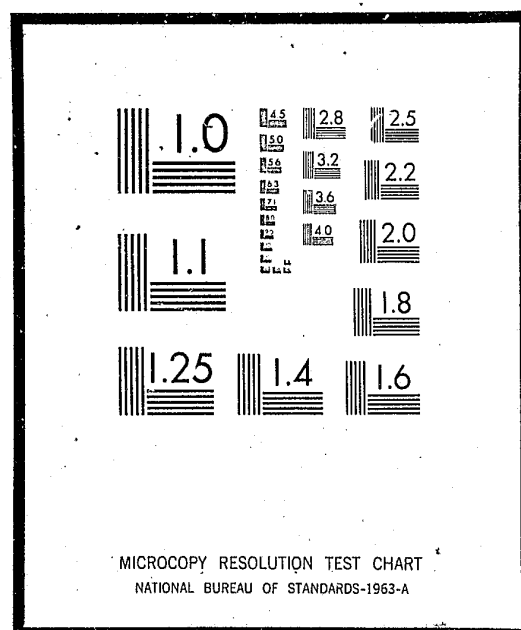


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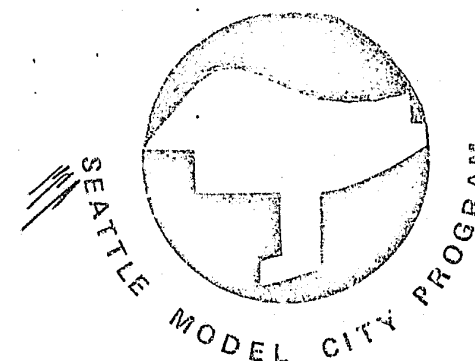
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5/12/76

FIRST-YEAR WORK PROGRAM

COMMUNITY SERVICE OFFICERS PROJECT

SMCP31302



Law and Justice Division
Seattle Model City Program
1700 East Cherry Street
Seattle, Washington 98122

November 1970

29060

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1.0 SUMMARY

The Seattle Police Department (SPD) will develop and implement a four-year project to train residents of Seattle's Model Neighborhood (MN) as community service officers (CSO's). The CSO's will perform community services within the MN such as assisting stranded motorists, receiving lost children, checking externally the security of commercial establishments and vacant houses, etc. They will wear a distinctive CSO uniform and insignia, but will not carry weapons nor perform law enforcement functions.

The objectives of the Community Service Officers Project are to increase the number of minority population representatives on the SPD staff, to provide for the advancement of CSO's into regular police officer positions, provide in-service human relations training for police officers supervising CSO's, and to create jobs which will involve numbers of minority groups in community assistance and crime prevention. To accomplish these objectives, CSO's will receive academic training at an accredited local college and on-the-job training through the SPD.

The project will be administered by the Seattle Police Department, along with the Seattle-King County New Careers Project, Inc., which will be responsible for development of the academic component. The Assistant Chief of the Administrative Services Bureau will develop and administer on-the-job training. Continuing overall jurisdiction of the project will rest with the Chief of the Seattle Police Department.

2. BACKGROUND

2.1 INITIAL CONDITIONS

Recent reports of two Presidential commissions^{1,2} support the assertion that civil disorder and inadequate law enforcement are among society's most pressing problems. Both reports note, while recognizing these problems as multi-faceted, that increased minority group membership in police departments should be among the initial steps directed at the solution of these problems. An examination of the minority representation on the Seattle Police Department revealed that less than 3% of the Department's officers are from minority groups, while 10% of Seattle's total population is minority groups. Although one would not expect the percentages to be equal, the present inequality is extreme.

Another report by a Washington State commission³ cites the need for greater minority representation on police staffs, upgrading departmental staffs through higher education, and creation of effective Community Relations Divisions. The International Association of Chiefs of Police (IACP)⁴ also notes the urgency of upgrading police officer skills and improved community relations.

2.2 EXISTING RESOURCES

In accordance with recommendations cited in the preceding section, the Seattle Police Department has attempted to recruit regular police officers from the minority population, but a recent survey of the Department notes "the lack of success the Department has had in recruiting qualified minority group members."⁵ The survey also notes that a major problem in recruiting "involves the basic suspicion of police by Negroes and other minority groups."⁵ The Department therefore instituted a training program in a further attempt to encourage minority representation. Additional efforts to comply with the above recommendations involved attempts to upgrade its staff through higher education, and to promote better relations with the community.

Funding for the training program proved to be problematic in that even with support from the Mayor's Office, the financial obligation for the program was continuously shifted between the Civil Service Commission and the Police Department. As a result, trainees unnecessarily faced threat of dismissal from a local community college for non-payment for books and supplies. In addition to funding difficulties, organizational problems within the Department cut short the program's proposed four-week orientation, resulting in inadequate preparation for trainees. Mistakes on the job, caused by inadequate preparation, severely lowered the grading of trainees' job performance.

Realizing the need for increased human relations training, the Department urged staff to attend community college classes on their own time and at their own expense. Later, tuition costs were covered through grants or loans available under the Omnibus Crime Bill. Unfortunately, courses chosen by officers did not emphasize human

relations. In 1969, a formal attempt was made to provide an academic program for regular police officers. Courses offered included police science courses (which the Department assisted in creating) and social science courses, which were effective in the desired upgrading; neither of these, however, satisfied the need for human relations instruction. An attempt was made recently to provide human relations training through funds available from State Law Enforcement Assistance Administration grants; evaluating this program's effectiveness is difficult because of its immaturity.

Departmental attempts to promote better community relations have met with minimal success. Police Department involvement with the city schools (bicycle safety, safety patrols, lecturing classes and student meetings) has been directed mainly at the elementary level, rather than the junior or senior high level where the need is as great or greater. Efforts to improve community relations with adults of the Central Area or Model Neighborhood (MN) have included the establishment of rotating offices in the community where citizens may air grievances or communicate on a one-to-one basis with police officers. Participation in this program was limited.

The Seattle Police Officers' Guild, although not formally related to the Police Department, has also conducted community relations programs. The Guild organized and directed recreation programs for children which proved highly successful. Unfortunately, these programs were held outside the MN.

2.3 ADVANTAGES OF THIS APPROACH

The Seattle Police Department's lack of success in its attempts to follow previously cited recommendations indicates the necessity of involving an external source of assistance. The Seattle-King County New Careers Project appears a logical source for such assistance, since it has designed and administered educational components of training programs for minority group members in a variety of public agencies (with the impressive figure of 100% employment of individuals completing training), and has assisted in providing in-service training for agency employees.

New Careers is already established in the minority community as a desirable and effective training program. It has effective methods of recruitment and available pools of potential manpower from which to select trainees.

This proposal is intended to add an innovative training program to those already in operation in the Seattle Police Department--one with an important new dimension. Rather than training men as police recruits or police cadets, the program proposes to train "community service officers," the title accurately suggesting the duties the trainee will perform. It is precisely this difference in training and duties that will encourage the trainee (who is drawn from the community and consequently understands and can serve it more effectively) to apply for the position. It will also effect community acceptance; this is further encouraged through the project's liaison status, which serves to reduce hostility. The project can further assist the Department by exploring the feasibility of expanding the community services.

In-service training represents another area where project assistance, can prove beneficial to the Department. Project personnel will design and execute an effective training program for project staff members who will be supervisors of trainees.

3. METHODOLOGY

3.1 GOALS AND OBJECTIVES

3.1.1 Goals

The goals of the Community Service Officers Project are:

- To improve and promote positive community relations between MN residents and Seattle Police Department personnel.
- To increase to and above standard levels the ratio of enforcement personnel to population.
- To reduce MN crime rates through crime prevention work with juveniles of the MN.
- To increase nonwhite representation on the Seattle police force.
- To provide regular police officers with a better understanding of minority persons.

3.1.2 Objectives

Objectives of the project within the above goals are:

- To provide measurable increases in the number of minority population representatives on the Department's staff.
- To provide for the advancement of community service officers (CSO's) into regular police officer positions and subsequent promotions.
- To provide formal in-service training for police officers who supervise community service officers. Such training will be directed at development of more effective human relations skills and improved supervisory abilities in these individuals.
- To provide for the addition of minority persons to the Department's staff who are intimately aware of their community's values, needs, and goals, and thus are better equipped to serve their community.
- To create jobs which will involve members of minority groups in community assistance and crime prevention.

3.2 SERVICES

3.2.1 Community Services

The CSO's job duties following a four-week orientation course will be special community service duties. These might include assisting stranded motorists; giving directions to travelers; rescuing lost children; aiding sick or injured persons; identifying abandoned vehicles; inspecting streets, sidewalks, and alleys for safety or sanitation

hazards such as burned-out street lights, broken pavement, or uncollected garbage; checking externally the security of commercial establishments and vacant homes; initial screening of many problems such as housing crises or landlord-tenant disputes; or relieving police officers by responding to service calls of a non-law enforcement nature.* A check of the Department's MIRS would more specifically identify these services. When on the street in the central city community, the CSO will not necessarily be in uniform. As suggested by the IACP,⁴ the CSO's activities will include:

...Maintain close contact with juveniles in the neighborhood where he works. He might be available in a neighborhood storefront office or community service center. He would perform the service duties that inner-city residents need so badly and that law enforcement officers have so little time to perform.

The orientation course, conducted at the beginning of training, will be aimed at instructing CSO's in the following areas: rules and regulations of the Seattle Police Department; the functions of Federal, State, and local governmental agencies and the services available therein; and all other subjects necessary to make the CSO capable of performing basic community service work.

The CSO will be authorized to wear a distinctive uniform with insignia on both sleeves. He is not expected to act in the capacity of a police officer--he will not carry weapons and will not attempt to handle any police incident either on or off duty. He will react to police incidents in the same manner as any good citizen. He will adhere to the same general rules of departmental conduct as a regular police officer.

3.2.2 Community Service Officer Training

The training for CSO's comprises two major components: academic and on-the-job. The SPD will provide the on-the-job training component, and New Careers will provide the academic component. The relationship of these two components is illustrated by the following model which shows the CSO's spending alternately blocks of time at the job site and at a college campus.

ONE WORK WEEK

OJT	ACADEMIC	OJT	ACADEMIC	OJT
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Two police sergeants will serve as program coordinators, and two civilian employees will serve as counselors, under the direction of the Assistant Chief of the Administrative Services Bureau. Responsibilities of these individuals include planning and conducting both formal (lecture) and informal (work experience) instruction for trainees, and assisting trainees with personal and job-related problems that may arise during training. The education component must closely relate to academic experiences.

*A proposal to use the CSO's as investigative assistants in consumer-law enforcement is being considered by the SPD.⁶

New Careers personnel participating in the training program will consist of the Director and an education specialist who will plan and operate the academic component in cooperation with a community college. New Careers will ensure that the community college implements an innovative academic program of the type described in Section 3.2.2.2, which will include a remedial education program and tests to determine the CSO's individual needs, and will serve as a consultant to aid the college in implementing the program.

It is important that close cooperation between the Police Department and New Careers continue throughout the training program. This will enable the education specialist to respond to specific instructional needs recognized by the supervisors and to become aware of the differences in viewpoint between the academician and the practitioner.

3.2.2.1 On-the-Job Training

The basic principle of on-the-job training is that participants be given meaningful knowledge to enable them to become police officers. It is essential that staff members of the employing agency understand clearly that the CSO's are not to be used for menial chores or for any law enforcement functions, but for the specified duties for which they are trained.

The Department will ensure that the training is flexible enough to enable the CSO to respond to specific training needs as they arise; that it contains a variety of instructional techniques to maintain the CSO's interest; and that it be effective through innovative approaches to instruction (discussion, demonstrations, role playing, field projects, etc.).

3.2.2.2 Academic Training

The basic principle of the academic component is that innovative instructional techniques and material be used to assure maximum effectiveness of the program. Such techniques include group dynamics, audio-visual materials, classroom participation in discussion, certain programmed materials, and a variety of others which are available for implementation. The New Careers Project's association with the college will encourage flexibility and variety in this component.

Courses offered to the CSO's are divisible into four main categories: Basic Education, General Education, Speciality Training, and Core Group. Basic Education is designed to assist the CSO in achieving either the GED or high school graduate status. Concentration in Basic Education is on remedial English, reading, and arithmetic. This portion of the component will assist the CSO in passing the Civil Service Exam and entering the Police Academy.

General Education is designed to build understanding of generic issues in human services, i.e. client relationships, and observation and interviewing techniques. Specialty Training is developed after a series of specific tasks have been designed for on-the-job training. This training will aid in teaching those tasks, or knowledge and skills supportive of those tasks, in a classroom setting.

Core Group training provides a small group experience where personal, inter-personal, college, and work-related problems can be discussed and techniques of problem solving can be practiced. This training will assist the CSO in developing discipline necessary for completion of the Police Academy.

All components of training must be integrated so that all learning is relevant. An example of integration of academic and on-the-job training follows:

- (a) On-The-Job Training - Contacts with and community service to youth agencies.
- (b) Basic Education - remedial education in communication skills.
- (c) General Education - Human Behavior I to provide knowledge of the causes of delinquency and methods of prevention.
- (d) Specialty Training - Urban Community I to provide knowledge of the youth agencies extant in the community.
- (e) Core Group - discussion of problems experienced during contacts (i.e., hostility of youths toward CSO, techniques for alleviating such hostility).

New Careers or Police Department personnel who qualify as certified teachers may be utilized by the college to augment existing faculty; continuing efforts will be made to obtain maximum accreditation for all college courses offered to community service officers.

3.3 RECRUITING

Individuals wishing to become community service officers must meet the following entrance requirements of the Seattle Police Department:

- Participants must be 21 to 30 years of age, between 5'9" and 6'6" (the Department may waive the age requirement).
- Participants must pass a medical examination, a stability assessment, and a background investigation. (Minor police records will not be a barrier to acceptance.)

In addition, participants must meet one of the following criteria:

- have a poverty-level income as defined by Federal standards;
- be unemployed or underemployed as defined by Federal standards;
- have an educational deficiency which can probably be overcome during a training period of up to four years. It is recommended that high school graduation or similar certification (GED) be an objective of the academic program. New Careers can effectively train men to pass

the GED through its present academic training program. The acquisition of the GED should assist the trainee in passing the Civil Service Exam and successfully completing the Police Academy course.

To maximize outreach potential of the project, the Seattle Police Department will increase its internal recruiting ability through use of the Concentrated Employment Program and Unicenter System facilities. New Careers currently contracts with the Concentrated Employment Program, which will assist in the recruiting, initial screening, and referral of CSO's. It is assumed that the Unicenter System will complement such services.

Community service officers themselves will increase the outreach potential of the project. In the course of their regular duties, they will exemplify the project's effectiveness; this will undoubtedly serve to encourage project participation. It is feasible that CSO's could officially encourage project participation when appropriate.

3.4 WORK PLAN

3.4.1 Preplanning

The achievement of the goals of the Community Service Officers Project will provide the Seattle Police Department with both valuable manpower and a more effective means to work with the population in localities such as Seattle's MN. However, the achievement of these goals depends upon the implementation of an effective program which requires: (1) The Police Department to create preprofessional positions where new employees can become quickly and meaningfully productive and eventually acquire professional status; (2) New Careers to develop an academic component in cooperation with the Seattle Police Department; (3) Development of an on-the-job training program with input from New Careers; (4) Accreditation for academic and on-the-job training by an educational institution. The inclusion of these elements will require systematic negotiations between the Police Department, New Careers, a participating community college, and other agencies (Police Officers' Guild, Civil Service Commission) which are directly related to the program.

Accomplishment of the proposed goals is assured through adherence to the following preplanning structure, which ensures effective coordination of the interrelated components of the program. Steps in the preplanning (Phase I of the project) include:

- (1) Dissemination of Information: This might well be described as education, since it also represents a persuasive effort (through in-depth orientation) to elicit empathetic attitudes and commitment to program development from individuals in positions of authority or supervision within the participating agencies.
- (2) Job Analysis: Job analysis is directed at the development of job descriptions for training positions. Such analysis, greatly simplified, consists of observing job performance of the target professional position and selecting those tasks suitable for entry-level performance, or developing within the Department additional tasks related to community service.

- (3) CSO Training Design: Step three in the preplanning involves development, by the SPD, of structure and goals for on-the-job training of the CSO's and related academic work. These components must closely align with job descriptions and also specify the criteria to be used in evaluation of job and academic performance. (See Appendix A for a proposed academic training plan which has been tentatively agreed upon by New Careers and the SPD.)
- (4) Staff Training Design: In-service training for participating agency staff occurs during step four in preplanning. Staff understanding, commitment, and sensitivity to the training program is vital to operational success. Training for professionals having direct contact with CSO's will include both supervisory and human relations training to be designed by New Careers. Negotiations will be conducted to obtain accreditation of this training by a recognized educational institution. It is hoped that such training will eventually be made available to all regular police officers in order to assist them in their duties. The training process will include small groups of CSO's, police officers, and other police personnel to facilitate better understanding between personnel and encourage a cohesive team approach to law enforcement. In addition, orientation and on-going training sessions in the form of workshops and meetings to be conducted for all related departmental personnel and college personnel will ensure understanding of the project's objectives and will illustrate methods for achieving these objectives.
- (5) Implementation: Step five involves setting the program into motion (recruiting and selection, orientation, training, etc.). Completion of these steps ensures a well planned and coordinated program.

3.4.2 Related Activities

An orientation program will be planned for all who will have contact with community service officers. It is essential that all know details of what to expect of the project and begin to explore their attitudes toward the project.

An organizational design will be constructed so that the Seattle Model City Program (SMCP), the Mayor's Office, New Careers, the SPD, and the participating college will understand communication channels. All who are part of that design will be involved in program development and on-going relationships on a cooperative basis.

3.5 EVALUATION

The Law and Justice Task Force's monitoring team will evaluate program operations on the basis of site visitation. The SMCP Evaluation staff will also evaluate program effectiveness; a detailed evaluation plan, including criteria, procedures, and schedule of reporting, will be prepared within three months of the start of the project. An evaluation report, prepared by the SMCP Evaluation staff at the end of the first year of project operation, will be used to assess the need for operational changes before going into the succeeding year. (See Sec. 5.)

4. PROJECT ADMINISTRATION

4.1 ORGANIZATION

The Community Service Officers Project will be administered by the Chief of Police, who will contract with New Careers or some entity with similar expertise in devising educational components to develop the education program. The Police Department's Administrative Services Bureau will conduct the work experience program. Academic training will be developed and administered by New Careers Project, in cooperation with a community college.

The SMCP (Appendix B) will maintain fiscal, evaluative, and monitoring responsibilities.

See Figure 1 for organization chart.

4.2 REGULATORY PROVISIONS

X The project will be subject to the regulatory provisions imposed by the funding source (Omnibus Crime Bill). In addition, it will conform to such directives as are added by the Mayor of the City of Seattle. Performance criteria shall include (1) reporting to the Evaluation staff of the SMCP, and (2) monitoring and participation in the personnel screening process by the Personnel Committee of the Law and Justice Task Force of the SMCP. (The Civil Service Department can easily implement the latter requirement by including two persons from that committee on the examining board for the PQT oral exam.)

4.3 STAFFING

In accordance with SMCP guidelines, priority will be given to the selection of Model Neighborhood residents for positions funded in this program. The process for recruiting personnel will involve appropriate notification of Task Forces and their personnel committees. It is expected that "selective certification" and "exempt status" will apply, so that secretarial and clerical candidates who might not initially qualify under Civil Service may prepare for eventual certification while employed. Job descriptions for key positions are given in Appendix C.

4.4 LINKAGES

A number of referral resources will be utilized in the recruitment of community service officers. The Unicenter project originated by the SMCP Employment and Economic Development Task Force is expected to complement the Concentrated Employment Program. In addition, the Seattle Police Department has already established recruitment capabilities which will broaden outreach beyond the MN. Other established referral agencies such as the Multi-service Center and Youth Employment Service will be utilized. It is expected that police coordinators, civilian police counselors, and community service officers will be housed in the proposed Central Area Police Precinct when and if that is implemented. The education specialist and related project staff will be housed in the New Careers offices on the Seattle University campus bordering the MN.

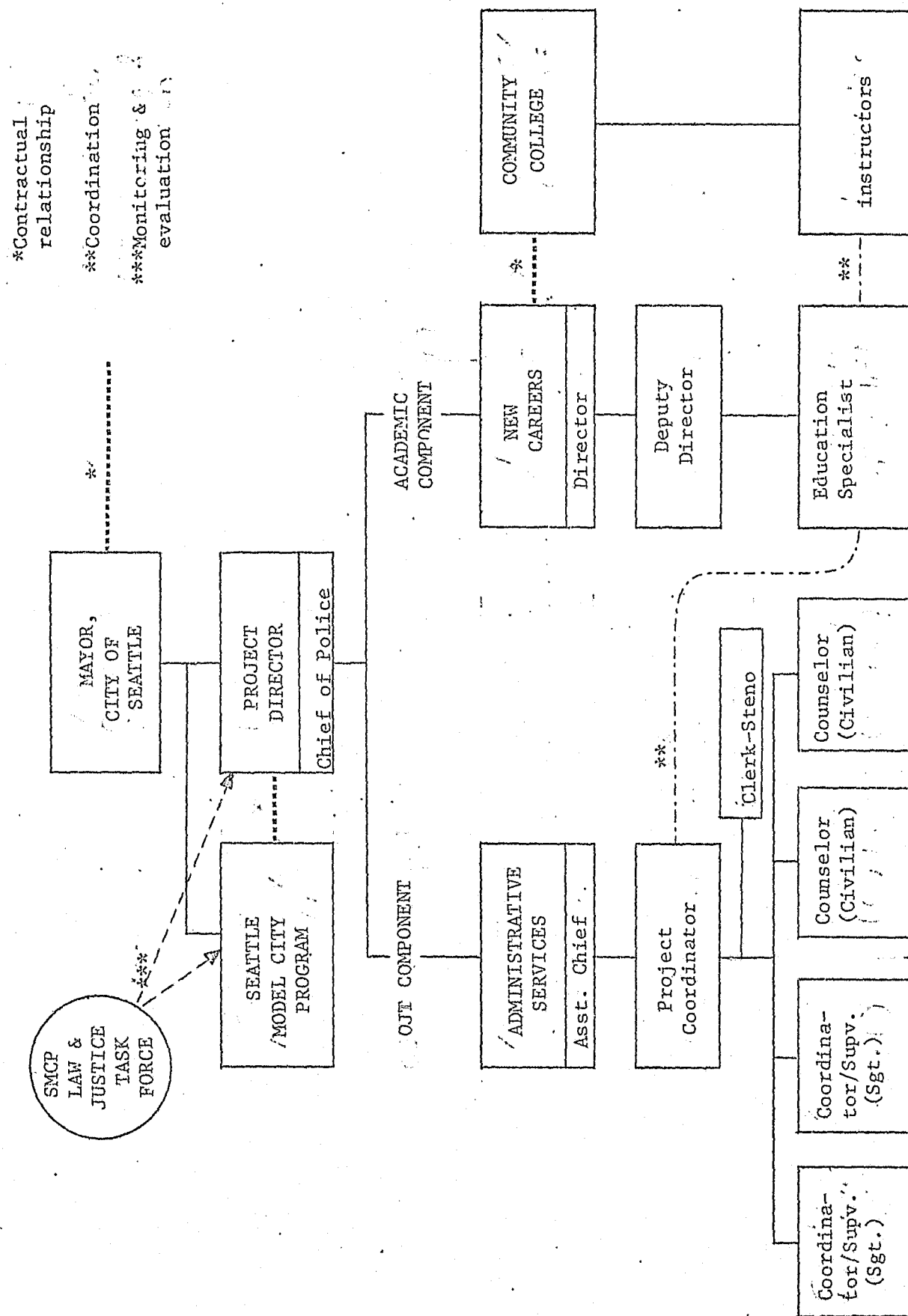


Figure 1. ORGANIZATION CHART

4.5 CITIZEN PARTICIPATION

Interested groups from the MN were contacted during the planning stages, and indicated their support at that time. The project addresses itself to the solution of many of the concerns of MN citizens about the operations of the Seattle Police Department (See Appendix D, Concerned Central Area Citizens' 10-Point Program for Immediate Reform in the Seattle Police Department).

The SMCP Law and Justice Task Force will assume the Community Service Officers Project as an additional component of its overall services to the MN community. Continued input from the Task Force will be assured through scheduled meetings to review reports on program status. This reporting to the Task Force, as well as site visits by the monitoring committee, will promote necessary representation from the MN in program monitoring and review.

5. PROJECT CONTINUATION

The Community Service Officers Project aims to place trainees in permanent job positions within a four-year period. It is expected that the activity will not terminate at the end of the four-year period, but that the City of Seattle will identify necessary funds to continue and expand it for an indefinite continuing period. The potential of the project, however, will be reassessed at the same time its accomplishments are evaluated, at the end of each successive operating year.

The Seattle-King County New Careers Project will, under contract from the SPD, assume the responsibility for developing the academic component of the training program in conjunction with a community college. It is hoped that the participating college can eventually assume responsibility for maintaining an effective academic training program for community service officers, following New Careers formal withdrawal from the program. Thus the ultimate goal of the academic component is that it become an effective demonstration project for the training of community service officers.

After a sufficient time lapse, New Careers further proposes to do a study of the project to determine the feasibility of eventually expanding all the community services of the SPD into a comprehensive community service career program. Hence, the ultimate objective of New Careers' involvement with the proposed program is to facilitate the development of career training and employment in community services within the Seattle Police Department. The need to improve community relations between police departments and members of minority groups is crucial in every city in the country, and deserves top priority.

6. BUDGET

SECTION I - TRAINEE COSTS:

A. Wages		
1. Salary Schedule		
Starting Salary	\$524 Mo.	
Six Monthly increments	582 Mo.	
	612 Mo.	
	641 Mo.	
	670 Mo.	
	699 Mo.	
	728 Mo.	
(Maximum \$710)		
Use Higher Rate for		
Each Year.		
20 Trainees for 12		
Months Each Year.		
Total Trainee Wages		\$132,700 X
B. Employer's Cost of Fringe Benefits		
1. F.I.C.A. - 4.8% of Total Wages	\$6,360	
2. Retirement after Six Months		
See Retirement Regulations,		
Assume Average Age about 31		
Years, so use 6% as City		
Costs 3% for 6 Months	3,981	
6% for 12 Months		
6% for 12 Months		
6% for 12 Months		
3. Life Insurance, Police		
Reserves, \$10,000 benefit,		
City Cost \$7.50 per Trainee		
per year.	150	
4. Medical Aid and Industrial		
Insurance, \$6.42 per month per		
trainee	1,541	
5. King County Medical, Group		
Health, or either of two		
others, \$16.55 per month		
per trainee; after six		
months, City expense	2,310	
6. Death Benefits to retirement		
after 6 months \$6.00 per year	60	
Total Employer's Cost of Fringe		
Benefits		14,402

C. Trainee Supportive Services		
1. Uniforms estimated @ \$300 each for trainee	\$ 6,000	
2. Radios		
Two way radio purchase, remain City property @ \$600 each - purchase 20 sets	12,000	
Maintenance on two way radios, \$200 per year	4,000	
3. Transit pass @ \$2.00 per month per trainee for 50 trainees	480	
4. Trainee Transportation		
Rent medium size cars @ \$60.00 per year for parking-each equipped with two way radio 3 car rental- \$60 per month	4,220	
6 two way radio purchased @ \$600 each	3,600	
6 two way radio maintenance @ \$200 per year	1,200	
5. Recruitment advertising	600	
Total Trainee Supportive Services		\$ 32,100

D. Supportive Services Not Supplied by Staff		
1. Academic Costs		
a. Instructors, 5 for 4 quarters for 12 weeks per quarter @ 16 hours per week to serve 50 trainees @ \$7.50 per hour or 840 hours @ \$7.50 per hour	\$27,360	
b. Employer's costs of fringe benefits @ 12%	3,519	
c. Books and supplies for trainees	2,000	
d. Registration fee and test and examinations		
Registration fee @ \$5 for 95	100	
e. Curriculum planning and development-150 hours per year @ \$15 per hour	2,250	
f. Allowance to academic training facilities for administration, furniture, classroom space, etc., @ 5% of costs, minimum \$5,000 per year	5,000	

D. Supportive Services Not Supplied by Staff		
g. Purchase special academic training equipment; see H		
h. Purchase academic instructional equipment (rental will cost more than purchase):		
1 overhead projector	\$200	
1 opaque projector	200	
1 Wallensak tape recorder	200	
1 Bell & Howell sound movie projector	600	
1 portable movie screen	50	
1 lot of miscellaneous items	250	
total equipment		\$ 1,450
Maintenance of equipment		
Total Supportive Services Not Supplied by Staff		\$ 8,800
TOTAL SECTION I - TRAINEE COSTS		\$188,002

SECTION II - STAFF COSTS

A. Wages		
1. Administration		
a. Education and/or Job Specialist @ \$1,083. Mo	13,000	
b. Intermediate Clerk Stenographer @ \$481 Mo.	5,772	
2. Coordinator - Police Sergeants @ \$995 Mo. - 2 required plus	23,880	
3. Counselors - Civilian @ \$995. Mo. - 2 required plus 5% Cost of Living increment	23,880	
4. Program Coordinator at \$1,100 Mo.	13,200	
Total Wages		79,732
B. Employer's Cost of Fringe Benefits		
1. F.I.C.A. - 4.8% of \$7,800	2,618	
2. Retirement after 6 months - 7%	2,486	
3. Health Insurance-\$16.55 per month after 6 months	695	
4. Medical Aid and Industrial Insurance @ \$6.42 per month	539	
5. Term life insurance-22¢ per month per \$1,000 maximum \$10,000	528	

SECTION II - STAFF COSTS

C. Travel Allowances

1. Out of town travel - 4 trips per year @ \$250	\$ 1,000
2. Per-diem @ \$16 per day, 2 days each trip	128

TOTAL SECTION II - STAFF COSTS

\$87,726

SECTION III - OPERATIONAL COSTS

A. Equipment Purchased

5 executive desks @ \$280 each	1,400
1 steno desk	230
5 executive chairs @ \$90 each	450
1 steno chair	50
2 five-drawer file cabinets @ \$150 each	300
12 side chairs @ \$20 each	240
1 table-classroom @ \$275 each	275
3 table chairs @ \$20 each	60
60 arm chairs - tablet arm @ \$35 each	2,100
1 blackboard @ \$30 each	30
2 supply cabinets @ \$75 each	150
1 bookcase - three shelves @ \$40 each	40
1 dictating-transcribing @ \$600 each	600
1 typewriter-electric	450

Total equipment purchased

6,375

(Allow 10% replacement cost after first year)

B. Space Rental

7 staff plus service area 1,000 sq. ft. @ 30¢ per sq. ft. per mo. OJT facilities for 50 trainees @ \$4.50 per year for 9,200 sq. ft.	20,000
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C. Consumable Supplies

\$100 per year for staff of 7	700
Original small items for 7 staff	500

D. Postage

\$50 per year per staff of 7	350
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E. Communications

7 lines @ \$200 per line per yr.	1,400
Toll calls @ \$50 per month	600
Installation costs - \$25 each	2,175

Indirect Costs

Bookkeeper - 50% time on project	\$ 4,950
Training Coordinator - 50% time on project	6,200

TOTAL SECTION III - OPERATIONAL COSTS

\$ 43,250

TOTAL PROJECT COSTS

\$318,978

REFERENCES

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APPENDICES

APPENDIX A

SUGGESTED OUTLINE OF ACADEMIC TRAINING

QUARTER I

I. English Skills -

- a. Remedial - Remediation designed to satisfy general written, oral and reading communication skill needs through use of agency reporting forms and presentation of appropriate literature. Such skills include grammar, spelling, vocabulary, thought organization and reading comprehension.
- b. Report Writing - Essentials of report writing; sources of information, collection of data, analysis and interpretation of information and presentation of facts. Practice in using agency reporting forms.

II. Urban Community I - To provide the trainee with a working knowledge of agencies extant in the community which can provide services and opportunities to the persons with whom the trainee will work while performing his job.

Implementation of this course includes classroom preparation on agency goals and position in the social framework; institution visitation for familiarization with location, facility, contact persons and method of referral; classroom follow-up with review and suggested methods of including such agencies within the trainee's job framework.

- III. Human Behavior I - Understanding of causes of human behavior as influenced by heredity, environmental factors, and socialization processes which contribute to the total personality. Application of the principles of human behavior and personality to interaction processes experienced on the job.
- IV. First Aid - Knowledge of the human body and its functions and the relation of such knowledge to homicide departmental requirements. Instruction in emergency first aid, life saving techniques and assistance in birth.
- V. Professional Awareness Seminar - Core Group--A course designed to build identification with New Careers concepts through the development of small cohesive groups of New Careerists; to develop mutual helping patterns with trainees; to provide an arena in which behavior can be evaluated and modified - an area for problem solving.

QUARTER II

- I. English Skills II - Remediation as needed to prepare trainees to successfully complete the Civil Service testing.
- II. Urban Community II - To inform trainees of the physical, social, economic, and cultural structure of the urban community in order to deal more effectively with persons whose personalities and behaviors reflect their milieu. A view of present community resource mobilization for change and the effectiveness of such mobilization.
- III. Human Behavior II - Continuation of Human Behavior I (see page one)
- IV. Afro-American History - A survey of the history of the Afro-American from 1610 to present. Primary emphasis will be placed on the Afro-American scene. An effort will be made to depart from the "sanitized" historical approach and to historically place the black man in proper perspective, in terms of his legacy, contributions, and achievements during the period.
- V. Professional Awareness Seminar - Core Group continued (see page one)

QUARTER III

- I. Interviewing Skills I - To teach the skills of interviewing to trainees who deal with a client population. Such skills include the development of the art of questioning without causing hostility, the importance of an interview milieu; objectivity and confidentiality regarding client.
- II. Drug Abuse and Alcoholism - Introduction to narcotics - types and effects; theories of alcohol and drug addiction and application of this knowledge to law enforcement.
- III. Laws of Arrest, Search and Seizure - Review of current court decisions affecting laws of arrest, search and seizure; powers and restrictions imposed by constitutions, society, departmental rules, court and political and diplomatic immunities.
- IV. Juvenile Behavior and The Law - Overview of adolescent psychology and the theory of the gang subculture; elements, functions, and purposes of juvenile court; preventive police relationships with juveniles.
- V. The Family - Family structure in the urban community and personality development within such a structure; changing family patterns and effects of such change on societal organization.

QUARTER IV

- I. Criminal Evidence - Analysis of statutes and court decisions on accumulation, presentation and admissibility of criminal evidence; origin, development, and philosophy of rules of evidence; tests of admissibility; types of evidence; arrest, search and seizure, entrapment, and opinion testimony.
- II. Race Relations - Interracial relations and factors governing such contacts - housing, schools, employment and economic status; factors affecting personal interracial contact as cultural values, prejudice, myths and fears; conflicts resulting from negative interracial relations and the effect of conflict on the individual and society. Organizations extant which promote interracial understanding (e.g. Urban League, American Friends Society) and those advocating separatism (K.K.K., Black Muslims).
- III. Interviewing Skills II - Continuation of Interviewing Skills I (see page three)
- IV. Social Disorganization and Deviant Behavior - Analysis of the causes of personal and social disorganization through the study of its manifestations such as mental disorder, divorce, suicide, and crime. Emphasis on the urban community.
- V. Family Counseling - Instruction in family counseling including mediation techniques, facilitating acceptance of individual opinion and recognition of individual worth, compromise for mutual satisfaction.

APPENDIX B

THE SEATTLE MODEL CITY PROGRAM

The Seattle Model City Program (SMCP) was initiated in December 1967 as part of the national Model Cities Program administered by the U.S. Department of Housing and Urban Development (HUD). This program seeks to provide a new and demonstrably sound basis for future policies and programs of assistance for the nation's cities. Its basic approach is to provide Federal support for locally planned and executed attacks on social and physical blight within selected neighborhoods across the country, in order to demonstrate new and imaginative proposals to improve living conditions for the people who live in such areas.

Key elements of the program are:

- Comprehensive local planning and coordination of Federal and local funds
- Local innovation and experimentation
- Local evaluation, program control, and management
- Citizen participation (a partnership of local residents with the City in program planning, review, and evaluation).

Following the national guidelines established by HUD's Model Cities Administration, a problem area constituting about 10 percent of the city has been selected as the initial site of the SMCP's activities. This area is designated the Model Neighborhood.

PROBLEM AREA: THE MODEL NEIGHBORHOOD

The Model Neighborhood (MN) in Seattle is an approximately four-square-mile area (shown in Figure A) chosen for intensive planning on the basis of its racial imbalance, low income levels, high unemployment, and other factors that contribute to urban blight. Although the area has diverse life styles, income levels, and problems among its several racial groups, the following statistics indicate the type of general sociological conditions that the SMCP has been designed to deal with:

- Four out of every ten white families and one-third of all non-white families live on incomes below the Federally defined poverty level.
- Seventy-two percent of the families have an income of \$7,000 or less.
- Unemployment is three times as high as in the rest of the city.
- Nearly half (45 percent) of the heads of households did not finish high school.

- Twelve percent of all households with children under 18 years of age are without fathers.
- De facto segregation exists in the schools, with blacks representing 45 to 95 percent of the student bodies.
- The dropout rate among high school students is more than 30 percent above the average for the whole Seattle school district, and the suspension rate is 45 percent above average.
- Eighty-five percent of Seattle's black population lives in the MN; there are two black households for every white household.
- Twenty-seven percent of the population of the MN is white. In comparison, 61 percent is black, 5 percent Japanese, and 3 percent Filipino. Other minorities include Chinese (2 percent) and American Indians (0.6 percent).
- Sixteen percent of the residents are over 65 years of age, compared with 12 percent for the rest of the city.
- Eighteen percent of the housing--half again as high as elsewhere in the city--has been identified as dilapidated or deteriorating. Another 32 percent of the housing needs major repairs.

ORGANIZATION

The SMCP, although funded primarily through Federal grants, is a branch of the Executive Department of the City of Seattle. The director and staff report to the mayor of Seattle, who has final responsibility for the program (Figure B).

As the City's agent, the SMCP has established a citizens' organization, headed by the Advisory Council, to help plan for the Model Neighborhood. One hundred organizations, originally invited by the mayor, appointed representatives to the Council. Since that time, 12 groups have disbanded, six have stopped participating, and 14 new groups have been added for a present active representation of 96 organizations. Also included in the citizen structure are task forces, concerned with specific fields of planning, which are open without restriction to all MN residents. (See Figure C.)

In line with the Model Cities legislation, the SMCP includes within its plans all projects and activities within the Model Neighborhood that have an impact on the lives of the residents. This scope of planning calls for increased concentration and coordination of Federal, State, and local public and private efforts. To help achieve this, a Model City-State Interagency Team has been established by the governor, which meets monthly to review and communicate SMCP planning to State departments. It is chaired by the director of the State Planning and Community Affairs Agency, and includes the State departments of Health, Labor, Education, Welfare, and Institutions. A City Interdepartmental Team has been established to serve a similar function with the City agencies; and an SMCP-Federal Interagency Team is the vehicle for coordination with Federal agencies. Sixty local

public and private agencies are involved through representation on the Interagency Directors Committee.

PLANNING PROCESS

All planning is initiated at the task force level--with groups of Model Neighborhood citizens who attend weekly planning meetings in seven areas: Health, Education/Arts and Culture, Welfare, Employment and Economic Development, Housing and Physical Environment, Law and Justice, and Citizen Participation. The members of these seven groups each elect one task force co-chairman, and the Advisory Council elects another.

Plans approved at the task force level proceed to the Steering Committee, composed of the co-chairmen of the task forces and the elected officers of the Advisory Council. The Steering Committee is the executive committee of the SMCP, and functions to review and screen the citizen planning process. Its decisions in turn are reviewed and ratified by the Advisory Council and then forwarded to the City of Seattle.

The absence of formal representation of private and governmental agencies in this process is deliberate. They are consulted only after planning decisions are made by the task forces. By this process, the integrity of the citizens' planning is assured, as well as the necessary input from operating agencies.

The SMCP provides each task force with a planning coordinator, responsible to the SMCP director for the development of an intensive problem analysis of his planning area and a comprehensive statement of goals. To accomplish these tasks, he works closely with the task force and the co-chairmen (see Figure B), but does not direct their decision making; his role is that of a technical advisor. In addition, the planning coordinator must establish strong lines of communication with those agencies legally or operationally charged to plan or implement projects. From time to time, the planning coordinator uses the services of consultants for technical assistance.

To augment the work of the planning coordinator, the SMCP provides a sum of money to allow the Advisory Council and task forces to hire advocate planners where they see the need. Such advocate planners may become part-time "planning coordinators" for the task forces or may give technical assistance on an ad hoc basis.

Lines of communication have been established with the Seattle-King County Economic Opportunity Board (OEO), the United Good Neighbor Fund, the Seattle Chamber of Commerce, the Seattle-King County Labor Council, the American Medical Association, the Seattle-King County Bar Association, and numerous other agencies. Representatives of these groups attend task force meetings to offer their professional advice and opinions, although they have no vote. Voting on task force decisions is restricted to MN residents.

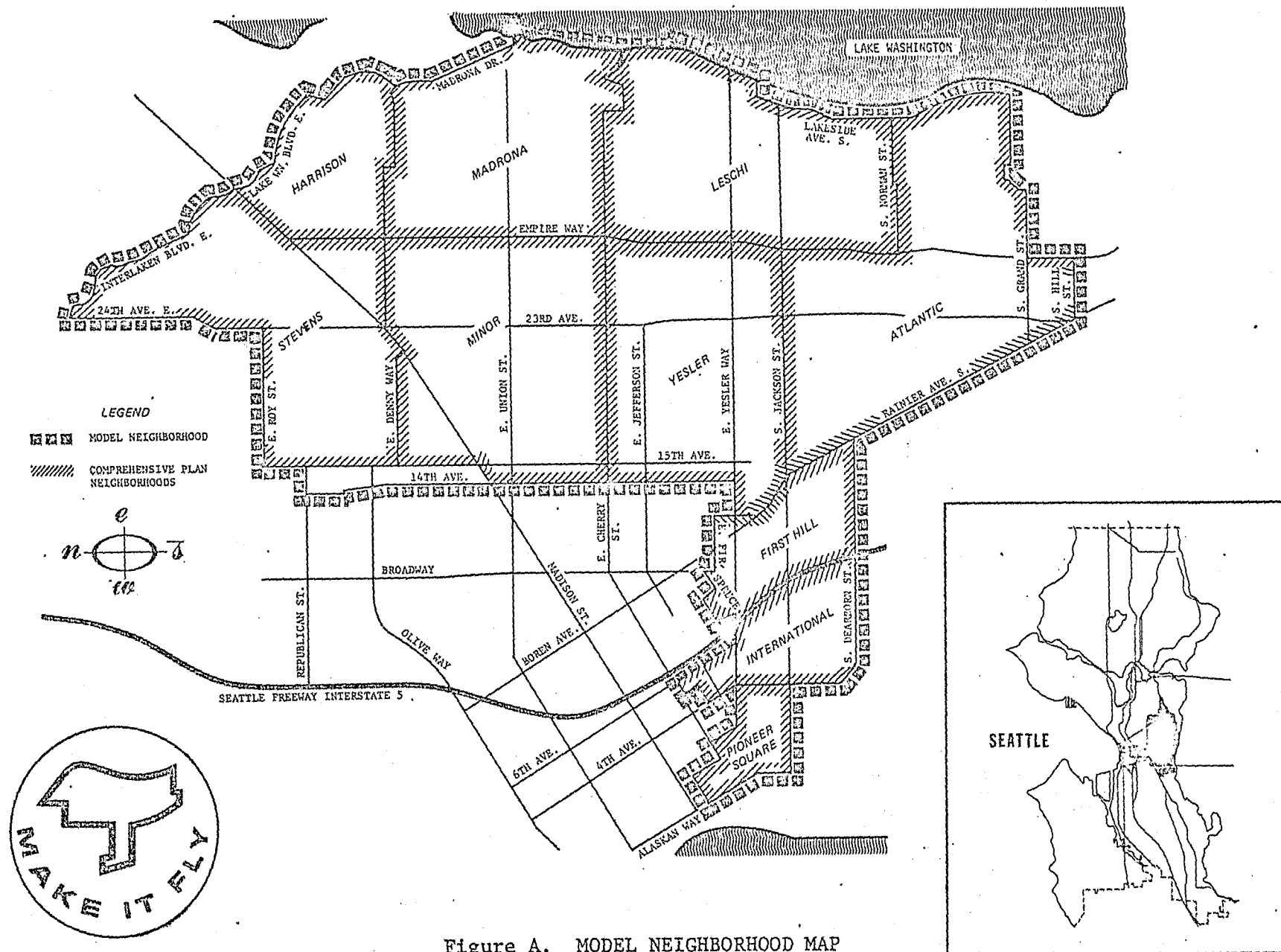


Figure A. MODEL NEIGHBORHOOD MAP

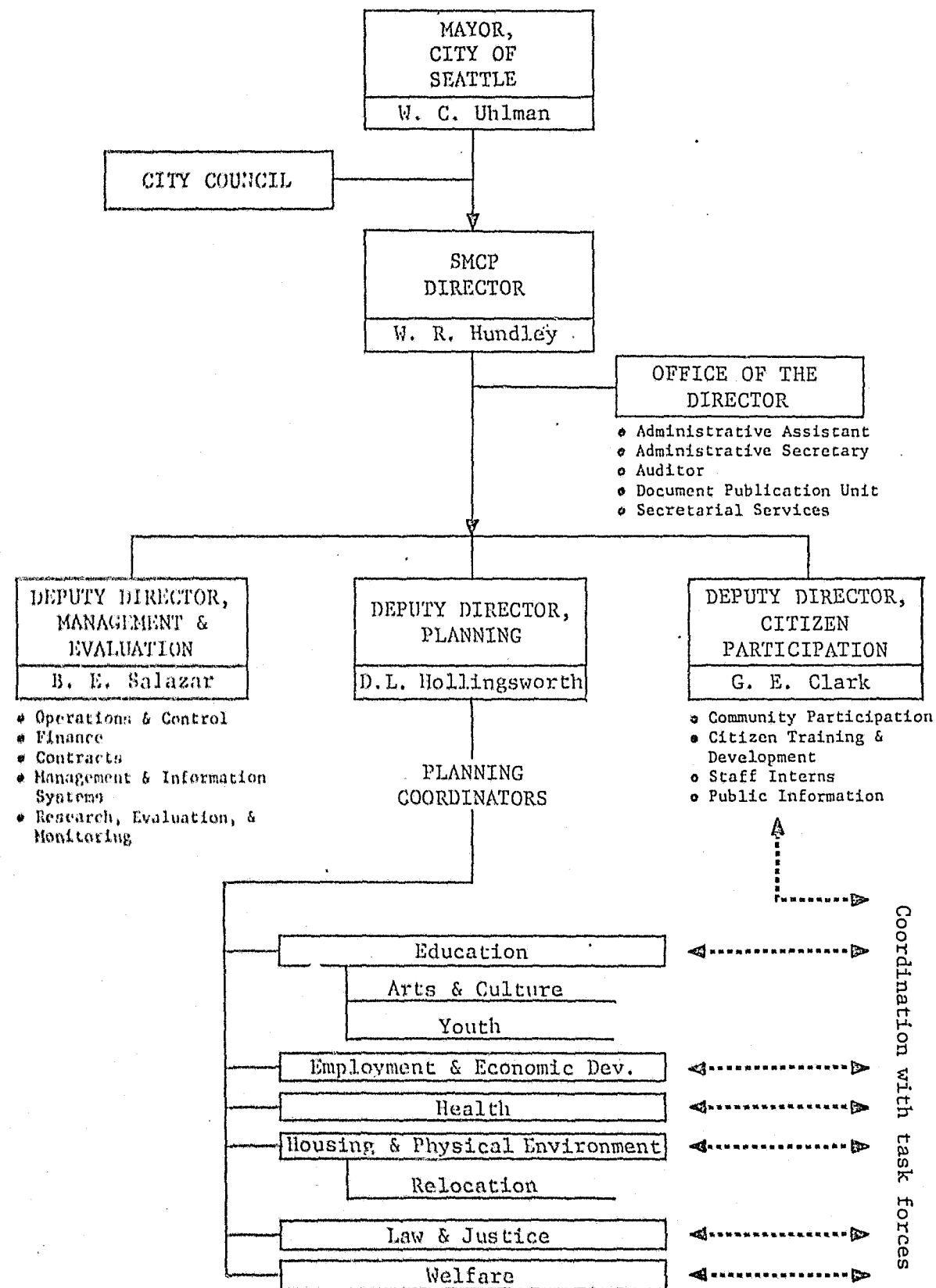


Figure B. SMCP STAFF STRUCTURE

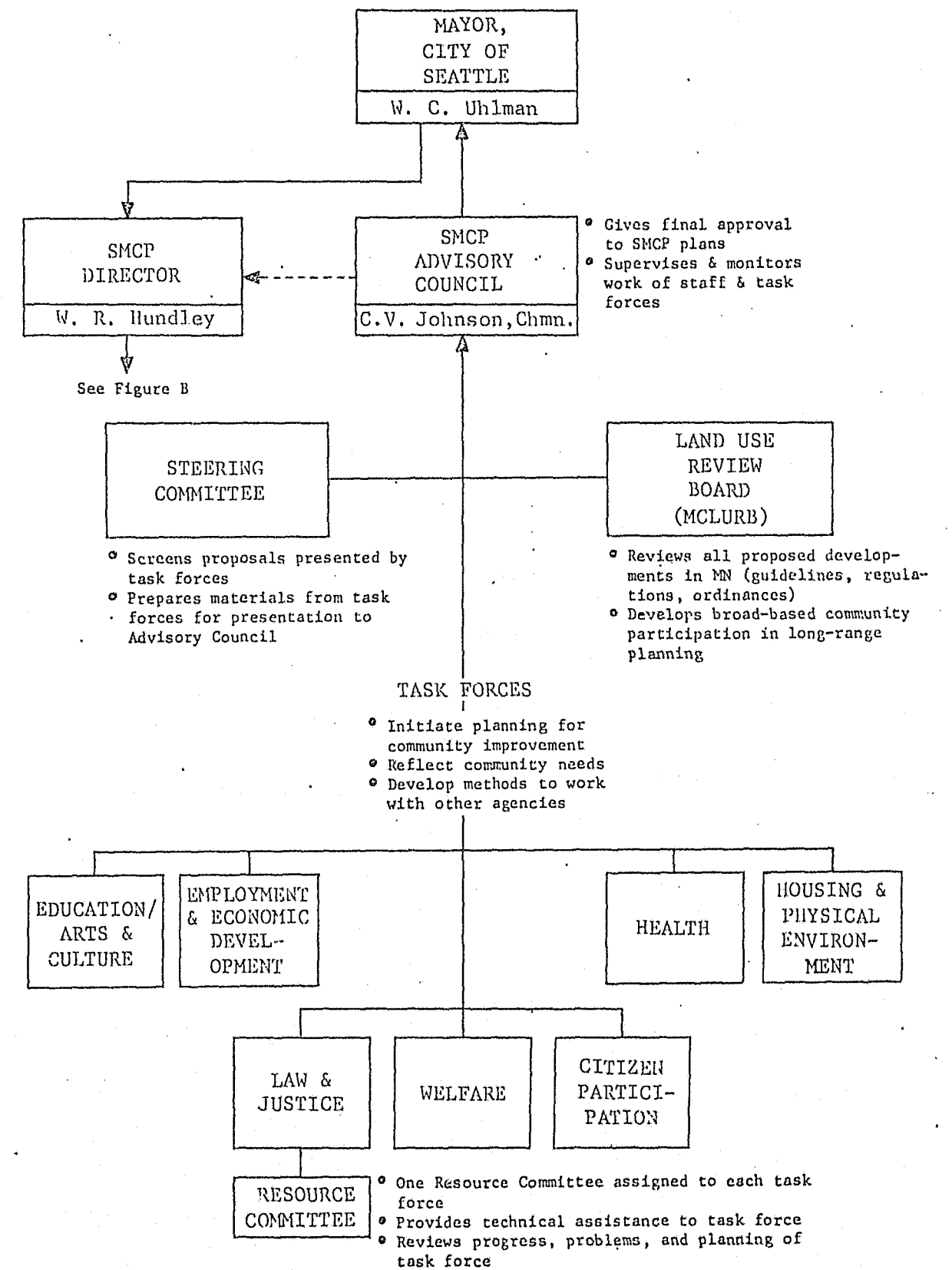


Figure C. CITIZEN ADVISORY STRUCTURE

APPENDIX C

JOB DESCRIPTIONS

POLICE COORDINATOR AND CIVILIAN COORDINATOR COUNSELOR

The police coordinator will be a Seattle police sergeant. The civilian coordinator counselor will be a civilian, preferably from the model neighborhood.

Under the direction of the Assistant Chief of the Administrative Services Bureau, the police coordinator and police counselor serve as group leaders and liaison persons between the Seattle-King County New Careers Project and the Seattle Police Department, and all other individuals and agencies involved in or in contact with the Community Service Officer Project.

Example of Duties

1. Monitors effectiveness of the academic program, recommending improvements so that objectives can be accomplished.
2. Acts as intervening force on behalf of the trainees in day-to-day operations in the user agency, educational institutions, and the project itself.
3. When assigned by the SPD, serves as a representative in screening and selection interviews for community service officer applicants.
4. Assists in preparation of daily job experience duties and classroom schedules for each CSO.
5. Conducts orientation and on-going training for CSO's and SPD personnel to develop communications and better serve program goals.
6. Compiles education and OJT attendance data, and other reports as required.
7. Maintains permanent cumulative personnel record for each CSO.
8. Ascertains community service officers' needs for supportive services and ensures continuous availability of such support, including transportation, health remediation, personal and vocational counseling, and follow-up.

Minimum Qualifications

Education: Ninety quarter hours or 60 semester hours of college credit, with some credits in behavioral sciences.

Experience: Two years work experience in a counseling capacity, work experience may be substituted for academic training, year for year, up to a maximum of one year's training. A sound working knowledge of the operations and problems of community agencies serving the poor. Genuine concern with social and economic problems as they relate to poor, underprivileged minority groups; and the ability to communicate adequately with persons at every social and economic level.

EDUCATION SPECIALIST

The education specialist, under the general supervision of the Deputy Director of the Seattle-King County New Careers Project, is responsible for curriculum design; agency in-service training; and the coordination of OJT and academic training. He also serves as the liaison between the academic institution, the SPD, and New Careers.

Examples of Duties

1. Provides technical assistance to the Director of New Careers and to the SPD in all training and academic areas.
2. Provides training design information and technical assistance to project coordinators for development of consistent, realistic on-the-job training activities.
3. Provides technical assistance for development and implementation of all in-service training for agency personnel, and the development of agency commitment on administrative and supervisory levels.
4. Conducts in-service training for college faculty and staff working with CSO's, including:
 - (a) Curriculum redesign
 - (b) Technical assistance in teaching methods
 - (c) Group transactional analysis techniques to provide attitude insights and change.
5. Is responsible for the flow of academic information between agencies, college, project counselors, Community Service Officers, and staff. This includes structure for communication exchange on program areas such as academic records (e.g., tests, grades, course contents, class schedules) and on-going orientation programs for trainees regarding academic progress.
6. Designs on-going academic and job-training evaluation and provides structure for flow of evaluation information to appropriate persons.
7. Provides technical assistance to program coordinators regarding development of CSO's personnel handbook.
8. Assists the Deputy Director of New Careers in career-ladder design for new programs and in total implementation of existing ladders in each of the existing program areas.
9. Reviews all program plans and user agency contracts.
10. Is responsible for technical writing in all areas of New Careers training and program development.
11. Assumes other assignments as required by the contract.

Minimum Qualifications

Education: Four years of college in the field of education or one of the behavioral sciences.

Experience: Two years in an administrative or supervisory capacity involving community relations or program development.
Preferred: Two or more years in curriculum development coupled with a background of working effectively with persons of diverse educational, social, and economic strata. An M.A. degree in education and teaching experience on the junior or senior college level would be desirable.

APPENDIX D

CONCERNED CENTRAL AREA CITIZENS

Co-Chairmen
Kemp Dawson
James Hawkins

Robert Kelly
Michael Ross

10-POINT PROGRAM

FOR

IMMEDIATE REFORM IN THE SEATTLE POLICE DEPARTMENT

The City Council, at the urging of the Mayor and Chief of Police, should immediately move to review, reassess and act, through legislation where appropriate, on the following demands:

1. The provision of an external review system to handle complaints against the police through a municipal ombudsman.
2. The review, modification and monitoring of the presently inadequate minority recruitment program.
3. The enlargement and improvement of the presently inadequate Police-Community Relations Division, to be headed by a trained and talented civilian.
4. The revision of the presently inadequate regulations governing the use of firearms by policemen.
5. The establishment of some regulation governing the use of tear gas by policemen.
6. The development of specific policy guidelines for police conduct and behavior governing matters of sensitive judgement where citizen's basic rights are involved.
7. The prohibition of racial slurs and "trigger words" such as, "boy", "girl" and "nigger" by policemen, with the provision of disciplinary action, including discharge, for violations.
8. The establishment of weekend courts to eliminate persons being held for more than twenty-four (24) hours.
9. The enlargement of the Police Department, with increases in the pay scale, provision for higher education through free tuition and pay with federal assistance. Special training in minority culture and sensitivity training for every level of officer; lateral entry for high ranking officer.
10. The establishment of a Central Area Police Precinct with a Police Advisory Board accountable to the community with an administrator responsible to the Advisory Board and the Chief of Police.

END