE

TRANSITION MANAGEMENT

MANAGING CHANGE WHILE ESTABLISHING A LAW ENFORCEMENT
AND CRIMINAL JUSTICE HIGH SCHOOL

TRANSITION MANAGEMENT

The final step in this research project is the preparation of a transition management plan for the Metropolitan Police Department's efforts to establish a high school for law enforcement and criminal justice (HSLECJ).

Transition management seeks to identify the major tasks and likely occurrences in the transition period and select the structure and management tools needed to succeed. Moving an organization from its present state to a desired future state, in a smooth, orderly manner with clear, accurate policy is the goal of transition management.

COMMITMENT PLAN

Obtaining support for the HSLECJ involves the identification of critical-mass individuals or organizations. These are the key people or groups vital to the successful implementation of the plan.

Commitment planning procedures also identify the level of commitment of critical-mass members and determine the level of commitment needed for the transition plan to succeed. Responsibility charting will then pinpoint those performances required to create the desired change.

Critical Mass

Six key individuals and groups have been identified as the critical mass for this program. Their activities and influence provide the needed energy for change. The critical mass players are:

1. School Board
2. School Superintendent
3. Teachers Union
4. City Council
5. Police Chief
6. Police Officers Association

Each of the six critical mass players were assigned assumptions regarding their present position on the proposed change. (Table 6) The desired position was also established, which shows the direction and level of commitment required for the change to occur. These assumptions are the author's estimates.

There are four levels of commitment: "block change," "let change happen," "help change happen," and "make change happen."

TABLE 6

COMMITMENT ANALYSIS

CRITICAL-MASS PLAYERS	BLOCK THE CHANGE	LET CHANGE HAPPEN	HELP CHANGE HAPPEN	MAKE CHANGE HAPPEN
SCHOOL BOARD		X →		0
SCHOOL SUPERINTENDENT	X →		0	
TEACHERS UNION	X →	0		
CITY COUNCIL		X →	0	
POLICE CHIEF		X →		0
POLICE OFFICERS ASSOCIATION		X →	0	

LEGEND

X = PRESENT POSITION
0 = DESIRED POSITION

School Board.

Members of the school board are keenly aware of the trends and events impacting education today. The board's present majority position would be "Let change happen." For the Law Enforcement and Criminal Justice High School to become a reality, the board's position must move into a proactive, "Make change happen" posture.

This can be accomplished through a combination of factors. The involvement and support of local law enforcement administrators will help a great deal in encouraging the board to accept such a program. The benefits of a well-organized magnet school plan can increase positive attitudes among parents and students while impacting desegregation goals at the same time.

The school board will likely feel that "the time is right" for cooperative educational ventures such as a Police Magnet High School. Their fear will be that if they do not take the lead, the courts will intervene and make the decisions for the school board.

School Superintendent.

The superintendent's reservations center on his/her general resistance to change and skepticism of the magnet school concept. For these reasons the present position is categorized as "block the change."

The school superintendent can be moved towards an improved posture of "help change happen," by involvement in the early planning process with the school board and police department. The board's support will strongly influence the superintendent's attitude towards the program. Without the support of the school superintendent, the magnet high school will end in the failure.

Teachers Union.

The teachers union will react as most employee organization do--they will defend the "status quo" and move to block the new program. The magnet school program will be resisted on the grounds that specialized schools of choice cause an imbalance in the educational structure and widen the difference in quality education between the "have" and "have not" schools.

Union members will also object to selecting an existing high school and transforming it into a magnet school with special and unique programs. Teachers will view it as a threat and school district excuse to transfer existing teachers to other schools.

In order for the police high school to succeed, the teachers and their union have to be convinced that the program is a solid improvement. If their collective position can be moved to the "let change happen" position, the magnet plan has a fighting chance.

City Council.

The Council's present position of "let change happen" regarding establishment of a law enforcement and criminal justice magnet high school needs a higher level of commitment for the police department to provide tangible support in the form of personnel and equipment. The City Council must support the police department's participation in the program's planning and implementation.

The Council support will also serve to reinforce and compliment the school boards actions. Both groups of elected officials can form a united front for educational improvement and learning opportunities.

Strong community pressure for school reform, along with increased community-oriented policing, will become strong motivating influences for council support of this magnet school. The council's influence and political power is needed in the "help change happen" category.

Police Chief.

The Law Enforcement High School needs a benefactor. The Police Chief is a natural choice, since the benefits far outweigh the risks. This specialized school offers the opportunity to significantly reduce the law enforcement recruitment problem.

For the program to become a success, the Chief must become more than a "let change happen" spectator. He/she must become an agent for change, a "make change happen" police administrator.

By lending active support to the law enforcement high school, the Chief can influence other critical-mass players and raise community support for the plan.

Police Officers Association.

Representing the "rank and file" police officers, the association can impact the successful implementation of this magnet school program.

Association leaders will initially take a position of "let change happen." Their active help in influencing public opinion, elected officials on the Council, school board and contacts with teachers union officials is needed. The benefits of such a school to law enforcement in general and the department in particular will convince association officials to increase their commitment to a "help change happen" level.

INTERVENTION STRATEGIES

Having identified the present commitment of the "critical mass" players and the level of desired commitment, the resistance to change now needs to be examined and overcome. Two intervention strategies, problem finding and educational intervention, can be employed to create conditions that will foster the desired commitment.

Problem finding intervention allows a change agent to communicate with those impacted by the change. Identifying and clarifying the related problems is the task of this intervention strategy. In this program, the Chief of Police and school superintendent are the strongest change agents, having the influence and credibility to address the issues head on and correct most misunderstandings about this magnet program.

Educational intervention can aid in understanding the school's goals. The school superintendent and Police Chief should meet with key people and groups, providing them clear, accurate information. Other successful law enforcement magnet high schools can be effectively used as examples of the program's potential success.

MANAGEMENT STRUCTURE

In order to generate the least amount of stress within the existing system while creating the most opportunity for positive change, a clear-cut management structure and system needs to be established. Determination of who will manage the transition process and how they will manage it is necessary.

The existing school district management structure, led by the school superintendent, can be used. An important addition is the formation of a law enforcement/criminal justice advisory committee. This group will be comprised of members of the Metropolitan Police Department, the local bar association, other criminal justice agencies, and school district staff. The committee will assist in the development, implementation and coordination of this magnet program.

The United States Department of Education's ten steps to a successful magnet program can aid in this process as a program guide.³⁸ The ten steps are:

1. Decide what the program is supposed to do. Be clear why the magnet program is being created and what problems it can alleviate.
2. Find out what the community wants.
3. Decide on themes.
4. Choose strong leaders.

5. Let teachers volunteer. Choose those teachers who are most committed to the program, have the knowledge and skills to implement, and are willing to invest the added time.
6. Don't forget staff development.
7. Market the magnet program.
8. Decide on selection criteria.
9. Develop a practical transportation plan.
10. Identify and tap funding resources.

RESPONSIBILITY CHARTING

Responsibility Charting strives to identify those actions or decisions which must be accomplished. The important assignments, acts and decisions of the critical-mass players or "actors" are organized.

Responsibility charting is especially helpful when multiple agencies are involved in a program's development. Each role must be clarified and coordinated to insure the successful completion of the program's goals. Four required performances are identified in this process:

R = Responsibility to see decisions or actions occur

A = Approval of actions or decisions with veto rights

S = Support of actions or decisions with no veto rights

I = Informed of actions or decisions

The school board and school superintendent will have primary responsibility for decisions and program approvals. (Table 7) The Law Enforcement/Criminal Justice Advisory Board will provide important coordination and support.

TABLE 7

RESPONSIBILITY
CHARTING

DECISION/TASK	ACTORS					
	SCHOOL BOARD	SCHOOL SUPT.	TEACHERS UNION	CITY COUNCIL	POLICE CHIEF	L/E ADVISORY BOARD
PROGRAM DEVELOPMENT	A	R	I	I	S	S
CURRICULUM DEVELOPMENT	A	R	I	I	S	S
PROGRAM COORDINATION	S	A	I	I	S	R
PROVIDE SPECIALIZED RESOURCES	S	S	I	A	R	S
STAFF TRAINING	A	R	S	I	I	S
GAIN COMMUNITY SUPPORT	R	S	I	A	S	S
SCHOOL RECRUITMENT	A	R	I	I	I	S
EVALUATION	A	R	S	I	S	S

R = Responsibility
A = Approval
S = Support
I = Informed
- = Unrelated

MONITORING AND EVALUATION

Providing a mechanism to identify problems and make program adjustments in a timely manner is critical to the success of the transition process. Monitoring and evaluating the transition process accomplishes this goal and ensures steady progress towards the desired future state.

Designated as the project manager, the school superintendent is responsible for monitoring and evaluating the programs progress. He has the authority and responsibility to make adjustments. The superintendent's close communication with other members, primarily the school board and law enforcement/criminal justice advisory board are critical for the program's success.

Issues of organization, accountability, performance, cost effectiveness, efficiency, and results are part of the evaluation process. Student test performance will be collected for evaluation. A yearly magnet report will then be compiled to document the school's performance.

SUMMARY

The transition management plan for the Metropolitan Police Department's proposed HSLECJ identified six individuals or groups as the "critical mass" players:

1. School Board
2. School Superintendent
3. Teachers Union
4. City Council
5. Police Chief
6. Police Officers Association

Assumptions were made concerning each of the six players as to their present position and desired position required for change.

Intervention strategies of problem finding and educational intervention were selected to aid in gaining acceptance for the project. The teachers union was identified as a unique problem requiring additional effort to overcome resistance to the plan.

The school district's existing management structure was selected for the transition process. The school superintendent would lead the team, with an advisory board established to aid in the development, implementation and coordination of a law enforcement/criminal justice magnet program.

Responsibility charting identified roles of "critical mass" members and the advisory board. Monitoring and evaluation of the program were then designated and assigned to the school superintendent.

PART FOUR

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS AND RECOMMENDATIONS

This research project began with a question about the future viability of police high schools in California. The data gathered through literature searches, interviews, and on-site research of current law enforcement high schools provided for an informed opinion.

By the year 2000, law enforcement and criminal justice programs will be workable and popular themes for magnet high schools in California's major cities. These joint venture programs between public education and law enforcement will likely expand to every major urban area of California..

The reason they will expand is simple--they work. These schools provide a unique and interesting educational environment. They also provide law enforcement with a resource for outreach and encouraging student interest in law enforcement. This is something which most police agencies have totally ignored or given grudging notice to in the form of small explorer or cadet programs.

In Part One of this research project, three sub-issue questions were asked. This report has provided data to help answer these questions.

1. How effective are current law enforcement magnet high school programs in terms of their educational benefits, costs and results?

The three magnet high schools examined in this study were established through very diverse processes. The vision and foresight of a school superintendent resulted in the formation of one magnet school plan. In another city, the school board prepared a magnet desegregation plan while under pressure from the courts. Change was imposed on the third city by a federal court judge, who mandated that magnet schools were the best educational option.

The challenge to law enforcement agencies is how best to establish these magnet programs. The options are state control through agencies such as POST and the state school's superintendent or local control by a school board, with input and support from local police agencies.

The best alternative is for California's major law enforcement agencies to act now and seek state aid. Police agencies should encourage school boards to study the magnet school's concept and provide strong support for establishing law enforcement and criminal justice high schools. The time is right for action. Agencies that fail to act will face even bigger recruitment problems in the future. Law enforcement and criminal justice high schools offer one long-term solution to the growing recruitment crisis. Current outstanding programs such as Houston's HSLECJ provide the blueprint for success. Law enforcement leaders need the vision and foresight to realize that they must prepare today, to protect and serve the future.

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APPENDIX A

DEFINITION OF TERMS

ARTICULATION: A general term used to describe program coordination between educational levels or units. Effective articulation exists when students may progress upwardly from one level or unit to another on a continuous and relatively uninterrupted basis.

Reference: Dejnozka & Kopel, American Educators Encyclopedia, 1980.

AT-RISK STUDENTS: Youth who experience problems with school attendance, behavior, academic performance or motivation. They are likely to fail, drop out or be expelled from school due to their criminal activity, gang affiliation, drug use, neglect or abuse.

CHOICE: Also called open enrollment, allows parents and students the freedom to choose to attend any public school within a district, city or even state.

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MAGNET SCHOOL: A public elementary or secondary school whose program possesses sufficient uniqueness to attract students of all races. Magnets are found in urban areas where racial integration of schools has been established as a goal by school districts and/or the courts.

Magnet schools are usually identified as offering quality education and programs that stress one or a few curricular specialties..

Reference: Dejnozka & Kopel, American Educators Encyclopedia, 1980.

R.O.T.C. MAGNET HIGH SCHOOL: A four-year, Reserve Officer Training Corps program designed for high schools. Administered by the United States Army, its purpose is to encourage interest by providing specialized training prior to graduation.

SEPARATE AND UNIQUE SCHOOL: Also called selective schools, they provide a unique curriculum and single educational focus for all students attending the school.

The concept of separate and unique schools and voluntary enrollments has been a part of American education since 1635 with the founding of the Boston Latin School.

Reference: Faye Bryant, Components of Successful Magnet Schools, U.S. Department of Education, 1987.

APPENDIX A-3

SCHOOL WITHIN A SCHOOL: An educational program where a specific group of students meets apart from the rest of the student body, although they may join the others for non-academic and academic studies not related to their specialization.

2+2 ARTICULATION: A program of coordination and cooperation between upper-level secondary and two-year post-secondary institutions. Curriculum for eleventh and twelfth grade students is designed to progress into a community or junior college course of study.

TRIPLE THEME: A magnet school offering three specialized curriculum programs.

APPENDIX B

INTERVIEW RESPONDENTS

Chief Superintendent
Warwickshire Police Force
Warwickshire, England

Chief Inspector
Royal Hong Kong Police
Hong Kong

Chief of Police
Houston Police Department
Houston, Texas

LT. Col., Administration and Services Bureau
Kansas City Police Department
Kansas City, Missouri

Chief of Police
Kansas City Police Department
Kansas City, Missouri

Chief of Police
San Jose Police Department
San Jose, California

School Superintendent (Retired)
Eastside Union High School District
San Jose, California

Director of Human Resources, Employee Relations and Career
Planning
San Jose Unified School District
San Jose, California

Mentor Teacher
Grant Union High School
Sacramento, California

Principal
High School for Law Enforcement and Criminal Justice
Houston, Texas

APPENDIX B-2

Magnet Coordinator
High School for Law Enforcement and Criminal Justice
Houston, Texas

Law Enforcement Department Chairman
High School for Law Enforcement and Criminal Justice
Houston, Texas

Parent
High School for Law Enforcement and Criminal Justice
Houston, Texas

Principal
Northeast Law, Public Service and Military Magnet High School
Kansas City, Missouri

Curriculum Coordinator
Northeast Law, Public Service and Military Magnet High School
Kansas City, Missouri

Criminal Justice Instructor
Northeast Law, Public Service and Military Magnet High School
Kansas City, Missouri

Magnet Program Coordinator
Santa Teresa High School, Police Academy
San Jose, California

LAW ENFORCEMENT MAGNET PROGRAMS

STUDENT SURVEY

1. How would you grade the quality of your school?

- ☐ Excellent
☐ Good
☐ Average
☐ Poor

2. How would you grade the quality of your teachers?

- ☐ Excellent
☐ Good
☐ Average
☐ Poor

3. How would you grade the quality of your police training?

- ☐ Excellent
☐ Good
☐ Average
☐ Poor

4. Do you plan on becoming a police officer?

- ☐ Yes
☐ No

5. How long have you been interested in a police career?

- ☐ Prior to attending this school
☐ After attending this school

6. What do you plan to do after high school?

- ☐ College
☐ Military
☐ Police Cadet
☐ Work

7. Does this program meet your expectations?

- ☐ Yes
☐ No

8. What attracted you to this school?

- ☐ The program
☐ Location
☐ Principal
☐ Teachers
☐ Friends
☐ Parents

9. What do you like about the program?

10. What would you change in the program?

11. Why are you interested in law enforcement?

12. What classes do you enjoy?

13. What classes do you dislike?

Personal Demographics
 (Optional)

14. How do you get to school?

- ☐ School Bus
☐ Private vehicle
☐ Public transportation
☐ Walk
☐ Other

15. Grade

- ☐ 9
☐ 10
☐ 11
☐ 12

16. Sex

- ☐ Female
☐ Male

17. Race

- ☐ Asian/Pacific Islander
☐ Black
☐ Hispanic
☐ White
☐ Other

18. Whom do you live with?

- ☐ Both parents
☐ Mother only
☐ Father only
☐ Parent & Step-parent
☐ other relative
☐ other

APPENDIX D

HIGH SCHOOL FOR LAW ENFORCEMENT AND CRIMINAL JUSTICE PROGRAM SUMMARY

LOCATION: Law Enforcement and Criminal Justice
4701 Dickson
Houston, TX 77077

PROGRAM STATUS:

_____ New _____ Modified _____ Expanded _____ Operational

PROGRAM STRUCTURE: Separate and Unique (SUS)

GRADE LEVELS TO BE SERVED: 9-12

NUMBER OF STUDENTS TO BE SERVED: 700

PROGRAM OBJECTIVES: (In addition to the general goals of the Magnet School Program, Page 2)

1. To provide extensive and highly specialized training in law enforcement and legal careers
2. To provide excellent academic preparation for entry into an institution of higher learning in related fields such as law, police science, criminology, social rehabilitation, and research
3. To provide entry level opportunities as paraprofessionals in the law firm or law enforcement agency
4. To improve the attitudes of students toward law enforcement agencies and the legal community

PROGRAM DESCRIPTION:

The Magnet School offers a planned sequence of classroom instruction and laboratory experiences designed to prepare students to function in one or more of the following fields: police administration or law and legal services. The program is structured to give students a strong academic background and the skills and knowledge necessary to meet the needs of a career in any of the cited areas. LE/CJ has a strong academic foundation with specialized curricula in the law enforcement and legal subjects.

ENROLLMENT CRITERIA:

1. C or better on all previous coursework.
2. Grade level performance on standardized test
3. Acceptable attendance and conduct
4. Parental consent
5. Completion by parent, student, coordinator, and principal of an Entrance Agreement which defines expectations of the program
6. Acceptance by an entrance screening committee
7. Available tri-ethnic space

APPENDIX E

NORTHEAST SENIOR LAW*****PUBLIC SERVICE*****MILITARY

Our primary mission is producing a graduate who has successfully completed an academic program that will allow him to successfully pursue several options: 1.) post-secondary education leading to a career in one of the magnet themes, 2.) a career in one of the magnet theme areas requiring little or no post-secondary education or training, 3.) the pursuit of a career outside the magnet theme areas requiring post-secondary education or training. Students will acquire the ability to communicate effectively both orally and in written forms while functioning as a well-informed and active citizen, and 5.) the ability and sensitivity to function in an integrated ethnic, social, and racial environment in the workplace.

As evidence of accomplishing our mission, we propose that students be able to perform above the state average on the MMAT and above the national norms of the standardized measures used by KCSD. Furthermore, the college-bound students should be able to achieve a minimum 2.0 GPA in the 11 core subjects and a score of 15 or higher on the ACT in order to participate in scholarships (academic and athletic) and a score of 18 or better for those pursuing career options at institutions offering law, public service, and military options. For those students not immediately interested in attending a college or specialized training program, the student should be able to achieve an acceptable score on the ASVAB for a career option or score acceptable levels on either a state or federal civil service examination.

It is important to note that the magnet school is not requiring a college preparatory curriculum. However, we recognize that a student must select and pass with a "C" grade or better a comprehensive and rigorous curriculum (stressing prescribed reading of the classics and extensive writing at all grade levels) recognized by other public and educational institutions and groups as sufficiently rigorous to allow success in our thematic career aspirations.

WE must analyze how the curriculum will be redesigned to achieve these goals. We believe that there are four major strands in which a student may participate to create a worthwhile "degree" program at Northeast Magnet High School. These can be designated as

APPENDIX E-2
NORTHEAST SENIOR

A.) regular curriculum-magnet selective, B.) regular curriculum-magnet certificate, C.) college preparatory-magnet selective, D.) college preparatory-magnet certificate. Our curriculum offerings will be grouped basically in three ways: 1.) specially designed magnet courses (per the court order) unique to our school, 2.) traditional courses that are unique to our school due to their heavy infusion in our theme areas, and 3.) traditional courses, that while infused "when applicable" retain an outline of study not unlike courses offered elsewhere ("James Madison High School"). It is proposed, therefore, that a number of courses would be systematically deleted to allow for the addition and introduction of new and infused courses. Among these changes would be the low level math and arithmetic and general science courses, electives that do not particularly adapt or integrate well into the magnet themes and speciality courses that would be better served being offered at other magnet schools.

The students will be offered a multi-faceted approach to magnet courses. A student could elect to take a number of courses as magnet electives or magnet clusters to explore a wide range of career options. For example, a student could select courses such as Fire Science Education, Law:Field Study, Advocacy, Forensic Science, and Criminal Justice as "not related" courses out of general interest, or they could elect to pursue one of the certificate programs. In a certificate program a student elects to explore a theme and career option in greater depth during a four year period in high school. An example of this approach with its prerequisites and specified grade point averages would be the Law Certificate Program (see attached Certificate Programs) which would include, as in other certificate programs, a prescribed sequence of courses: Urban Studies (9), Criminal Justice (10), Constitutional Law (10), Law:Field Study (11), and Advocacy (11-12). As in all other certificate programs and regular programs, the students would participate in shadowing, volunteer activities, pre-internships, and internships during the four years to reinforce their studies and apply their knowledge.

APPENDIX E-3

NORTHEAST SENIOR

These four approaches would allow the students to maximize their experiences by integrating primary and classroom learning. We propose a series of closely monitored experiences that would allow each student to develop self-reliance while learning in a real-world environment.

The other major choice that a student at the magnet high school must make besides the selective vs. certificate career path is whether to pursue a regular curriculum (with minimum graduation requirements) or a college preparatory curriculum (a rigorous and extensive grouping of courses reflecting the requirements of future post-secondary academic placement). It would be unfair and unwise to students and their parents to promote career aspirations without promoting an accompanying realistic academic preparation. Students must be made aware of their role in providing a commitment and investment in their own educational program if they are to expect success in the pursuit of law, public service, or the military after high school graduation. In other words, success depends on teaching reaching learning.

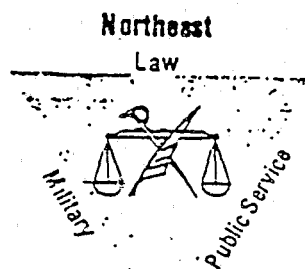
In summary, our major points regarding the curriculum are as follows: We propose to 1.) create a curriculum that allows for a variety of post-secondary options, 2.) promote the demonstration of excellence on recognized standards of measure, 3.) upgrade and fully integrate the curriculum to reflect and maximize our themes, 4.) offer options of either a selective or certificate program to the magnet courses, 5.) expand the application of the magnet course study in real non-school settings, 6.) stress the extensive reading of classic and contemporary materials and writing skills at all grade levels, and 7.) match the aspirations of students with a realistic corresponding academic course of study resulting in a diploma.

Our long range goals should stress the above -mentioned points as well as several others. We should A.) promote the rich heritage of our school especially where it supports our themes (FBI Directors Sessions (current), Kelley (former), and Army Chief of Staff Taylor). B.) publicize the certificate programs so as to distinguish our approach from superficial career exploration units taught in other schools,

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NORTHEAST SENIOR

C.) the careful follow-up contact of our students to determine the effect of our approach on their career choices and success, and
D.) publicize the already well-integrated learning environment available at Northeast.

Northeast-Law and Public Service/Military Magnet High School is, we believe, the "Best Getting Better."



Magnet High School

Stephen Brown, Jr.
Principal

APPENDIX F

SANTA TERESA HIGH SCHOOL

M E M O R A N D U M

September 29, 1987

TO: Bill Yamaki
Karalee Roland

FROM: Howard Trekell

RE: Proposed Curriculum - Class Description
Police Academy

NINTH GRADE COURSE PATTERN:

English
Math
Science
World Civilization
PE
Personal Typing/Intro.
to Law Enforcement Careers

NOTES:

1. Intro to Law Course: Would be a career survey course exploring job titles, developing a vocabulary, series of short papers, short term paper, etc. Agency personnel would be used as a lecture resource. Class would be taught by S.T. staff.
2. Personal Typing: Established curriculum except utilize either Business Department computers or computer lab for a 2-3 week computer literary unit.
3. PE: Core 9th grade curriculum w/some magnet intro. i.e., weight training, nutrition, running, self defense to maintain interest and establish concepts.
4. If Driver Education (30 classroom hours), 6-9 weeks was a part of 9th grade, PE curriculum, and eligible students were "cycled" through Safety Ed 2nd semester from PE, this would be a very attractive recruiting option.
5. If student has Reading deficiencies (serious), substitute Reading I-III for Personal Typing.

APPENDIX F-2

TENTH GRADE COURSE PATTERN:

English
Math
Science
PE
Law Enforcement I
Fine Arts/Foreign Language

NOTES:

1. Foreign Language: Bilingual ability especially conversational would fulfil the magnet requirement. Units should be developed in "street Spanish". Explore possibility of offering either Vietnamese or units in Vietnamese to academy students.
2. Law Enforcement I: History of SJPD, Sheriff's Dept., C.H.P. FBI, etc., chain of command, intro. to report writing, basic laws, intro. to criminal law (theory and present day application), juvenile law, law of arrest, judicial system.

Law I would be an expansion of current Law in Action in more depth, more class discussion. Class would depend heavily on speakers including lawyers. Class would be taught by S.T. staff.
3. PE: In addition to PE emphasis on running, agility, nutrition and other aspects of conditioning for law enforcement, driver training would need to be met (2 wks) for those students 15½ years old.

APPENDIX F-3

ELEVENTH GRADE COURSE PATTERN:

English
U.S. History
PE
Speech/Psychology
Law Enforcement II
Foreign Language or elective

NOTES:

1. Speech: Curriculum emphasis on self-presentation (presence), speeches to motivate and to speak convincingly, developing individual diplomacy, techniques of persuasion, logical thinking and presentation of same, testimony, courtroom role playing, leadership techniques, listening, interview techniques and telephone techniques.
2. Psychology: Established curriculum, however, some emphasis on abnormal psychology, aberrant behavior, and the psychology of incarceration, development psychology.
3. Law Enforcement II: Course could be taken for J.C./H.S. credit-team approach w/S.T. staff, J.C. instructor, agency personnel.

Emphasis would be on report writing, juvenile justice system, legal rights, intro. to corrections, principles of investigation, intro. to community relations, crime prevention, emergency services, leadership training.
4. PE: : Continued emphasis on conditioning, self defense, CPR, Life Saving, Swimming, first aid, intro. to firearms, defensive driving.

APPENDIX F-4

TWELFTH GRADE COURSE PATTERN:

English
Civics/Economics
PE
Law III
WEEP/J.C. course(s)/elective(s)
WEE:/ " "

NOTES:

1. Law Enforcement III: This class would serve as a control class for those students in WEEP or in on-campus J.C. classes. This class would be taught by S.T. staff.

Emphasis: report writing, preparation for Civil Service, Police Academy entrance exams, leadership training, substance and human abuse, military law and related careers, career exploration in specific areas (research paper), work experience reports. Course would be tied to 10th grade course in that it concludes introductory work in criminal law, juvenile law, etc.
2. J.C. course(s): This offering may take the form of MWF Class #1 T.TH Class #2 spread out over 36 school weeks. Course title(s)-format to be developed with community college(s). Class would be taught by J.C. staff - elective basis for all students.
3. PE: Continued emphasis on conditioning for law enforcement, Life Saving, First Aid, defensive driving, Firearms, self-defense could either be introduced ~~as a course~~ or introduced.
4. Work Experience: (Job Shadowing). Idea would be to establish a series of job stations at various law enforcement locales. Students would then be tracked/rotated through these stations in 2-3 week cycles. For the most part, these stations would provide "hands on" experience through observation and performance of routine duties. Student would have to provide own transportation. Students would submit a written report of their observations/experiences (report writing) at each station in order to earn a grade. Student hours would be normal school day but in a 2 period block largely 5th and 6th periods. S.T. staff would monitor, evaluate, coordinate, etc. Parent release and assumption of liability would be a necessity.

Potential Stations:

S.J. Sheriff's Dept.- Admin
CHP-Admin.
SC County Parks (Rangers)

APPENDIX G

SAN JOSE/EVERGREEN
COMMUNITY COLLEGE DISTRICT
PROGRAM ARTICULATION AGREEMENT

ADMINISTRATION OF JUSTICE

Between SAN JOSE/EVERGREEN COMMUNITY COLLEGE DISTRICT (SJ/ECCD at Evergreen Valley College) and EASTSIDE UNION HIGH SCHOOL DISTRICT (ESUHSD).

WHEREAS, staff of the SJ/ECCD and the ESUHSD have affirmed the value of program articulation;

WHEREAS, SJ/ECCD and ESUHSD instructional staff representing their respective programs have analyzed and compared the content of their various courses and instructional units; and

WHEREAS, portions of the ESUHSD program courses/units are deemed to be equivalent in content to portions of the College program courses/units;

IT IS AGREED, that ESUHSD students who satisfactorily complete the Santa Teresa High School Police Academy with an average grade of "B" or better will be admitted to the college program with advanced standing. (See course equivalencies listed below).

ESUHSD at Santa Teresa High School

Law Enforcement I, II & III

SJ/ECCD at EVC

Administration of Justice 10-
Introduction to Administration
of Justice.

The SJ/ECCD agrees to grant subject matter credit in fulfillment of the AA Degree in SJ/ECCD course(s) as specified above, however, no college units will be awarded. Specifically, the courses normally required for the awarding of an AA Degree in this discipline will be reduced by completion of the ESUHSD high school courses as specified above.

This agreement will be reviewed periodically by the appropriate instructional and administrative staff of SJ/ECCD and ESUHSD and will remain in effect unless written notice is made requesting termination of the agreement.

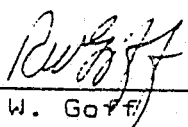
Contact Persons:

Edward Ferner
Associate Dean of Occ. Education
270-6490

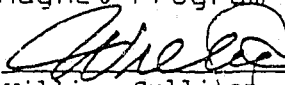
Keith Bush, ESUHSD
Career Services Administrator
272-6465

Vernon Renner
Assistant Dean-EVC C.J.T.C.

Howard Trekell
Santa Teresa High School
Magnet Program Coordinator


Dr. R. W. Goff
Chancellor

11/3/89
Date


William Sullivan
Acting Superintendent

12-5-89
Date

APPENDIX H

NGT PARTICIPANTS

1. Member, Eastside Union High School Board, San Jose, CA
2. Magnet Coordinator, Santa Teresa High School, San Jose, CA
3. Law Enforcement Department Chairman, San Jose City College (Retired)
4. Mentor Teacher, Grant High School, Sacramento, CA
5. President, Santa Clara County Chapter, NAACP
6. C.E.O., Uchida Enterprises, San Jose, CA
7. Marketing Representative, IBM, Sunnyvale, CA
8. Police Chief, Morgan Hill, CA
9. Deputy Police Chief, San Jose, CA
10. Police Personnel Commander, San Jose, CA



POLICE DEPARTMENT

CITY OF SAN JOSÉ, CALIFORNIA

201 W. MISSION STREET
P.O. BOX 270
SAN JOSE, CALIFORNIA 95103-0270
(408) 277-4000

August 2, 1989

Deputy Chief
Bureau of Investigations
San Jose Police Department
San Jose, CA 95103-0270

Dear Deputy Chief

Thank you for supporting my Research Project as a panel member on Wednesday, August 23, 1989. An executive summary of the Project on Police High Schools is attached along with a Meeting Agenda and background material on existing Law Enforcement Magnet High School Programs.

The purpose of this NGT Panel (Nominal Group Technique) is:

- (1) Identify current and future Trends and Events that may impact Law Enforcement Magnet High School Programs
- (2) Prioritize these Trends and Events

This is accomplished in an NGT by pooling knowledgeable and individual judgments. A list of potential Trends and Events that may affect such High School Magnet Programs is included for your review. Please generate any additional Trends and Events that you believe are important.

Members of the panel include City and Police Administrators, Educators, and Elected Officials.

I am looking forward to your participation in this study. Please contact me at (408) 277-4094 to answer any questions.

Thank you,

Stephen D'Arcy, Lieutenant
Internal Affairs Unit

SD:hb
Enclosure

APPENDIX I-2

POLICE HIGH SCHOOLS NOMINAL GROUP TECHNIQUE

August 23, 1989

San Jose Police Department

AGENDA

- 1 PM - Introduction of Participants
- Overview of Research Project
- Futures Wheel
- Explanation of Trends and Events
 "Trend" = Patterns of Happenings over time
 (Example - American Revolution)
 "Event" = A discrete, one time occurrence at a
 moment in time
 (Example - Boston Tea Party)

- 1:30 - NGT Process
 Step 1 Silent Generation of Ideas
 Step 2 Round-Robin Recording of Trends & Events
 Step 3 Discussion for Clarification
 Step 4 Preliminary Vote on Item Importance
 Step 5 Discussion of Preliminary Vote
 Step 6 Final Vote

Note: All voting is accomplished with cards to insure anonymity.

- 3 pm - Generation of Cross Impact Matrix
 The five (5) "most likely" Trends & Events are
 studied to estimate their impact to one another.

- 3:45 - Wrap-up

APPENDIX J
CANDIDATE TRENDS

1. Level of Magnet Programs in Public Schools
2. Level of Educational Restructuring
3. Level of Police Applicant's Knowledge
4. Degree of Specialization in the Work Force
5. Level of Private Security in Law Enforcement
6. Number of Minority Law Enforcement Officers
7. Level of Government Funding for Schools
8. Level of Law Enforcement Selection Standards
9. Level of Support for Police Magnet Programs Provided by Law Enforcement Agencies.
10. Amount of Emphasis on Career Selections in High School
11. Level of the Use of Drugs by Students
12. Level of Job Market Needs Met by Public Education
13. Level of Confidence in Law Enforcement by Minority Groups
14. Level of Cooperation Between the Community and Law Enforcement
15. Level of News Media Support for Law Enforcement
16. Cost of Housing
17. Level of Communication Skills Needed by Police Officers
18. Level of Civilianization of Law Enforcement Services
19. Level of Quality School Curriculum
20. Level of Privatization of Municipal Services

APPENDIX K
CANDIDATE EVENTS

1. Taxpayer Revolt
2. Economic Recession
3. Establishment of a National Police Corps
4. Martial Law Established in California
5. Immigration Laws Strengthened
6. Widespread Drought in California Government
7. Funding for Magnet Programs Eliminated
8. Penalties for Drug Crimes Increased
9. Widespread Teacher Strikes
10. AIDS Reaches Epidemic Levels in California
11. P.O.S.T. Commission Disbanded
12. Professional Licensing Established for Police Officers
13. Formation of Statewide Police Agency
14. Passage of a National Public Service Act
15. Court-Ordered Affirmative Action Programs
16. Choice Programs Established in California Schools
17. Nationwide Oil Shortage
18. State Takes Over Control of Schools
19. Large Increase in Teachers Salaries
20. Affirmative Action Programs Eliminated