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CRIME & JUSTICE RESEARCH CENTER

INTERIM REPORT

Seattle Police Department's "BEFORE THE BADGE" Longitudinal Evaluation

Photo Credit:The Seattle Police Department

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EXECUTIVE SUMMARY

This document is the first in a series of reports that reports the effects of the "Before the Badge" (BTB) program on Seattle Police Department (SPD) recruits through their training pre/post and 1-year/3-years post graduation. Group comparisons are made throughout multiple data collection points between SPD recruits (who complete the BTB program) and Non-SPD recruits (recruits from other law enforcement agencies who are enrolled in the Washington State Criminal Justice Training Commission's (WSCJTC) Basic Law Enforcement Academy (BLEA). The preliminary findings reported in this report reflect quantitative and qualitative data collected from surveys and interviews with 29 Washington State Criminal Justice Training Commission (WSCJTC) recruits prior to their initial training from September 01, 2022, through November 2022. The analyses conducted thus far are intended to serve as an initial snapshot of what will be a multi-phased approach to collecting longitudinal data on the effectiveness of the BTB program.

Purpose of Study

The purpose of this project is to evaluate the effectiveness of SPD's BTB training program. Following the national civil rights reckoning of 2020, and growing demands for police reform, this 45-day training program was developed by SPD's Chief Adrian Diaz and SPD personnel in collaboration with a diverse set of community partners and subject-matter experts. Through the longitudinal collection of evaluative data, results from this research have the potential to inform training practices, the evolution of, and improvements to law enforcement training within the Seattle Police Department and Washington State. Furthermore, this project contributes to academic literature on guardian law enforcement training, de-escalation and crisis intervention training, as well as alternative law enforcement training models.

Research Design

The current study employs a mixed-method research design. Data are collected at multiple points over a longitudinal period from surveys and interviews administered to new WSCJTC recruits (Seattle Police recruits and recruits from other agencies across the state. SPD-BTB recruits serve as the experimental group with Non-SPD recruits as the comparison group. Quantitative data is collected through the administration of a survey instrument developed from a prior project evaluating the guardian law enforcement training at the WSCJTC Basic Law Enforcement Academy (BLEA). The survey is comprised of three sections: 1) Background, 2) General attitudes, and 3) Crisis Intervention Team Training. Additionally, quantitative and qualitative data are collected through a multi-phase interview process conducted over Zoom. A summarization of the study's data collection points for the experimental and comparison group are outlined in Figure 1.

Figure 1. Data collection points

WSCJTC Recruits	
Experimental Group: SPD-BTB	**Comparison Group: Non-SPD**

• **P1: Pre-BTB training**
  ◦ Survey & interview
• **P2: Post-BTB/pre-BLEA training**
  ◦ Interview only
• **P3: Post-BLEA**
  ◦ Survey & interview
• **P4: 1-year post-BLEA**
  ◦ Survey & interview
• **P5: 3-years post-BLEA**
  ◦ Survey & interview
	• **P1: Pre-BLEA training**
	  ◦ Survey & interview
	• **P2: Post-BLEA training**
	  ◦ Interview only
	• **P3: 1-year post-BLEA**
	  ◦ Survey & interview
	• **P4: 3-years post-BLEA**
	  ◦ Survey & interview

Summary of Initial Findings

The results presented in this report present findings from the initial data collection of 29 law enforcement recruits including 20 SPD BTB recruits and 9 non-SPD recruits. Results are reported for the 29 initial participants at data collection point-1 (P1) between September 01, 2022, through November, 2022. This results of this interim report present demographics of the recruits and highlight themes emerging this initial stage of the longitudinal data collection process:

- The average age of the participants entering law enforcement training is 28.5 with a slightly higher mean age for SPD BTB recruits (28.6) as compared with non SPD-BTB recruits (28.1).

- The majority of the 20 recruits in the total group are male (69%) are male with a higher number of female recruits in the SPD BTB group (35%) as compared with the non-SPD recruits (22.2%).

- Of the total group of 29 recruits, 44.8% identify as Caucasian, 10.3% African American or Black, 20.7 Hispanic, 10.3% Asian/Pacific Islander, 10.3% Multi-race, and 3.4% other. Of the SPD BTB group, 35% identify as Caucasian, 10% African American or Black, 30% Hispanic, 15% Asian/Pacific Islander, 5% Multi-Race, and 3.4% Other. Of the non-SPD group, 66.7% are Caucasian, 11.1% African American or Black, and 22.% are Multi-race.

- The recruits in the total group of 29 group entered law enforcement coming from a range of backgrounds including customer service, education, technology, private security, military, and academia (having completed a college degree, most in criminal justice. A predominant background of the SPD-BTB recruits was customer service. Many Non-SPD recruits reported having some prior experience in law enforcement.

- The majority of SPD-BTB recruits indicated that their motivation for entering law enforcement was a personal career goal with desire to give back to their communities. The majority of Non-SPD recruits indicated that their motivation for entering law enforcement included prior positive interactions law enforcement. Additionally, many in the total group of 29 recruits indicated that agency benefits and policies played a part in their decision to apply.

- Both SPD-BTB and Non-SPD recruits indicated that they expected that they would learn about laws, rules and policies, and practical skills/tactical training in BLEA and most of the SPD-BTB recruits indicated that they did not know what to expect in the BTB training but that they anticipated that the training would focus on community engagement.

- Recruits in both groups expressed interest in becoming a detective or eventually moving into a specialized unit.

- Recruits in both groups indicated that the #1 most important skill a person needs for a career in law enforcement is communication, interpersonal communication skills, empathetic interactions with the community, compassion, and emotional intelligence.

Next Steps

The longitudinal evaluation of the Seattle Police Department's "Before the Badge" training program is a three year longitudinal study. This report presents data collected in the initial four months of data collection process. At this stage of the research evaluation, initial cohorts of the SPD BTB recruits have completed SPD BTB training and Basic Law Enforcement Academy and post-BTB interviews and Post-BLEA surveys and interviews have commenced. This report presents results from the pre-survey and pre-interview with focus on recruit demographics, motivations for entering law enforcement, and ratings on survey items measuring guardian law enforcement training elements. The research is ongoing and data collection will continue for entering and continuing SPD BTB recruits and non-SPD recruits who volunteer to participate in the study.

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INTRODUCTION

Project Goals

This project seeks to evaluate the effectiveness of the Seattle Police Department's (SPD) Before the Badge (BTB) training program. The SPD BTB program is new 45-day training experience that was implemented in May 2022. The BTB training is required for new SPD recruits and is completed prior to the start of the standard 720-hour Washington State Criminal Justice Training Commission Basic Law Enforcement Academy (BLEA). In collaboration with a diverse group of community partners, and under the professional guidance of Seattle-based educators, this new curricula provides opportunities for recruits to immerse themselves "...in community-based, peer-based, and introspective experiences that will provide them both a lens through which to receive their BLEA training and, reinforced through post-BLEA field training, a foundation upon which to build their careers as Seattle Police Officers." (Seattle Police Department, n.d.). The goals of the research evaluation is to conduct a longitudinal evaluation of the SPD BTB training program to generate findings that:

- Assess program content.
- Inform program development.
- Are actionable for recruitment, retention, and police-community relations/

Before-the-Badge Training Components

The BTB program seeks to offer an "opportunity to front-load officers training with agency-specific and community-immersive training that is so often shortchanged in lieu of on-the-job demands" (Seattle Police Department, n.d.). The BTB training framework is centered around three primary tenets: Relational policing, officer wellness, and growth mindset. The training components that reinforce these tenets consist of opportunities for police-community engagement in the form of police ride-alongs, community events, interactions with formerly incarcerated individuals, geographical and demographic community-police dialogues, and training modules on topics including systemic racism, de-escalation, and wellness.

Module 1: Community Centered Dialogue & Learning

"This module is built on the central tenets of relational policing: transparency; honesty; acknowledging mistakes and challenges; and collaboratively identifying areas for improvement and opportunities for growth. Recruits will learn that every encounter is an opportunity to build trust and develop skills to engage respectfully in difficult conversations. In addition to set topics relating to the history of policing in America and Seattle, officers will engage hear and learn directly from communities most impacted by policing, including currently and formerly incarcerated persons, persons who have experienced violence, immigrant and refugee communities, local business communities, and students. Paired with Community Service Officers or members of the Collaborative. Policing Bureau, recruits will walk beats in each of the precincts, meet with demographic and precinct advisory councils, participate in volunteer opportunities, and learn about expectations, priorities, and challenges that may be unique to each precinct. This module will also include learning in brain development and the impact of childhood trauma, poverty, addiction, and other societal stressors on many with whom officers will come into contact" (Seattle Police Department, n.d.).

Module 2: Wellness & Professional Development

"This module will include training on the neurophysiology of stress, identifying early warning signs, and tools to build resilience. Using tools such as the enneagram, recruits will learn about their own personality types and gain an understanding as to how their own experiences may shape how they perceive and react to others. Recruits will be introduced to existing trainings around wellness and peer intervention, including Active Bystander for Law Enforcement training, to give them the skills to intervene with themselves and others before their behavior may take them down a negative path. Recruits will also be paired with volunteer "mentor" officers to help ease their transition into the department and the law enforcement profession" (Seattle Police Department, n.d.).

Module 3: Public Safety "360"

"In this module, recruits will be provided an introduction to the administration and structure of the SPD and others in the public safety system. Recruits will meet members of both sworn and civilian command, will learn about different units within the department, and have opportunities for ride-alongs in each of the precincts. Recruits will hear from public safety partners, including prosecutors, public defenders, social services, and outreach programs. Particularly as public safety is re-examined, the goal of this module is to provide a welcome to the department and a baseline understanding of their roles in a more holistic model of public safety in Seattle' (Seattle Police Department, n.d.).

Research Questions

The research questions of interest at data collection point-2 through 5 continue the inquiry and analysis efforts at point-1 to measure the effect of the BTB training program. The ultimate goal o the research is to longitudinally evaluate the training effects of the SPD BTB Program through the collection of quantitative and qualitative survey and interview data. Research questions are:

Research Question #1: What are the training effects of the SPD BTB program?

Research Question #2: How satisfied are recruits with the training(s) they receive in terms of preparing them for positions in law enforcement?

Research Question #3: What do recruits identify as the most important thing they have learned in their training(s)?

Research Question #4: What specific training components do recruits use in their work post-graduation?

Research Question #5: What is the most important skill recruits believe a person needs for a career in law enforcement? Does this opinion change post-graduation?

METHOD

Participants

All WSCJTC recruits were invited to participate in the study beginning with BLEA cohort 851. The study commenced on September 1, 2022 and all WSCJTC recruits, hired after September 1, 2022, were invited to voluntarily participate in the study. The data analyzed and presented in this report reflect the interim findings of 29 WSCJTC recruits from BLEA cohorts 851-855. Of the 29 who participated, 20 were SPD-BTB recruits, and 9 were Non-SPD recruits from other Washington State agencies. SPD recruits who entered the BTB training May-August, 2022 prior to the commencement of the study (BLEA cohorts 845-850) were invited to participate in the study to include at data collection points 2-5. Approximately 10 SPD-BTB recruits from cohorts 848-850 completed the program before data collection began. An invitation to participate in this project has been extended to these individuals in which data will be collected from them at whichever point they are in the process.

Instruments

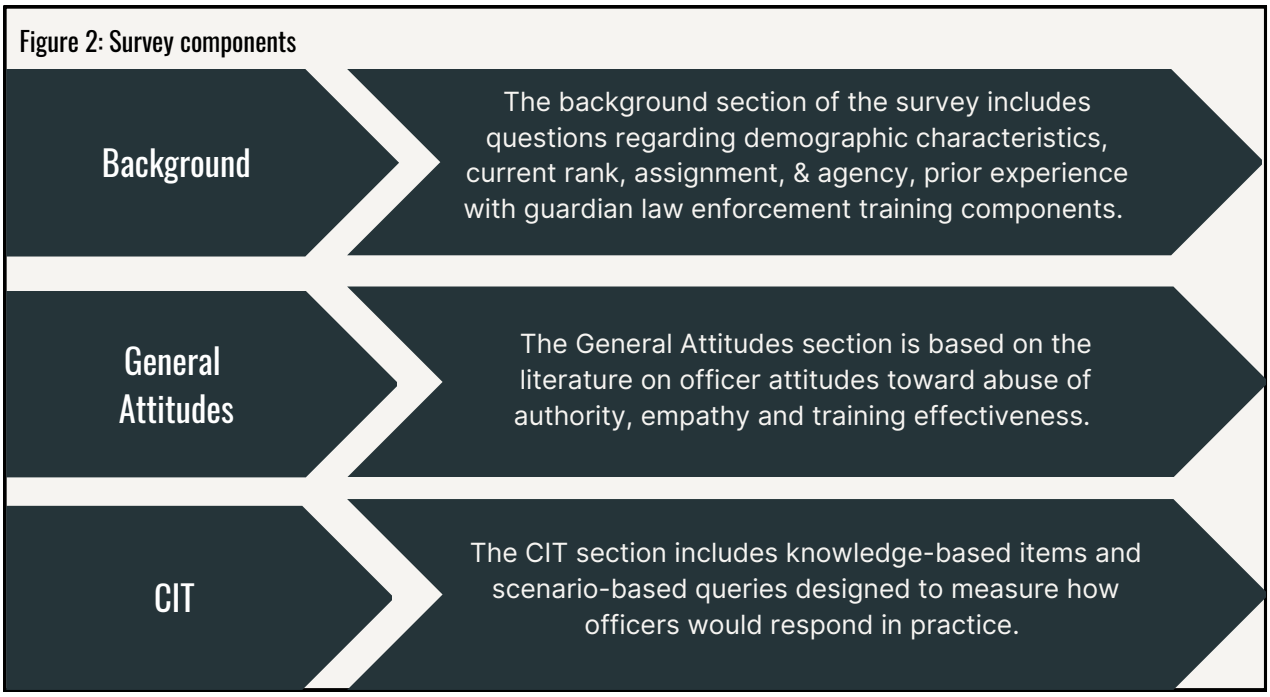
The longitudinal evaluation employs a mixed-method research design comprised of quantitative and qualitative data collection over a three-year period from entry into the SPD BTB training (SPD recruits) and entry into BLEA (non-SPD recruits). Quantitative data is collected through a survey instrument previously used to measure guardian components of law enforcement training at the WSCJTC BLEA and a structured interview guides created specifically for this study for initial and follow-up data collection over the three-year longitudinal data collection period.

Survey

The survey instrument was created for a prior longitudinal evaluation conducted at the WSCJTC (Helfgott et al., 2017, 2018, 2019, 2021, 2022) (See Appendix A). The instrument is comprised of three sections outlined in Figure 2.: 1) Background, 2) General attitudes, and 3) Crisis Intervention Team Training designed to measure guardian components of law enforcement training, The General Attitude portion of the survey is based on the literature on officer attitudes toward abuse of authority Weisburd & Greenspan, 2000; Weisburd, Greenspan, Hamilton, Bryant & Williams, 2001), empathy, and training effectiveness (Kirkpatrick, 1967; Dionne, 1996; Hung, 2010; Phillips, 1997; Smidt, Balandin, Sigafoos & Reed, 2009). The CIT portion of the survey was adapted from a prior project that measured the effect of CIT training for the Seattle Police Department (Helfgott, Conn-Johnson, & Wood, 2015).The survey is administered to the SPD BTB recruits pre/post BTB training, post-BLEA, and 1-Year and 3-Years post-BLEA. The survey is administered to the non-SPD recruits pre/post, 1-Year, and 3-Years post-BLEA.

Interviews

The interview content for data collection P1 consists of 5 main components: 1) Personal & professional background, 2) Expectations for LE training & future career, 3) Prior LE training & knowledge, 4) Response from friends & family, and 5) Perspectives on occupational orientation. The quantitative and qualitative data collected during interviews were/are analyzed using ATLAS.ti software coupled with an interpretivist phenomenology approach (Saksikumar, 2021). Interviews are conducted for the SPD BTB recruits at pre/post BTB training, post-BLEA and 1-year and 3-years post-BLEA. The non-SPD recruits participate in the interview pre/post BLEA and 1-year and 3-years post-BLEA. The interview guides for the initial and follow-up interviews are included in Appendix B.



Procedure

The following sections provide an overview of the procedure for data collection P1 as it corresponds to the analyses conducted thus far. See Appendix C for the procedure for all data collection points.

With the assistance of the Seattle Police Department and WSCJTC personnel, researchers are provided with the email contact information for all SPD-BTB (experimental) and Non-SPD (comparison) recruits shortly before they enter training (BTB training for SPD recruits and BLEA for non-SPD recruits). Upon receiving recruit contact information, an individualized introductory email is distributed to all recruits where they are invited to participate in the study (see Appendix D to review email templates). Individual identifiers (first/last names, WSCJTC BLEA cohort # and emails) are necessary for the purpose of matching longitudinal data. However, individual identifiers are not presented in the results.

In the introductory email to recruits, the purpose of the project is explained along with an attachment outlining the study's consent process (Appendix E) for participation. Methods of collecting data (i.e., surveys and interviews at multiple stages) are included along with a direct link to the online survey. Standing interview dates/times are provided for prospective participants to schedule their initial 30-minute interview prior to their training start date. Those interested in partaking are prompted to reply to the email disclosing their availability within the provided time-frame. Once an interview date/time is established, a calendar invite is sent to volunteers via email with a corresponding Zoom link. All invitations include a $10 digital Starbucks gift card that is offered as part of the invitation to participate as a welcome gesture, regardless of whether the recruit chooses to participate in the study.

At the beginning of each recruit's scheduled interview, researchers facilitate introductions and reiterate the purpose of the study along with consent requirements for participation. Upon receiving verbal consent from the participant, researchers initiate the interview, record the session, and proceed to ask the 10 pre-training interview questions tailored specifically to SPD-BTB and Non-SPD recruits. Following the completion of the interview, participants are provided the opportunity to ask questions and prompted to complete the corresponding survey (if not already completed) prior to their training start date.

The data collected for each interview are uploaded onto a secure digital storage system accessible only by the research team. All interview related content is archived into individualized folders based on whether the individual is a SPD-BTB or Non-SPD recruit. An Excel spreadsheet is maintained by research analysts tracking each participant's training trajectory as well as each cohort's 1-year and 3-year post graduation dates. Follow-up emails are sent 1-2 weeks prior to the approach of each data collection point inviting participants to schedule the completion of their next interview. Similar to the format of the initial email invitation, standing interview dates/times are provided along with a link to the survey if necessary. Those interested in continuing the study are instructed to reply to the email disclosing their availability within the provided time-frame. Once an interview date/time is established, a calendar invite is sent to volunteers via email with a corresponding Zoom link.

Video interviews are transcribed with the assistance of Zoom's transcription feature and reviewed to identify and quantify relevant themes. Thematic excerpts from each interview question are then organized onto an Excel spreadsheet where they are then uploaded into ATLAS.ti and analyzed using an interpretivist phenomenology approach (Saksikumar, 2021).

RESULTS

The interim results discussed in the sections below present descriptive statistics collected from 29 WSCJTC participants at data collection point-1; pre-BTB for SPD-BTB recruits and pre-BLEA for Non-SPD. Results are compared between those in the experimental and comparison group. Predominant findings are listed in bullet point form for simplification.

Survey

Background

Table 1 depicts descriptive statistics for demographic variables among WSCJTC recruits who completed the pre-training survey instrument.

- The average age of participants to date was 28.5 with a slightly higher mean age for SPD BTB recruits (28.6) as compared with non SPD-BTB recruits (28.1).

- The majority of the initial participants (69%) were male with a higher number of female recruits in the SPD BTB group (35%) compared with the non-SPD recruits (22.2%).

- Of the total group of 29 recruits, 44.8% identified as Caucasian, 10.3% African American or Black, 20.7 Hispanic, 10.3% Asian/Pacific Islander, 10.3% Multi-race, and 3.4% other. Of the SPD BTB group, 35% identify as Caucasian, 10% African American or Black, 30% Hispanic, 15% Asian/Pacific Islander, 5% Multi-Race, and 3.4% Other. Of the non-SPD group, 66.7% are Caucasian, 11.1% African American or Black, and 22.% are Multi-race.

- With regard to education, 37.9% of all respondents reported earning an undergraduate degree (BA/BS) with the majority comprised of SPD-BTB recruits. Furthermore, only 10% of all respondents reported having earned a master's degree (MA/MS), and all were Non-SPD recruits.

- At this stage of the data collection, Non-SPD recruits reported an average of 1.8 years of prior law enforcement experience compared to SPD-BTB recruits, who reported an average of 0.2.

Table 1. Survey respondent demographic information

	All respondents (n = 29)		SPD-BTB (n = 20)		Non-SPD (n = 9)	
Demographic Variables	n	%	n	%	n	%
Gender						
Male	20	69.0	13	65.0	7	77.8
Female	9	31.0	7	35.0	2	22.2
Race/ethnicity						
Caucasian	13	44.8	7	35.0	6	66.7
African American	3	10.3	2	10.0	1	11.1
Hispanic	6	20.7	6	30.0	0	0.0
Asian/Pacific Islander	3	10.3	3	15.0	0	0.0
Multi Race	3	10.3	1	5.0	2	22.2
Other	1	3.4	1	5.0	0	0.0
Education						
HS/GED	2	6.9	1	5.0	1	11.1
Some College	5	17.2	5	25.0	0	0.0
AA/AS	8	27.6	5	25.0	3	33.3
BA/BS	11	37.9	9	45.0	2	22.2
MA/MS	3	10.3	0	0.0	3	33.3
Age (mean, sd)	28.5 (7.2)		28.6 (4.6)		28.1 (11.4)	
Years law enforcement (mean, sd)	0.7 (2.3)		0.2 (0.7)		1.8 (4.0)	

General Attitudes

Table 2 consists of descriptive statistics reflecting the attitudinal scale scores among WSCJTC recruits who completed the pre-training survey instrument.

- The SPD BTB recruit mean rating on the negative police subculture scale for this initial group is lower (29.1) than the non-SPD BTB recruit rating (40.7).
- The SPD BTB mean rating on the guardianship-empathy and guardianship-respect scales is higher (89.8 for Guardianship-Empathy and 92.0 for Guardianship-Respect) than the non-SPD BTB recruit ratings (84.4 for Guardianship-Empathy and 79.2 for Guardianship-Respect).
- The SPD BTB recruit mean rating on the CIT-Support scale (77.2) is higher than the non-SPD BTB recruit rating (70.8).

Table 2. Attitudinal scale scores

	All respondents (n = 29)			SPD-BTB (n = 20)			Non-SPD (n = 9)		
Scales	n	mean	sd	n	mean	sd	n	mean	sd
Burnout/Emotional Intelligence	29	83.7	12.4	20	83.2	12.9	9	84.8	11.8
Negative Police Subculture	9	35.5	13.3	4	29.1	13.0	5	40.7	12.4
Organizational Support	19	76.1	9.8	11	73.5	10.0	8	79.8	8.9
Guardianship - Empathy	25	87.9	13.9	16	89.8	14.9	9	84.4	12.0
Guardianship - Respect	28	87.9	14.5	19	92.0	10.7	9	79.2	18.1
CIT Support	9	75.1	19.6	6	77.2	21.7	3	70.8	17.6
CIT Organizational Value	24	84.9	19.6	16	84.5	21.3	8	85.6	16.9

Crisis Intervention Team Training

Table 3 shows descriptive statistics for participant responses related to CIT knowledge-based items. Tables 4-6 reflect participant responses to scenario-based queries involving individuals experiencing behavioral crises.

Table 3. Response to incidents involving behavioral crisis

	All respondents (n = 29)			SPD-BTB (n = 20)			Non-SPD (n = 9)		
Items	n	mean	sd	n	mean	sd	n	mean	sd
Incidents involving individuals in behavioral crisis are a standard part of patrol work.	28	74.8	25.8	19	70.0	28.6	9	84.8	15.5
Calls involving persons who are experiencing behavioral crisis are dangerous.	28	61.0	26.9	19	52.8	25.5	9	78.2	22.0
I am confident in my ability to handle calls involving persons in behavioral crisis.	27	65.7	31.1	18	71.1	28.3	9	54.9	35.3
I feel recognition and respect from the department for my skills in de-escalating behavioral crisis events.	25	65.1	29.2	18	56.3	29.1	7	87.9	13.7
My training indicates that it is important to resolve incidents involving persons in a behavioral crisis quickly.	26	58.3	30.6	18	58.1	29.5	8	58.8	34.9
Most supervisors expect patrol officers to resolve incidents involving persons in a behavioral crisis quickly.	25	50.0	28.2	17	56.9	26.2	8	35.1	28.2
My agency expects officers to resolve incidents involving persons in a behavioral crisis quickly.	25	48.4	29.3	17	54.6	28.4	8	35.3	28.3

- The SPD BTB recruit mean rating on the question regarding behavioral crisis as a regular part of police work (70) and behavioral crisis calls are dangerous (52.8) was lower than it was for the non-SPD recruits (84.8, nd 78.2 respectively).

- The SPD BTB recruit mean rating on the question regarding confidence in handling behavioral crisis calls was higher (71.1) than the non-SPD recruit rating (54.9).

Table 4. Responses to Scenario 1

You are dispatched to a residence with the following information. Mr. N is a 30 year old male. His wife states that he has locked himself in the garage and won't come out. Mr. N's wife called the police because she does not know what he is going to do in there and she is concerned for his well-being. Mr. N has a collection of guns that he uses for hunting which are stored in the garage. The wife states that Mr. N has been feeling unusually sad and miserable for the past few months. Even though he is tired all the time, he has had great difficulty sleeping. He hasn't been eating much and has lost weight. He couldn't keep his mind on his work and put off doing important client projects and as a result he was let go from his job today. The wife states she has also just discovered he hasn't been paying household bills and she found a pile of collection letters and foreclosure warnings in his office.

	All respondents (n = 29)			SPD-BTB (n = 20)			Non-SPD (n = 9)		
Items	n	Mean	Sd	N	Mean	Sd	N	mean	Sd
Mr. N is exhibiting symptoms most associated with Dementia or Alzheimer's.	10	14.0	17.5	7	17.7	19.4	3	5.3	9.2
Mr. N is exhibiting symptoms most associated with Depression.	27	91.3	15.2	18	90.6	15.3	9	92.9	15.8
Mr. N is exhibiting symptoms most associated with Schizophrenia.	9	16.4	21.8	5	25.2	26.3	4	5.5	7.5
You determine there is no increased risk that Mr. N might attempt suicide.	10	19.6	33.1	6	24.5	40.8	4	12.3	20.1
You determine that there is an increased risk that Mr. N might become aggressive and potentially attempt suicide-by-cop.	25	58.7	25.5	16	61.3	27.6	9	54.2	22.1
Your first priority upon arriving would be to gain entry to the garage in order to secure any weapons and to restrain Mr. N for his own safety.	18	40.9	35.5	12	46.7	34.9	6	29.3	36.8
Your first priority would be to attempt to engage with Mr. N through the garage door to assess the situation and his current mental state.	26	90.0	18.2	18	87.6	21.2	8	95.4	6.7
In speaking with Mr. N, it would be best not to ask him very directly if he was having thoughts about killing himself.	10	71.4	34.6	13	76.9	32.4	7	61.1	38.6
You would attempt to get Mr. N to open to door and step outside the garage so you can talk face to face.	27	84.9	24.0	18	82.7	27.0	9	89.2	17.0
Once you assess that Mr. N is not in imminent danger of self-harm, you give him the number for the Crisis Clinic 24 hour Crisis Line and suggest that it might be helpful for him to talk to someone.	27	90.9	17.7	18	87.8	20.4	9	97.2	8.3

- The majority of all of the recruits identified the individual's symptoms in the scenario as indicative of depression, with the SPD BTB recruits mean rating slightly lower (90.9) than the non-SPD recruits (92.9).

- The mean rating on the item regarding concluding no risk for suicide was higher (24.5) for the SPD BTB recruits than it was for the non-SPD recruits (12.3).

- Regarding priorities for securing the scene, SPD BTB recruits rated the item regarding gaining entry to secure weapons higher (46.7) than did the non-SPD BTB recruits (29.3) and rated the item regarding speaking with the subject through the garage door to assess the situation and his mental state lower (87.6) than did the nob-SPD BTB recruits (95.4).

- The SPD BTB recruits rated the question regarding it being best not to talk to the subject directly if he is having thoughts of suicide (76.9) compared to the non-SPD recruits (61.1).

Table 5. Responses to Scenario 2

You and a partner are dispatched to an apartment residence with the following information. Building manager has called the police because tenant Ms. S, age 23 has been throwing things against the walls and will not answer the door. Upon arrival at the building you contact the manager who informs you that Ms. S lives alone and is unemployed. Over the past several months, she has rarely been seen other than to occasionally look out her door. It is apparent that she has lost considerable weight and her appearance is disheveled and unclean. She rarely seems to go anywhere or see anyone. Neighbors have been complaining because they hear her walking around her room late at night and even though they know she is alone, they have heard her shouting and arguing as if someone else is in there. She has been heard yelling about people spying on her through the vents. The manager does not want her arrested, just wants her to quiet down.

	All respondents (n = 29)			SPD-BTB (n = 20)			Non-SPD (n = 9)		
Items	N	mean	Sd	N	mean	Sd	N	Mean	Sd
Ms. S is exhibiting symptoms most associated with Post-Traumatic Stress Disorder (PTSD).	16	20.1	17.1	12	21.6	19.6	4	15.0	2.2
Ms. S is exhibiting symptoms most associated with Depression.	16	30.5	23.5	11	39.4	22.2	5	11.0	12.2
Ms. S is exhibiting symptoms most associated with Schizophrenia.	26	87.8	21.6	17	89.1	16.7	9	85.2	29.9
The voices Ms. S hears in her head suggest she is experiencing hallucinations.	27	74.4	31.3	18	75.9	27.8	9	71.4	39.1
Ms. S's belief that people are spying on her through the air vents suggest she is experiencing delusions.	25	82.4	21.7	17	80.9	17.1	8	85.5	30.5
In speaking with Ms. S, it is best practice if both you and your partner engage in conversation with her.	21	59.8	37.0	15	65.3	34.8	6	46.0	42.1
In speaking with Ms. S, you should keep a safe distance, physically and emotionally, keeping a blade stance and informing her what you are doing there and why.	25	77.0	29.4	16	68.8	33.5	9	91.6	11.0
If Ms. S asks you if you hear the voices you should say yes in order to build a rapport with her.	16	27.6	33.1	10	26.5	30.7	6	29.3	39.9
Paraphrasing what Ms. S is saying back to her may help deescalate the situation	25	70.9	31.9	17	69.5	31.4	8	73.9	34.8
You determine that Ms. S is not an imminent danger to herself or others and call the Mobile Crisis Team (MCT) to respond to do a mental health evaluation.	27	76.6	36.4	18	83.1	31.6	9	63.6	43.5

- The majority of all of the recruits identified the symptoms of the individual in the scenario as indicative of schizophrenia with the SPD BTB recruits mean rating slightly higher (89.1) than the non-SPD recruits (85.2).

- The majority of all of the recruits rated indicated that paraphrasing what the subject is saying to de-escalate the situation was the appropriate response, with the SPD BTB recruits mean rating slightly lower (69.5) than the non-SPD recruits (73.9).

- The majority of the recruits indicated that it is important to keep a safe distance from the subject, with the SPD BTB recruits mean rating lower (68.8) than the non-SPD recruits (91.6).

Table 6. Responses to Scenario 3

You are dispatched to a residence with the following information. Mr. B is an 88 year old male who has called police to report that his home has been burglarized. When you arrive at the residence, Mr. B lets you in and you can't help but notice that his clothing is stained and smells of urine. Walking through the kitchen you see spoiled food on the counter and there are numerous empty alcohol bottles and broken glass on the floor and the gas stove burner is on. The living room is cluttered with piles of papers. It seems evident that there is no one else living there. When you ask Mr. B what was stolen from his home, he grows confused and says nothing was stolen, and asks why would anything be stolen. You tell him that you are at his house because he called to report a burglary, however he denies doing this.

	All respondents (n = 29)			SPD-BTB (n = 20)			Non-SPD (n = 9)		
Items	N	mean	sd	n	mean	Sd	n	mean	sd
Mr. B is exhibiting symptoms most associated with Post-Traumatic Stress Disorder (PTSD).	8	13.5	17.2	4	23.0	20.6	4	4.0	5.2
Mr. B is exhibiting symptoms most associated with Dementia or Alzheimer's.	28	91.4	20.1	19	92.7	14.5	9	88.8	29.7
Mr. B is exhibiting symptoms most associated with Schizophrenia.	13	14.4	21.4	8	21.9	24.7	5	2.4	3.6
You ask Mr. B if you can sit down and ask permission before moving any items.	24	85.8	20.4	17	82.1	23.2	7	95.0	5.3
You engage Mr. B in conversation, asking short questions to ascertain if he is oriented to time, place, and person.	28	90.3	18.9	19	87.3	22.2	9	96.6	6.1
Paraphrasing Mr. B's statements helps to confirm that you understand them.	26	75.5	32.9	18	74.0	32.3	8	78.8	36.2
You determine that most likely there has been no burglary and you close the case and leave.	16	33.4	38.1	11	41.8	40.4	5	14.8	26.9
You determine that most likely there has been no burglary and you arrest Mr. B for filing a false police report.	7	10.4	18.5	5	13.8	21.5	2	2.0	2.8
You determine that most likely there has been no burglary but Mr. B may need some outside help. You ask him if there is a friend or family member you can call for him.	28	86.3	27.4	19	81.4	32.1	9	96.4	7.2
You call the Geriatric Regional Assessment Team (GRAT) or the Mobile Crisis Team (MCT) to see if they are available to do an evaluation.	28	85.9	25.9	19	90.8	19.4	9	75.7	35.3

- The majority of all of the recruits identified the symptoms of the individual in the scenario as indicative of dementia or Alzheimer's, with the SPD BTB recruits mean rating slightly higher (92.7) than the non-SPD recruits (88.8).

- The majority of all of the recruits indicated that the appropriate response was to call the Geriatric Regional Assessment Team or the Mobile Crisis Unit, with the SPD BTB recruits mean rating slightly higher (90.8) than the non-SPD recruits (75.7).

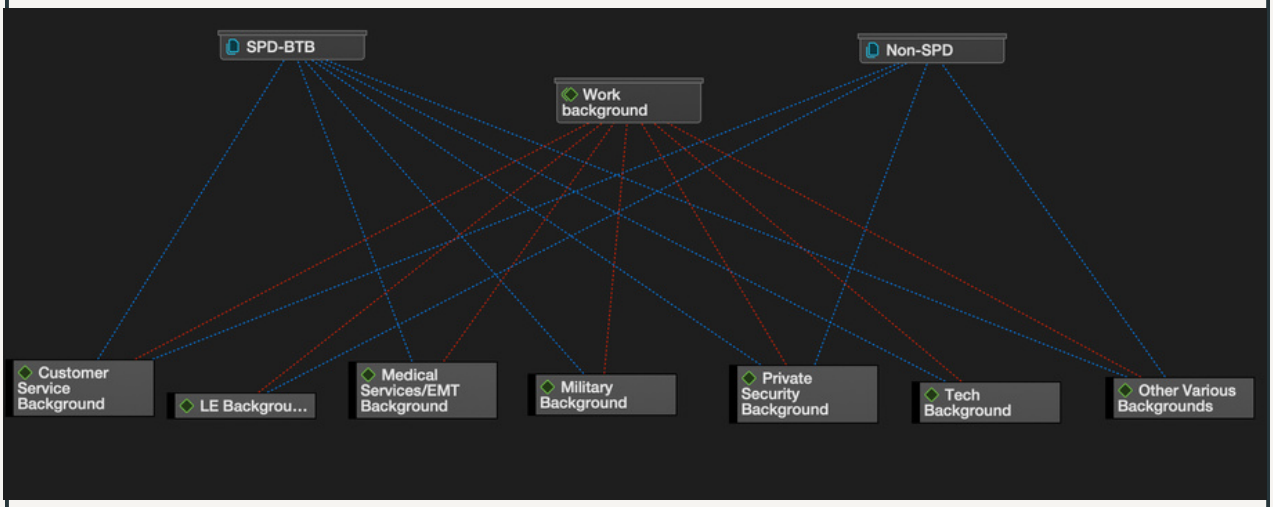
Interviews

The following section provides a general overview of the most prominent themes identified from participant responses to pre-training interview questions. Figures 3-5 compare the frequency of themes that emerged between SPD-BTB and Non-SPD recruits for a select number of pre-training interview. Results are presented for select questions for this interim report that solicit information about the backgrounds of the recruits, their motivations for entering law enforcement, their expectations about training, and their beliefs about the important skills needed for a career in law enforcement. Results from responses to all questions will be presented in subsequent reports. Direct quotes from both groups are included to provide additional context for components of the themes. To review the aggregate results of all interview questions see Appendix F.

Background

The first question the recruits were asked in the pre-training interview was, "What is your background? What job did you have/what were you doing before you decided to apply for the position in Law Enforcement?" The recruits in the total group of 29 group indicated that they entered law enforcement coming from a range of backgrounds including customer service, education, technology, private security, military, and academia (having completed a college degree, most in criminal justice. Customer service was a common background reported by the SPD-BTB recruits. Many Non-SPD recruits reported having some prior experience in law enforcement. Themes identified are presented in Figure 3 including illustrative quotes from recruits.

Figure 3: Background for Pre-Training Survey



Question 1: What is your background? What job did you have/what were you doing before you decided to apply for the position with the Seattle Police Department/in law enforcement?

> Worked as an EMT and FTO with American Medical Response...Running 9-1-1 calls, medical calls...involuntary medical transport with SPD.
>
> –SPD-BTB Recruit

> I spent...a little over 3 years working in corrections with my current department... before that I worked in the maritime industry
>
> –Non-SPD Recruit

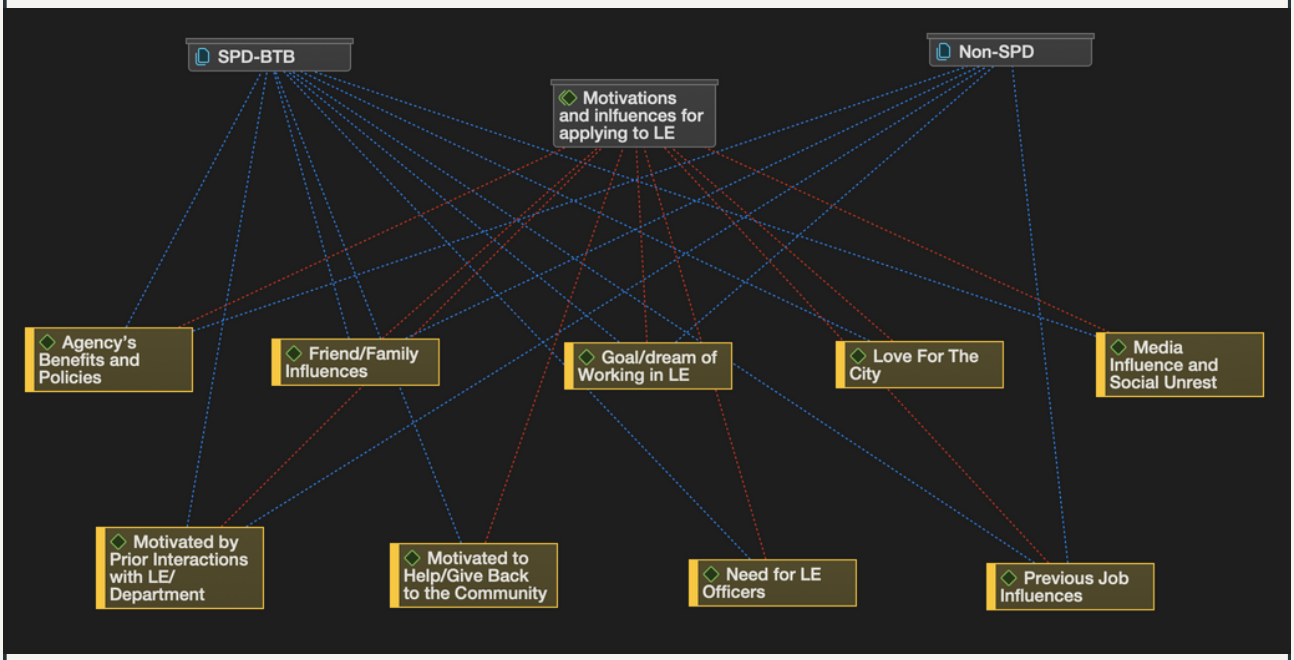
> I was just working...at Target...till I recently left to prepare myself...for the police department.
>
> –SPD-BTB Recruit

> I was working at TSA at SeaTac Airport...I was, started out as a TSO and then became a lead officer...I'm doing that I was going through school, Seattle University...for my MA degree
>
> –Non-SPD Recruit

Motivations & Influence

Questions 3 and 4 sought to elicit context from WSCJTC recruits on the motivational and influential factors that contributed to their decision to apply for a job in policing. A significant number of SPD-BTB emphasized that becoming a police officer had been a personal long-time career goal, as well as the desire to give back to their communities. Several also reported that their love for the city of Seattle contributed to their decision to apply. In contrast, the majority of Non-SPD recruits expressed that they were motivated by prior interactions they had had with law enforcement/their department. Additionally, many reported that the agency's benefits and policies influenced their decisions to apply for a position with their department. Identified themes are compared in Figure 4 below along with related quotes from project participants.

Figure 4: Motivations & Influence for Pre-Training Survey



Question 3: Do you have a background in law enforcement? Do you have friends/family who are police officers?
Question 4: Why did you apply for a position with the Seattle Police Department/law enforcement?

> I chose Seattle (Police Department) because of what they did for me and I feel that I can do that for others
>
> –SPD-BTB Recruit

> The final...selling point for me was my chief's meeting...I really liked how he talked a lot about officer wellness...rebuilding the bridges between community & law enforcement
>
> –Non-SPD Recruit

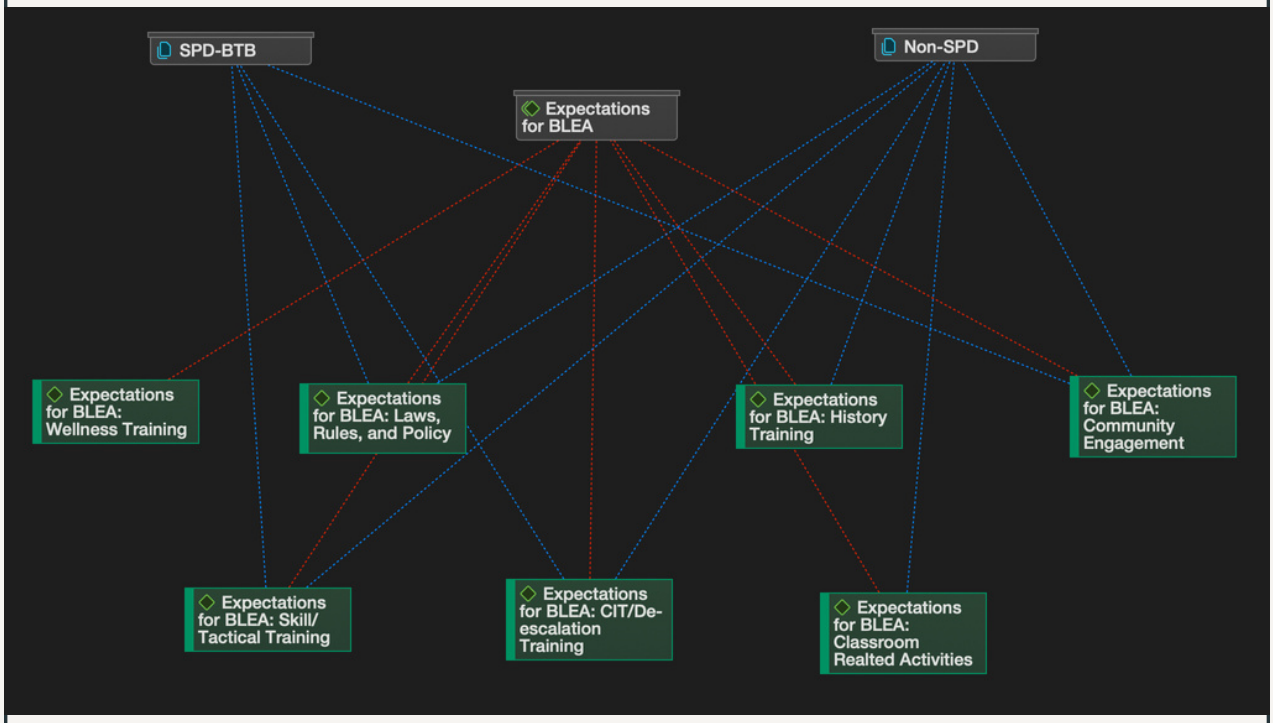
> (I applied for the Seattle Police Department) mainly because of what happened to George Floyd
>
> –SPD-BTB Recruit

> They actually contacted me every time there was an issue (with my application)...and actually communicated. That's how I knew...this agency was pretty great.
>
> –Non-SPD Recruit

Expectations for BLEA Training

Question 6 sought to elicit what WSCJTC recruits' expectations were for their training at Basic Law Enforcement Academy (BLEA). The majority of both SPD-BTB and Non-SPD recruits anticipated that they would be learning about laws, rules and policies, along with practical skills/tactical training. All identified themes are compared in Figure 5 below along with related quotes from project participants.

Figure 5: Expectation for BLEA Training for Pre-Training Survey



Question 6: What are your expectations about the training you will receive in BLEA?

> (I expect I'll be) learning about the...laws of the state of Washington and get training in terms of...defensive tactics...
>
> –SPD-BTB Recruit

> I expect it will be mostly technical...laws, classroom time, slow mock scenes...
>
> –Non-SPD Recruit

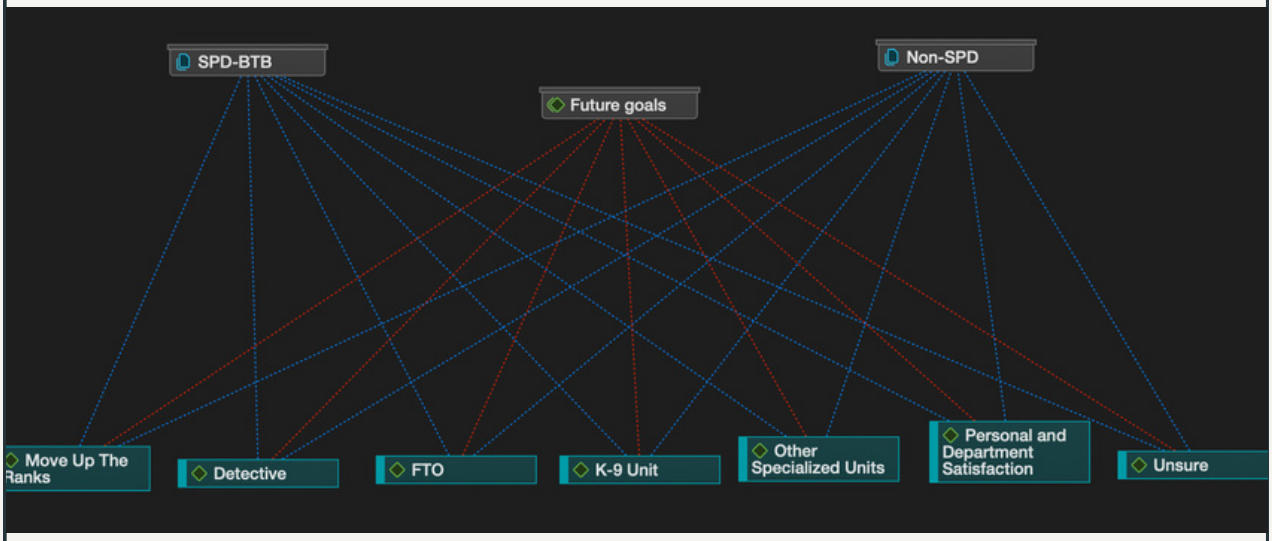
> (I expect that it will) prepare me mentally & physically to take on the day with them
>
> –SPD-BTB Recruit

> I expect a lot of information very quickly....What are the ethics of policing....proper de-escalation tactics...how to interact with...members of the public...
>
> –Non-SPD Recruit

Goals for Future Career in Law Enforcement

Question 7 sought to elicit what WSCJTC recruits' goals for their future careers in law enforcement were. Respondents in both groups expressed interest in becoming a detective or moving up into a specialized unit. Identified themes are compared in Figure 6 below along with related quotes from project participants.

Figure 6: Goals for Future Career in Law Enforcement for Pre-Training Survey



Question 7: What are your expectations about your future career in law enforcement?

> I would love to go into higher positions of my job... I see myself in this field for...twenty-five to thirty plus years
>
> –SPD-BTB Recruit

> I want to work through the ranks and learn as much as I can from everybody... I want to be a student of the game that you know is constantly adapting
>
> –Non-SPD Recruit

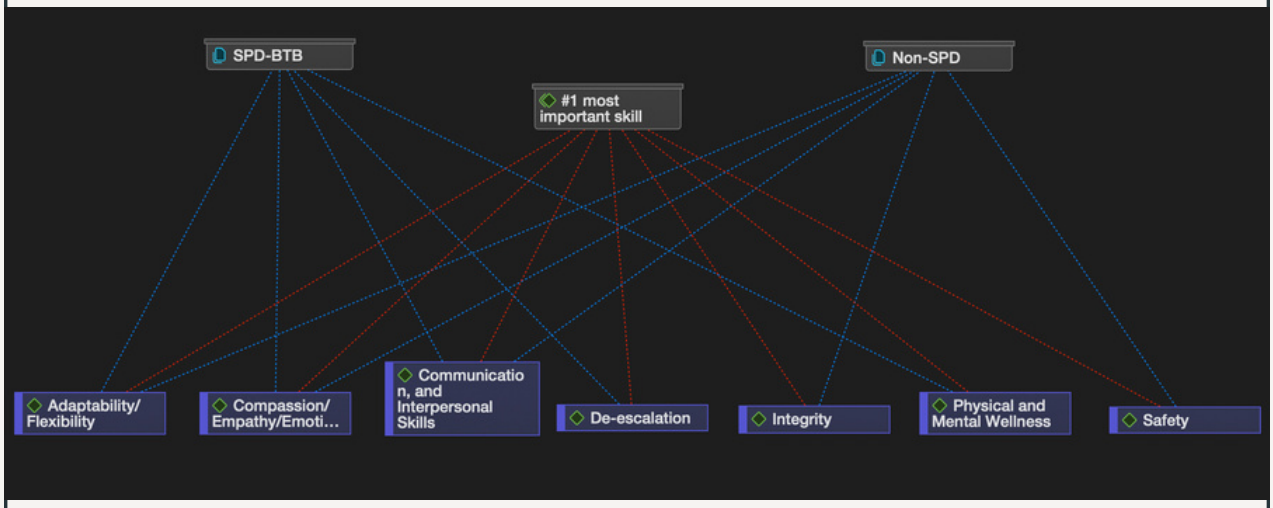
> I just hope to really ... be able to say that I did a good job as a police officer... I just hope ...I could be ... the turning factor and show them that not all police officers are bad
>
> –SPD-BTB Recruit

> I want to do with my career is to go into many, as many specialties as I can. And just get as much experience and as much training as I can.
>
> –Non-SPD Recruit

#1 Most Important Skill in Law Enforcement

Question 10 sought to elicit what WSCJTC recruits' thought the #1 most important skill for a police officer to have prior to their initial training. A significant number of SPD-BTB recruits expressed the importance of communication and interpersonal communication skills while Non-SPD recruits emphasized the importance of compassion/empathy/emotional intelligence in addition to the aforementioned skills. Identified themes are compared in Figure 7 below along with related quotes from project participants.

Figure 7: #1 Most Important Skill in Law Enforcement for Pre-Training Survey



Question 10: What is the #1 most important skill you think a person needs for a career in law enforcement?

> You have to be able to adapt and change with the times.
>
> –SPD-BTB Recruit

> Ability to community with...people and remember that...it doesn't matter who you're contacting, that they're a person just like I am.
>
> –Non-SPD Recruit

> The ability to communicate and connect with...the people we serve.
>
> –SPD-BTB Recruit

> Integrity...to not just use your...authority...to abuse people...you've got to know where you draw the line of when you...use your authority and how you use it.
>
> –Non-SPD Recruit

DISCUSSION

The interim results presented in this report provide initial data from 29 recruits (20 SPD BTB recruits and 9 non-SPD recruits) at the first data collection point in an ongoing longitudinal evaluation that seeks to measure the effects of the SPD BTB training program. The results presented in this report provide insight into the baseline knowledge that the recruits have regarding elements of guardian law enforcement training and the recruit backgrounds and motivations for entering law enforcement, their expectations about training, and their believes about skills that are important for a career in law enforcement.

The results on the backgrounds of the recruits show that the SPD BTB recruits are a diverse group with higher gender and race/ethnic diversity than those in the comparison group. The finding that the SPD BTB recruits come from a diverse range of backgrounds predominantly involving customer service roles suggests that the recruits have experience in engaging with the public.

The baseline results on the pre-survey regarding elements of guardian policing such as guardianship empathy, guardianship respect, and confidence in the ability to respond to calls involving behavioral crisis and responses to individuals in behavioral crisis coupled with interview results suggest that the SPD BTB recruits are entering their roles with an already high level of understanding of the importance of community engagement and skills such as communication, compassion, empathy, and adaptability. The results also suggest that the recruits are entering law enforcement with the expectation that the training they will receive, in particular in the SPD BTB program will extend beyond laws, policies, and tactical training to include community engagement and crisis deescalation skills.

The strengths of this longitudinal evaluation include the mixed method research design utilizing the previously implemented survey tool to measure guardian law enforcement training elements and qualitative interviews at multiple data collection points over a three-year period post-training. The limitations of the study include the voluntary nature of the participation of recruits. The comparisons between the SPD BTB recruits and the non-SPD recruits presented in this report are descriptive and it is too early in the longitudinal evaluation to draw any conclusions regarding the differences between the SPD and non-SPD recruits or differences in training effects between the two groups.

Ongoing data collection with new recruits entering law enforcement training in WSCJTC BLEA cohorts and in the SPD BTB training program will increase the participant numbers and will improve opportunity for quantitative and qualitative data analyses and comparisons between the two groups longitudinally three-years post training.

Concluding Comments & Next Steps

As previously emphasized, this document is the first in a series of reports that will provide evaluative data on the effects of the BTB program among SPD recruits. Data will be collected over the course of WSCJTC recruits training pre/post and 1-year/3-years post graduation. While this document captures only the first three months of what will be an ongoing project, the qualitative analyses conducted thus far provide some initial insight into the motivations, diverse backgrounds, and expectations of WSCJTC recruits. Moving forward, researchers will continue to recruit new WSCJTC recruits as the study proceeds into data-collection points 2-3. Subsequent reports will be sumbitted throughout the longitudinal process.

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APPENDIX A

Pre-Training Survey Instrument

LE Training Pre-Survey

Start of Block: CONSENT

Q1.1
CONSENT TO PARTICIPATE IN EVALUATION OF LAW ENFORCEMENT TRAINING

You are invited to participate in a project evaluating the effectiveness of law enforcement training. The survey will take approximately 20 minutes to complete. Your answers will be collected electronically and analyzed by an independent research team. A final report will be made public, though none of your answers will be identified, individually, ever. Your participation will assist in improving the quality of training for future law enforcement officers in the State of Washington.

RISKS
There are questions in the survey instrument that inquire about personal information, behaviors, and social interactions. Reading and responding to these questions may discomfort

BENEFITS
The results will be used to improve law enforcement curriculum and training.

CONFIDENTIALITY
The data in this study will be confidential. Though you will be asked to provide details about yourself and your experience as a law enforcement recruit/officer/personnel, those responses will be held confidential.

PARTICIPATION
Your participation is voluntary, and you may withdraw from the study at any time and for any reason. If you decide not to participate or if you withdraw from the study, there is no penalty. There are no costs to you or any other party.

CONTACT
This research is being conducted by a research team directed by Dr. Jacqueline Helfgott (Principal Investigator) and is monitored by the Institutional Review Board (IRB) at Seattle University. Should you have any research related questions, you may contact Dr. Helfgott at (jhelfgot@seattleu.edu) or the review board at (irb@seattleu.edu).

Participant Signature/Date

_____

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Skip To: End of Survey If If CONSENT TO PARTICIPATE IN E... Is Equal to, Then Skip To End of Survey

End of Block: CONSENT

Start of Block: BACKGROUND

Q2.1 Name:

_____

Q2.2 Student ID:

_____

Q2.3 Class Number:

_____

Q2.4 Age:

_____

Q2.5 Sex:

- ○ Male (1)
- ○ Female (2)
- ○ Other (4) _____

Q2.6 Race/Ethnicity:

- ○ Caucasian (1)
- ○ African American (2)
- ○ Hispanic (3)
- ○ Asian/Pacific Islander (4)
- ○ Native American (5)
- ○ Multiple Race/Ethnicity (6)
- ○ Other (7) _____

Q2.7 Education:

- ○ HS/GED (1)
- ○ Some College (2)
- ○ AA/AS (3)
- ○ BA/BS (4)
- ○ MA/MS (5)
- ○ PhD/EdD (6)
- ○ JD (7)

Q2.8 Total Years in Law Enforcement:

_____

Q30 What agency are you employed with?

_____

Q2.9 Date Employed:

_____

Q2.10 Current Rank:

- ○ Recruit (1)
- ○ Student Officer in Field Training (2)
- ○ Officer (3)
- ○ Detective (4)
- ○ Sergeant (5)
- ○ Lieutenant (6)
- ○ Captain (7)
- ○ Chief (Assistant, Deputy, Chief) (8)
- ○ Community Service Officer (9)
- ○ Crime Prevention Coordinator (10)
- ○ Other (11) _____

Q2.11 Please indicate by sliding the bar your level of familiarity with the concepts and ideas associated with the following law enforcement training components. ***Please move the slider bar to the right or click the slider bar to the desired position to indicate your level of familiarity with the concepts and ideas associated with each of the training components.***

0 25 50 75 100

Page 4 of 18

Crisis Intervention Team Training ()	

Q2.12 Have you previously received Crisis Intervention Team (CIT) Training?

- ○ Yes (1)
- ○ No (2)

Skip To: Q2.13 If Have you previously received Crisis Intervention Team (CIT) Training? = Yes

Display This Question:

If Have you previously received Crisis Intervention Team (CIT) Training? = Yes

Q2.13 What type of Crisis Intervention Training did you previously complete?

- ☐ 40-hour training (4)
- ☐ Basic 8-hour CIT training (7)
- ☐ Other (6) _____

Skip To: Q2.14 If What type of Crisis Intervention Training did you previously complete? = 40-hour training

Skip To: Q2.14 If What type of Crisis Intervention Training did you previously complete? = Basic 8-hour CIT training

Skip To: Q2.14 If What type of Crisis Intervention Training did you previously complete? = Other

Skip To: Q2.15 If What type of Crisis Intervention Training did you previously complete? = 40-hour training

Skip To: Q2.15 If What type of Crisis Intervention Training did you previously complete? = 40-hour training

Display This Question:

If Have you previously received Crisis Intervention Team (CIT) Training? = Yes

Q2.14 Please indicate the location of CIT training you previously completed.

_____

Display This Question:

If What type of Crisis Intervention Training did you previously complete? = 40-hour training

Q2.15 I volunteered for the 40-hour CIT training:

- ○ Yes, I volunteered. (1)
- ○ No, I was required to attend. (2)

Q2.16 Would you be interested in attending CIT training beyond what is included in BTB and BLEA in the future?

- ○ Yes (1)
- ○ No (2)
- ○ Maybe (3)

End of Block: BACKGROUND

Start of Block: LE OPERATIONS

Q3.1 **LAW ENFORCEMENT OPERATIONS**

Below is a series of statements regarding day-to-day law enforcement operations. ***Please move the slider bar to the right or click the slider bar at the desired position to indicate the strength of your agreement with each statement. The degree to which you move the slider bar to the right indicates how strongly you agree with each statement.***

0 25 50 75 100

Taking care of myself physically by eating well and exercising is an important part of being a police officer. ()	
I know the indicators of PTSD and know where to find support if I experience anything like it. ()	
I am in good shape physically and know my skills would allow me to control any situation on the street. ()	
I have people I can talk to if something is bothering me. ()	
I generally know when I'm upset and can control it when interacting with the public. ()	
I practice the breathing techniques that help you control your emotions. ()	
People need to show more respect for the authority of the police. ()	
The law and departmental policies don't give officers enough support to use force when necessary. ()	
Always following the rules is not compatible with getting the job done. ()	
The public is overly concerned with police brutality. ()	
Police officers are not permitted to use as much force as is often necessary in making arrests. ()	
Police officers should forget what they learned in the academy because it doesn't help them survive on the street. ()	
My department encourages a culture where officers can learn from their mistakes rather than one where there is a need to cover them up. ()	
Supervisors and FTOs in my department exemplify the traits of service, respect for the law, professionalism, and courtesy. ()	
Police administrators concentrate on what police officers do wrong rather than what police officers do right. ()	
My police department takes a tough stance on improper behavior by police. ()	
My department makes me feel important and relevant to its success. ()	

My department considers how policies affect officers. ()	
I try to imagine myself in the shoes of the subjects I'm contacting. ()	
I try to understand what is going on in a citizen's mind by paying attention to their nonverbal cues and body language. ()	
I try to think like the citizens I'm dealing with in order to render a better outcome. ()	
Understanding where the citizen is coming from is an important skill without which my success as a law enforcement officer would be limited. ()	
I consider understanding my subject's body language as important as verbal communication in the police/citizen interaction/relationship. ()	
In most situations, officers can resolve an issue just by listening and talking to citizens. ()	
Sometimes the right thing to do is just listen and sympathize with an agitated citizen. ()	
Police should work with citizens to try and solve problems on their beat. ()	
I can usually respect the other person's viewpoint, even if I don't agree with it. ()	
Pretty much everything I do and who I socialize with is related to law enforcement and other police officers. ()	

End of Block: LE OPERATIONS

Start of Block: BEHAVIORAL CRISIS INCIDENTS

Q4.1 **INCIDENTS INVOLVING INDIVIDUALS IN BEHAVIORAL CRISIS**

Below is a series of questions regarding day-to-day operations involving incidents involving individuals in behavioral crisis. If you are not currently in a position where you regularly respond to calls, please answer to the best of your ability based on your background and experience. ***Please move the slider bar to the right or click the slider bar at the desired position to indicate the strength of your agreement with each statement. The degree to which you move the slider bar to the right indicates how strongly you agree with each statement.***

0 25 50 75 100

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Incidents involving individuals in behavioral crisis are a standard part of patrol work. ()	
Calls involving persons who are experiencing behavioral crisis are dangerous. ()	
I am confident in my ability to handle calls involving persons in behavioral crisis. ()	
I feel recognition and respect from the department for my skills in de-escalating behavioral crisis events. ()	
My training indicates that it is important to resolve incidents involving persons in a behavioral crisis quickly. ()	
Most supervisors expect patrol officers to resolve incidents involving persons in a behavioral crisis quickly. ()	
My agency expects patrol officers to resolve incidents involving persons in a behavioral crisis quickly. ()	

End of Block: BEHAVIORAL CRISIS INCIDENTS

Start of Block: CIT PERCEPTIONS AND ORG VALUE

Q5.1 **PERCEPTIONS of CIT**

Below are a series of questions regarding your perceptions of CIT. These questions are important even if you have not taken CIT Training. ***Please move the slider bar to the right or click the slider bar at the desired position to indicate the strength of your agreement with each statement. The degree to which you move the slider bar to the right indicates how strongly you agree with each statement.***

0 25 50 75 100

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I am familiar with the CIT concept of intervention with individuals with mental illness. ()	
I am supportive of utilizing the CIT concept in law enforcement. ()	
CIT-trained officers are best equipped to respond to incidents involving behavioral crisis. ()	
When I encounter an event involving a behavioral crisis the assistance of a CIT officer is important. ()	
I utilize CIT officers whenever possible. ()	
In incidents when I have requested a CIT officer, I have been satisfied with the response. ()	
The Basic Law Enforcement Academy Training (BLEA) that all officers receive is adequate to prepare officers to respond to incidents involving behavioral crisis. ()	

Q5.2

ORGANIZATIONAL VALUE OF CIT

Below is a list of different organizational levels within law enforcement agencies. ***Please move the slider bar to the right or click the slider bar at the desired position to indicate the value you believe is placed on the CIT concept in your agency for each level of your organization. The degree to which you move the slider bar to the right indicates the value you believe is placed on the CIT concept.***

	0 25 50 75 100
Department Leadership (i.e., Command Staff) ()	
My individual chain of command (i.e. Lieutenants, precinct leadership). ()	
My immediate supervisor (i.e. patrol sergeants). ()	
Patrol officers. ()	

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Q5.3 What is your general perception of CIT?

_____

End of Block: CIT PERCEPTIONS AND ORG VALUE

Start of Block: SCENARIOS

Q6.1

SCENARIOS

The following three scenarios involve individuals who you may come into contact with when responding to routine calls for service. ***Please read the scenarios and use the slider to rate the strength of your agreement with the subsequent statements associated with each. Please move the slider bar to the right or click the slider bar at the desired position to indicate the strength of your agreement with each statement. The degree to which you move the slider bar to the right indicates how strongly you agree with each statement.***

(1) You are dispatched to a residence with the following information. Mr. N is a 30 year old male. His wife states that he has locked himself in the garage and won't come out. Mr. N's wife called the police because she does not know what he is going to do in there and she is concerned for his well-being. Mr. N has a collection of guns that he uses for hunting which are stored in the garage. The wife states that Mr. N has been feeling unusually sad and miserable for the past few months. Even though he is tired all the time, he has had great difficulty sleeping. He hasn't been eating much and has lost weight. He couldn't keep his mind on his work and put off doing important client projects and as a result he was let go from his job today. The wife states she has also just discovered he hasn't been paying household bills and she found a pile of collection letters and foreclosure warnings in his office.

From an assessment of the facts you are given, please rate the strength of your agreement with the following statements.

	0	25	50	75	100

Mr. N is exhibiting symptoms most associated with Dementia or Alzheimer's. ()	
Mr. N is exhibiting symptoms most associated with Depression. ()	
Mr. N is exhibiting symptoms most associated with Schizophrenia. ()	
You determine there is no increased risk that Mr. N might attempt suicide. ()	
You determine that there is an increased risk that Mr. N might become aggressive and potentially attempt suicide-by-cop. ()	
Your first priority upon arriving would be to gain entry to the garage in order to secure any weapons and to restrain Mr. N for his own safety. ()	
Your first priority would be to attempt to engage with Mr. N through the garage door to assess the situation and his current mental state. ()	
In speaking with Mr. N, it would be best not to ask him very directly if he was having thoughts about killing himself. ()	
You would attempt to get Mr. N to open to door and step outside the garage so you can talk face to face. ()	
Once you assess that Mr. N is not in imminent danger of self-harm. You give him the number for the Crisis Clinic 24 hour Crisis Line and suggest that it might be helpful for him to talk to someone. ()	

Q6.2 (2) You and a partner are dispatched to an apartment residence with the following information. Building manager has called the police because tenant Ms. S, age 23 has been throwing things against the walls and will not answer the door. Upon arrival at the building you contact the manager who informs you that Ms. S lives alone and is unemployed. Over the past several months, she has rarely been seen other than to occasionally look out her door. It is apparent that she has lost considerable weight and her appearance is disheveled and unclean. She rarely seems to go anywhere or see anyone. Neighbors have been complaining because they hear her walking around her room late at night and even though they know she is alone, they have heard her shouting and arguing as if someone else is in there. She has been heard yelling about people spying on her through the vents. The manager does not want her arrested, just wants her to quiet down.

From an assessment of the facts you are given, please rate the strength of your agreement with the following statements.

	0	25	50	75	100
Ms. S is exhibiting symptoms most associated with Post-Traumatic Stress Disorder (PTSD). ()					
Ms. S is exhibiting symptoms most associated with Depression. ()					
Ms. S is exhibiting symptoms most associated with Schizophrenia. ()					
The voices Ms. S hears in her head suggest she is experiencing hallucinations. ()					
Ms. S's belief that people are spying on her through the air vents suggest she is experiencing delusions. ()					
In speaking with Ms. S, it is best practice if both you and your partner engage in conversation with her. ()					
In speaking with Ms. S, you should keep a safe distance, physically and emotionally, keeping a blade stance and informing her what you are doing there and why. ()					
If Ms. S asks you if you hear the voices you should say yes in order to build a rapport with her. ()					
Paraphrasing what Ms. S is saying back to her may help deescalate the situation. ()					
You determine that since Ms. S is not an imminent danger to herself of others and call the Mobile Crisis Team (MCT) to respond to do a mental health evaluation. ()					

Q6.3 (3) You are dispatched to a residence with the following information. Mr. B is an 88 year old male who has called police to report that his home has been burglarized. When you arrive at the residence, Mr. B lets you in and you can't help but notice that his clothing is stained and smells of urine. Walking through the kitchen you see spoiled food on the counter and there are numerous empty alcohol bottles and broken glass on the floor and the gas stove burner is on. The living room is cluttered with piles of papers. It seems evident that there is no one else living there. When you ask Mr. B what was stolen from his home, he grows confused and says nothing was stolen, and asks why would anything be stolen. You tell him that you are at his

house because he called to report a burglary, however he denies doing this.

From an assessment of the facts you are given, please rate the strength of your agreement with the following statements.

	0 25 50 75 100
Mr. B is exhibiting symptoms most associated with Post-Traumatic Stress Disorder (PTSD). ()	
Mr. B is exhibiting symptoms most associated with Dementia or Alzheimer's. ()	
Mr. B is exhibiting symptoms most associated with Schizophrenia. ()	
You ask Mr. B if you can sit down and ask permission before moving any items. ()	
You engage Mr. B in conversation, asking short questions to ascertain if he is oriented to time, place, and person. ()	
Paraphrasing Mr. B's statements helps to confirm that you understand them. ()	
You determine that most likely there has been no burglary and you close the case and leave. ()	
You determine that most likely there has been no burglary and you arrest Mr. B for filing a false police report. ()	
You determine that most likely there has been no burglary but Mr. B may need some outside help. You ask him if there is a friend or family member you can call for him. ()	
You call the Geriatric Regional Assessment Team (GRAT) or the Mobile Crisis Team (MCT) to see if they are available to do an evaluation. ()	

End of Block: SCENARIOS

Start of Block: STATEMENTS

Q7.1 Please rate the degree to which you agree with the following statements.

	Disagree Strongly (1)	Disagree (2)	Neutral (3)	Agree (4)	Agree Strongly (5)
I'm a rebellious person. (1)	○	○	○	○	○
I have never been involved in delinquent gang activity. (2)	○	○	○	○	○
Most people are wimps. (3)	○	○	○	○	○
I've often done something dangerous just for the thrill of it. (4)	○	○	○	○	○
I have tricked someone into giving me money. (5)	○	○	○	○	○
I have assaulted a law enforcement official or social worker. (6)	○	○	○	○	○
I have pretended to be someone else in order to get something. (7)	○	○	○	○	○
I like to see fist-fights. (8)	○	○	○	○	○
I would get a kick out of 'scamming' someone. (9)	○	○	○	○	○

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It's fun to see how far you can push people before they get upset. (10)	○	○	○	○	○
I enjoy doing wild things. (11)	○	○	○	○	○
I have broken into a building or vehicle in order to steal something or vandalize. (12)	○	○	○	○	○
I don't bother to keep in touch with my family any more. (13)	○	○	○	○	○
I rarely follow the rules. (14)	○	○	○	○	○
You should take advantage of other people before they do it to you. (15)	○	○	○	○	○
People sometimes say that I'm cold-hearted. (16)	○	○	○	○	○
I like to have sex with people I barely know. (17)	○	○	○	○	○
I love violent sports and movies. (18)	○	○	○	○	○

Sometimes you have to pretend you like people to get something out of them. (19)	○	○	○	○	○
I was convicted of a serious crime. (20)	○	○	○	○	○
I keep getting in trouble for the same things over and over. (21)	○	○	○	○	○
Every now and then I carry a weapon (knife or gun) for protection. (22)	○	○	○	○	○
You can get what you want by telling people what they want to hear. (23)	○	○	○	○	○
I never feel guilty over hurting others. (24)	○	○	○	○	○
I have threatened people into giving me money, clothes, or makeup. (31)	○	○	○	○	○
A lot of people are "suckers" and	○	○	○	○	○

can easily be fooled. (26)					
I admit that I often "mouth off" without thinking. (27)	○	○	○	○	○
I sometimes dump friends that I don't need any more. (28)	○	○	○	○	○
I purposely tried to hit someone with the vehicle I was driving. (29)	○	○	○	○	○

End of Block: STATEMENTS

Start of Block: COMMENTS

Q8.1 **COMMENTS**
We appreciate your feedback on this survey. ***Please provide any additional comments related to the survey you would like to offer.***

_____

End of Block: COMMENTS

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APPENDIX B

SPD-BTB Pre-Training Interview Questions

Recruit name/#: _____
Pre/post BTB/post BLEA/1-yr/3-yr: _____

Longitudinal Evaluation of Seattle Police Department's "Before the Badge" Training Program

BTB RECRUIT INTERVIEW QUESTIONS

PRE-BTB Training

1. What is your background? What job did you have/what were you doing before you decided to apply for the position with the Seattle Police Department?
2. Are you from Seattle? If not, where are you from? Do you currently live in Seattle? If so, where do you live? How long have you lived in Seattle? If not, where do you live?
3. Do you have a background in law enforcement? Do you have friends/family who are police officers?
4. Why did you apply for a position with the Seattle Police Department?
5. What are your expectations about the training you will receive in BTB?
6. What are your expectations about the training you will receive in BLEA?
7. What are your expectations about your future career in law enforcement?
8. Have you ever heard of "guardian policing"? If so, what is your understanding guardian policing?
9. Since you have been hired by SPD, what has the response been to you from your friends/family regarding your employment with the Seattle Police Department?
10. What is the #1 most important skill you think a person needs for a career in law enforcement?

Post-BTB Training

1. Are you still employed with SPD? If not, are you/where are you currently employed?
2. Do you currently live in Seattle? If so/not, where do you live?
3. At this stage of your training and development as a Seattle Police recruit/officer/CSO, how has the experience been for you so far?
4. Since you have been hired by SPD, what has the response been to you from your friends/family regarding your employment with the Seattle Police Department?
5. How was your experience in the BTB Training Program? Were you satisfied with the BTB training?
6. What was your biggest takeaway from the BTB training? What would you say is the most important thing you learned in the SPD BTB program?
7. What is the #1 most important skill you think a person needs for a career in law enforcement?
8. How did you experience the wellness component of the BTB training? Did you expect to receive this type of training? What was your biggest take away from this component of the BTB training?
9. How do you think the BTB training will prepare you for your role in law enforcement as you progress through your career?
10. What are your expectations about the training you will receive in BLEA?
11. Have you ever heard of "guardian policing"? If so, what is your understanding guardian policing?
12. If you were responsible for designing/improving the BTB training for the next group of recruits, what would you recommend?

SPD BTB Evaluation Interview Questions Page **1** of **3**

Recruit name/#: _____
Pre/post BTB/post BLEA/1-yr/3-yr: _____

Post-BLEA

1. Are you still employed with SPD? If not, are you/where are you currently employed?
2. Do you currently live in Seattle? If so/not, where do you live?
3. At this stage of your training and development as a Seattle Police recruit/officer/CSO, how has the experience been for you so far?
4. Since you have been hired by SPD, what has the response been to you from your friends/family regarding your employment with the Seattle Police Department?
5. How satisfied are you with the experience you had in the WSCJTC BLEA in terms of preparing you for your position in law enforcement?
6. How did the SPD BTB training complement the WSCJTC BLEA?
7. What would you say is the most important thing you learned in the SPD BTB program to prepare you for where you are in your career and training to date?
8. Have you used any of the specific SPD BTB training components in your work/training so far? If so, what specifically?
9. Have you used any of the specific WSCJTC BLEA training components in your work so far? If so, what specifically?
10. What is the #1 most important skill you think a person needs for a career in law enforcement?
11. Have you ever heard of "guardian policing"? If so, what is your understanding guardian policing?

One-Year Post-BLEA

1. Are you still employed with SPD? If not, are you/where are you currently employed?
2. Do you currently live in Seattle? If so/not, where do you live?
3. At this stage of your training and development as a Seattle Police recruit/officer/CSO, how has the experience been for you so far?
4. Since you have been hired by SPD, what has the response been to you from your friends/family regarding your employment with the Seattle Police Department?
5. How satisfied are you with the experience you had in the WSCJTC BLEA in terms of preparing you for your position in law enforcement?
6. How did the SPD BTB training complement the WSCJTC BLEA?
7. What would you say is the most important thing you learned in the SPD BTB program to prepare you for where you are in your career and training to date?
8. Have you used any of the specific SPD BTB training components in your work/training so far? If so, what specifically?
9. Have you used any of the specific WSCJTC BLEA training components in your work so far? If so, what specifically?
10. What is the #1 most important skill you think a person needs for a career in law enforcement?
11. Have you ever heard of "guardian policing"? If so, what is your understanding guardian policing? Do you follow those principles in your day-to-day interactions with the public? Examples?
12. How did what you learned in training compare to what you learned and are continuing to learn post-BLEA now that you have been in your position for one year?

Recruit name/#: _____
Pre/post BTB/post BLEA/1-yr/3-yr: _____

13. What is the biggest difference between your experiences on the street so far and what you thought it would be like? Are there things you were taught in BTB and BLEA that don't work or did not adequately prepare you for your interactions on the street? Examples?
14. What is your experience of being a police officer officer/CSO now one-year post BLEA?

3-Years Post-BLEA

1. Are you still employed with SPD? If not, are you/where are you currently employed?
2. Do you currently live in Seattle? If so/not, where do you live?
3. At this stage of your training and development as a Seattle Police recruit/officer/CSO, how has the experience been for you so far?
4. Since you have been hired by SPD, what has the response been to you from your friends/family regarding your employment with the Seattle Police Department?
5. How satisfied are you with the experience you had in the WSCJTC BLEA in terms of preparing you for your position in law enforcement?
6. How did the SPD BTB training complement the WSCJTC BLEA?
7. What would you say is the most important thing you learned in the SPD BTB program to prepare you for where you are in your career and training to date?
8. Have you used any of the specific SPD BTB training components in your work/training so far? If so, what specifically?
9. Have you used any of the specific WSCJTC BLEA training components in your work so far? If so, what specifically?
10. What is the #1 most important skill you think a person needs for a career in law enforcement?
11. Have you ever heard of "guardian policing"? If so, what is your understanding guardian policing? Do you follow those principles in your day-to-day interactions with the public? Examples?
12. How did what you learned in training compare to what you learned and are continuing to learn post-BLEA now that you have been in your position for one year?
13. What is the biggest difference between your experiences on the street so far and what you thought it would be like? Are there things you were taught in BTB and BLEA that don't work or did not adequately prepare you for your interactions on the street? Examples?
14. What is your experience of being a police officer officer/CSO now three-years post BLEA?

Non-SPD Interview Questions

Recruit name/#: _____
Pre/post/1-yr/3-yr: _____

Longitudinal Evaluation of Seattle Police Department's "Before the Badge" Training Program

Non-SPD RECRUIT INTERVIEW QUESTIONS

PRE-BLEA

1. What is your background? What job did you have/what were you doing before you decided to apply for the position in Law Enforcement?
2. What department are you with? Are you from that area? If not, where are you from? Do you currently live in the area you are working in? If so, where do you live? How long have you lived in this area? If not, where do you live?
3. Do you have a background in law enforcement? Do you have friends/family who are police officers?
4. Why did you apply for a position with your department?
5. Have you received any pre-BLEA training in your department?
6. What are your expectations about the training you will receive in BLEA?
7. What are your expectations about your future career in law enforcement?
8. Have you ever heard of "guardian policing"? If so, what is your understanding guardian policing?
9. Since you have been hired by your agency, what has the response been to you from your friends/family regarding your employment in law enforcement?
10. What is the #1 most important skill you think a person needs for a career in law enforcement?

Post-BLEA

1. Are you still employed with the agency you were hired with prior to BLEA? If not, are you/where are you currently employed?
2. Do you currently live in the city of your jurisdiction? If so/not, where do you live?
3. At this stage of your training and development recruit/officer/CSO, how has the experience been for you so far?
4. Since you have been hired in law enforcement, what has the response been to you from your friends/family regarding your employment with your agency?
5. How satisfied are you with the experience you had in the WSCJTC BLEA in terms of preparing you for your position in law enforcement?
6. If you had training in your agency prior to BLEA, how did that training complement the WSCJTC BLEA?
7. What would you say is the most important thing you learned in the BLEA to prepare you for where you are in your career and training to date?
8. Have you used any of the specific pre-BLEA training components your agency may have offered in your work/training so far? If so, what specifically?
9. Have you used any of the specific WSCJTC BLEA training components in your work so far? If so, what specifically?
10. What is the #1 most important skill you think a person needs for a career in law enforcement?
11. Have you ever heard of "guardian policing"? If so, what is your understanding guardian policing?

Recruit name/#: _____
Pre/post/1-yr/3-yr: _____

One-Year Post-BLEA

1. Are you still employed with your original agency? If not, are you/where are you currently employed?
2. Do you currently live in the city of your jurisdiction? If so/not, where do you live?
3. At this stage of your training and development recruit/officer/CSO, how has the experience been for you so far?
4. Since you have been hired in law enforcement, what has the response been to you from your friends/family regarding your employment with your agency?
5. How satisfied are you with the experience you had in the WSCJTC BLEA in terms of preparing you for your position in law enforcement?
6. If you had training in your agency prior to BLEA, how did that training complement the WSCJTC BLEA?
7. What would you say is the most important thing you learned in the BLEA to prepare you for where you are in your career and training to date?
8. Have you used any of the specific pre-BLEA training components your agency may have offered in your work/training so far? If so, what specifically?
9. Have you used any of the specific WSCJTC BLEA training components in your work so far? If so, what specifically?
10. What is the #1 most important skill you think a person needs for a career in law enforcement?
11. Have you ever heard of "guardian policing"? If so, what is your understanding guardian policing? Do you follow those principles in your day-to-day interactions with the public? Examples?
12. How did what you learned in training compare to what you learned and are continuing to learn post-BLEA now that you have been in your position for one year?
13. What is the biggest difference between your experiences on the street so far and what you thought it would be like? Are there things you were taught by your agency prior to BLEA and/or in BLEA that don't work or did not adequately prepare you for your interactions on the street? Examples?
14. What is your experience of being a police officer officer/CSO now one-year post BLEA?

3-Years Post-BLEA

1. Are you still employed with your original agency? If not, are you/where are you currently employed?
2. Do you currently live in the city of your jurisdiction? If so/not, where do you live?
3. At this stage of your training and development recruit/officer/CSO, how has the experience been for you so far?
4. Since you have been hired in law enforcement, what has the response been to you from your friends/family regarding your employment with your agency?
5. How satisfied are you with the experience you had in the WSCJTC BLEA in terms of preparing you for your position in law enforcement?

Recruit name/#: _____
Pre/post/1-yr/3-yr: _____

6. If you had training in your agency prior to BLEA, how did that training complement the WSCJTC BLEA?
7. What would you say is the most important thing you learned in the BLEA to prepare you for where you are in your career and training to date?
8. Have you used any of the specific pre-BLEA training components your agency may have offered in your work/training so far? If so, what specifically?
9. Have you used any of the specific WSCJTC BLEA training components in your work so far? If so, what specifically?
10. What is the #1 most important skill you think a person needs for a career in law enforcement?
11. Have you ever heard of "guardian policing"? If so, what is your understanding guardian policing? Do you follow those principles in your day-to-day interactions with the public? Examples?
12. How did what you learned in training compare to what you learned and are continuing to learn post-BLEA now that you have been in your position for one year?
13. What is the biggest difference between your experiences on the street so far and what you thought it would be like? Are there things you were taught by your agency prior to BLEA and/or in BLEA that don't work or did not adequately prepare you for your interactions on the street? Examples?
14. What is your experience of being a police officer officer/CSO now three-years post BLEA?

APPENDIX C

Procedure of Data Collection Points 1-5

The investigator will email the potential participants inviting them to participate in the study. A link to redeem the gift card will be included in the welcome email. Explanation of the consent process will be included in the email. A consent form is included in the preface of the surveys (See Appendix B-Survey instrument) and a separate consent form will be used for the interviews (See Appendix A-Interview Consent form).

3. Other Forms/Tools:	List any other forms or tools (e.g., quizzes, visual aids, information sheets) to be used during the consent process to assist participant comprehension. ***Include each form and/or tool as a separate file with your submission.***

NA

SECTION 8: RESEARCH METHODS AND ACTIVITIES

1. Data Collection:	Provide a step-by-step description of the data collection (not analysis) process for each type of data to be collected (e.g., online surveys, interviews, focus groups, etc.). For in-person activities, describe the environment, measures to protect confidentiality, etc.

Data will be collected through a multi-step process:

1) An email invitation will be sent to all Seattle Police BTB (experimental) and to WSCJTC BLEA (comparison) recruits by the researchers soon after they are hired (after their contact information is relayed to the researchers from the BTB and WSCJTC staff). At this time, the recruits will be invited to participate in the study. The potential participants will be sent a link to a $10 Starbucks gift card. The invitation will explain the purpose of the study and data collection methods including the online survey and follow-up interviews that will be conducted via Zoom. The BTB participants who completed training prior the commencement of the study will be sent an email explaining the study, a link to the gift card, and inviting them to participate at the stage in which they are currently training.

2) All recruits will be emailed a link to the pre-survey instrument which includes consent to participate.

3) Upon completion of the 45-day BTB training, the post-survey link will be sent to the BTB Recruits.

4) Following completion of the post-survey, participants will be contacted for the post-BTB training interview and sent the follow-up interview consent form.

5) Post-BTB Interviews will be scheduled and completed for those who complete the follow-up interview consent form. All interviews will be recorded for transcription purposes via Zoom.

6) Following completion of BLEA, the post-survey link will be sent to the BTB and WSCJTC Recruits.

7) One-year after completion of BLEA, participants will be emailed a link inviting them to participate in the one-year post-survey and sent the follow-up interview consent form.

8) Following completion of the one-year post-survey, BTB participants will be contacted for the one-year follow-up interview.

9) One-year follow-up interview will be scheduled and completed for those BTB participants who complete the follow-up interview consent form. All interviews will be recorded for transcription purposes via Zoom.

10) Three years after completion of BLEA, BTB and WSCJTC participants will be emailed a link inviting them to participate in the three-year post-survey and sent the follow-up interview consent form.

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11) Following completion of the three-year post-survey, participants BTB and WSCJTC Participants will be contacted for the three-year follow-up interview for those who complete the follow-up interview consent form.

12) Three -year follow-up Interview will be scheduled and completed. All interviews will be recorded for transcription purposes via Zoom.

13) Pre/post/one-year/three-year survey data will be analyzed using SPSS. ANOVA's will be conducted to compare the results from the participants over time and across experimental and comparison groups. T-Tests will be conducted to compare results of experimental and comparison participants at the post-BLEA, one-year, and three-year data collection points.

14) Pre/post/one-year/three-year interview data will be analyzed using Atlas.ti. Qualitative data will be analyzed for themes at the pre/post/one-year/three-year data collection point using an interpretive phenomenological approach.

15) A final report presenting the findings will be completed.

APPENDIX D

SPD-BTB Invitation E-Mail

Dear _____:

You are invited to participate in a research study evaluating the effectiveness of law enforcement training. Participation in the research study involves completion of a survey and interviews administered at five points:

1) Prior to SPD Before the Badge (BTB) training
2) Post-BTB training (interview only)
3) Post- Basic Law Enforcement Academy (BLEA) training
4) 1-Year post BLEA
5) 3-Years post BLEA

Your feedback is important to shaping the future of law enforcement training. Participation is completely voluntary. However, your participation is valuable and would be greatly appreciated. As a thank you for considering participating in this study, please accept two $5 Starbucks cards which can be redeemed at the link below available for your use until **xx/xx/xxxx.**

The data in this study will be confidential. You will be asked to provide personal details about yourself and your experience in law enforcement. This information will be kept confidential and will not be available to the Criminal Justice Training Commission or to your agency with any personal identifiers attached. Any identifiers linking your responses to you individually will be kept confidential and will be accessed by members of the research team who are ethically obligated to keep your responses confidential under the purview of the Seattle University Institutional Review Board. If you choose to participate in the survey, you will find an informed consent page at the beginning of the survey. Please read and sign the consent form - You will not be able to move forward to complete the survey without signing and consenting to participate. If you have any questions about the survey, please contact the lead researcher Dr. Jacqueline Helfgott whose information is on the consent form.

Before beginning the survey, please note that after the consent page, you will find a page that asks questions regarding your current position within your department. First, please use your initials where it asks for an ID number. Next, one of the questions requests information about your current assignment. If you are unsure about your current assignment, please feel free to put "unassigned." Most of you will begin with a patrol assignment so you can list "patrol." If you have a different assignment that you are aware of, please put that as your answer. One final clarification for this page is the inclusion of all law enforcement experience in the prompt "Years in Law Enforcement." Please include all training and experience from any previous law

enforcement positions you have had (whether in WA or elsewhere at local, state, private, or federal level) including reserve experience and any experience in military policing. The following pages ask for a response using a slider to measure your level of agreement with the statement. When using the sliders, please slide the cursor toward the right to indicate your level of agreement with each item by sliding and clicking on the bar when you get it to the spot you want it. The final section of the survey includes a set of questions designed to measure personality style. This question set has historically been used within non-law enforcement populations, and therefore some of the questions may not seem relevant to you as a law enforcement officer. Please answer the questions honestly and if any of the questions make you uncomfortable you are of course free to omit that question and/or exit the survey. This survey takes approximately 30 minutes to complete. If you have any issues with the survey, please feel free to contact me at this email address and I will do my best to help you. **This survey must be completed no later than end of day xx/xx/ 2022** to be included in our research project. Any surveys completed after that date will be purged from the final report. Thank you for your participation.

To participate in the survey, go to: https://seattleux.qualtrics.com/jfe/form/SV_b89PIefdljtIbPo

To participate in the interview, see the attached consent form and if you decide to participate, join the Zoom meeting at xx:xx, xx/xx/2022:

You will also receive a calendar invitation with the link. The interviews will be conducted via Zoom and videotaped for notetaking/transcription purposes. If you do not want the interview to be videotaped, we will ask you again at the time of the interview and please let us know at the time of the interview.

APPENDIX E

Consent Process Document Attachment

Participant Information Sheet: Follow-up Interviews

Research Study:

Evaluation of Law Enforcement Training

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We would like to invite you to take part in a follow-up interview that further explores your law enforcement training experiences.

Before you decide if you would like to consent to be interviewed, you need to understand why the research is being conducted and what it would involve for you. Please take time to read the following information carefully. Feel free to ask questions if anything you read is not clear or if you would like more information. Take time to decide whether or not to take part.

Upon reviewing this information sheet, your decision to participate in the interview will represent your consent.

Purpose:
The purpose of this study is to evaluate the effects of law enforcement training. Results of the interviews will be published in a technical report and academic peer-reviewed articles.

Participants:
All participants in this study are law enforcement recruits in Washington State.

Participation:
As part of your participation in the study, we will be video recording your responses. Your participation in the study is entirely voluntary. You may withdraw at any time. There is no compensation for participation. If you do not want to have your interview videotaped, the interview can be conducted with notetaking and without videotaping.

Disadvantages and risks of taking part:
As part of this study, we will be asking you about experiences that may be stressful. Also, though your name will not be used in the reporting of the results, there is a chance that readers of the text may be able to figure out that the responses being reported are yours.

Confidentiality:

1

The researchers (the Principal Investigator, Co-Investigator, and two student research assistants) will collect information from participants including their names, place of employment, and current professional title. A pseudonym will be used when reporting participant responses in the technical report and publications and specific professional titles will not be utilized unless the researchers are granted permission to from subject to use them.

Benefits of your participation:
The societal benefits of this study include contributing to the scant literature on innovative police training programs. Additionally, you will be offered the opportunity to provide recommendations for improving law enforcement training in Washington State.

Results:
A summary of the results of this research will be supplied to you, at no cost, upon request.

Concerns:
I understand that should I have any concerns about my participation in this study, I may call Dr. Jacqueline B. Helfgott, who are asking me to participate, at (206) 296-5477/jhelfgot@seattleu.edu. If I have any concerns that my rights are being violated, I may contact Dr Michael Spinetta, Chair of the Seattle University Institutional Review Board at (206) 296-5951/ spinetta@seattleu.edu.

APPENDIX F

Interview Results

Question 1: What is your background? What job did you have/what were you doing before you decided to apply for the position with Seattle Police Department/in Law Enforcement?

Question 1

Type of degree	SPD-BTB Gr=238; GS=15	Non-SPD Gr=137; GS=7	Totals
Associate's Degree Gr=3	1	2	3
CJ Related Bachelor's Degree Gr=7	4	3	7
Non-CJ Related Bachelor's Degree Gr=6	4	2	6
Master's Degree Gr=3	0	3	3
Totals	9	10	19

Previous Work Background	SPD-BTB Gr=238; GS=15	Non-SPD Gr=137; GS=7	Totals
LE Background Gr=4	0	4	4
Customer Service Background Gr=7	5	2	7
Medical Services/EMT Background Gr=3	3	0	3
Military Background Gr=2	2	0	2
Private Security Background Gr=3	2	1	3
Tech Background Gr=2	2	0	2
Other Various BackgroundsGr=11	7	4	11
Totals	21	11	32

Question 2: What is your background? What job did you have/what were you doing before you decided to apply for the position with Seattle Police Department/in Law Enforcement?

Question 2

Where They Were Born and Raised	SPD-BTB Gr=238; GS=15	Non-SPD Gr=137; GS=7	Totals
Born and Raised in WA Gr=11	5	6	11
Not Born in WA, but Raised in WA Gr=4	3	1	4
Moved to WA: Loves the City Gr=0	1	0	1
Moved to WA: Moved for Family Gr=3	3	0	3
Moved to WA: Moved for Job Gr=3	3	0	3
Moved to WA: Does Not Specify Reason For Move Gr=1	1	0	1
Totals	16	7	23

Do They Live Where They Work?	SPD-BTB Gr=238; GS=15	Non-SPD Gr=137; GS=7	Totals
Does Not Live in City Where They Work Gr=9	6	3	9
Lives in City Where They Work Gr=13	9	4	13
Totals	15	7	22

Reasons They Does Not Live Where They Work	SPD-BTB Gr=238; GS=15	Non-SPD Gr=137; GS=7	Totals
Cost of Living Gr=1	0	1	**1**
Doesn't Want to Live Where They Work Gr=2	0	2	**2**
Family Gr=5	4	1	**5**
Other Various Reasons Gr=1	1	0	**1**
Does Not Specify Gr=1	1	0	**1**
Totals	**6**	**4**	**10**

Reasons They Live Where They Work	SPD-BTB Gr=238; GS=15	CJTC Gr=137; GS=7	Totals
Cost of Living Gr=0	0	0	**0**
Wants To Live Where They Work Gr=5	4	1	**5**
Family Gr=2	1	1	**2**
Other Various Reasons Gr=0	0	0	**0**
Does Not Specify Gr=7	4	3	**7**
Total	**9**	**5**	**14**

Question 3: What is your background? What job did you have/what were you doing before you decided to apply for the position with Seattle Police Department/in Law Enforcement?

Question 3

Family Background	SPD-BTB Gr=238; GS=15	Non-SPD Gr=137; GS=7	Totals
LE Related Background Gr=6	4	2	**6**
Military Background Gr=3	1	2	**3**
No LE Background Gr=11	8	3	**11**
Does Not Specify Gr=2	2	0	**2**
Totals	**15**	**7**	**22**

Friends Background	SPD-BTB Gr=238; GS=15	Non-SPD Gr=137; GS=7	Totals
LE Related Background Gr=7	5	2	**7**
Military Background Gr=1	1	0	**1**
No LE Background Gr=12	8	4	**12**
Does Not Specify Gr=3	2	1	**3**
Totals	**16**	**7**	**23**

Personal Background	SPD-BTB Gr=238; GS=15	Non-SPD Gr=137; GS=7	Totals
LE Related Background Gr=4	1	3	**4**
Military Background Gr=2	2	0	**2**
No LE Background Gr=15	11	4	**15**
Does Not Specify Gr=1	1	0	**1**
Totals	**15**	**7**	**22**

Question 4: Why did you apply for a position with the Seattle Police Department/your department?

Question 4

Why Did They Apply For a Position in LE	SPD-BTB Gr=238; GS=15	Non-SPD Gr=137; GS=7	Totals
Agency's Benefits and Policies Gr=9	4	5	**9**
Friend/Family Influences Gr=6	3	3	**6**
Goal/dream of Working in LE Gr=9	8	1	**9**
Love For The City Gr=6	6	0	**6**
Media Influence and Social Unrest Gr=3	3	0	**3**
Motivated by Prior Interactions with LE/Department Gr=7	2	5	**7**
Motivated to Help/Give Back to The Community Gr=8	8	0	**8**
Need for LE Officers Gr=4	4	0	**4**
Previous Job Influences Gr=3	2	1	**3**
Skills That Benefit The Department Gr=1	1	0	**1**
Totals	41	15	**56**

Question 5: What are your expectations about the training you will receive in BTB?

Question 5

Expectations for BTB	SPD-BTB Gr=238; GS=15	Totals
Community Engagement Gr=13	13	13
Laws, Rules, and Policies Gr=1	1	1
Pre-BLEA training Gr=2	2	2
No Expectations Gr=1	1	1
Other Gr=0	0	0
Totals	17	17

Question 5: Have you received any pre-BLEA training in your department?

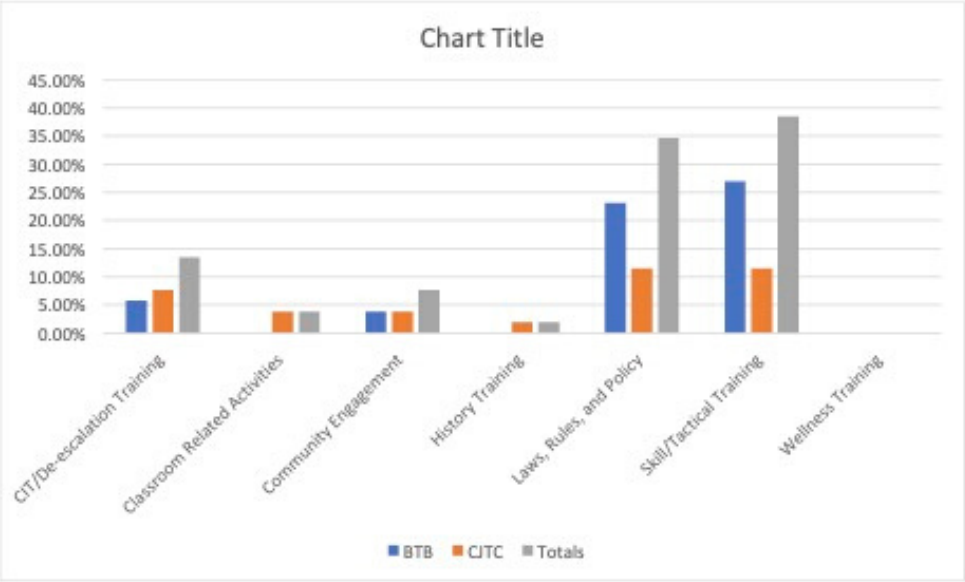
Types of Pre-BLEA Training	Non-SPD Gr=137; GS=7	Totals
CIT/De-escalation Training Gr=2	2	2
Community Engagement Gr=3	3	3
FTO/Field Training Gr=2	2	2
History Training Gr=0	0	0
Laws, Rules, and Policy Gr=6	6	6
Skill/Tactical Training Gr=5	5	5
Wellness Training Gr=1	1	1
No Training Gr=1	1	1
Totals	20	20

Question 6: What are your expectations about the training you will receive in BLEA?

Question 6

Expectations for BLEA	SPD-BTB Gr=238; GS=15	Non-SPD Gr=137; GS=7	Totals
CIT/De-escalation Training Gr=7	3	4	7
Classroom Related Activities Gr=2	0	2	2
Community Engagement Gr=4	2	2	4
History Training Gr=1	0	1	1
Laws, Rules, and Policy Gr=18	12	6	18
Skill/Tactical Training Gr=20	14	6	20
Wellness Training Gr=0	0	0	0
Totals	31	21	52

Expectations for BLEA	BTB	CJTC	Totals
CIT/De-escalation Training	5.77%	7.69%	13.46%
Classroom Related Activities	0.00%	3.85%	3.85%
Community Engagement	3.85%	3.85%	7.69%
History Training	0.00%	1.92%	1.92%
Laws, Rules, and Policy	23.08%	11.54%	34.62%
Skill/Tactical Training	26.92%	11.54%	38.46%
Wellness Training	0.00%	0.00%	0.00%
Totals	31	21	52



Question 7: What are your expectations about your future career in law enforcement?

Question 7

Expectations for Future Career in LE	SPD-BTB Gr=238; GS=15	Non-SPD Gr=137; GS=7	Totals
Detective Gr=9	5	4	**9**
FTO Gr=3	2	1	**3**
K-9 Unit Gr=5	3	2	**5**
Move Up The Ranks Gr=6	4	2	**6**
Other Specialized Units Gr=9	5	4	**9**
Personal and Department Satisfaction Gr=4	2	2	**4**
Unsure Gr=3	2	1	**3**
Totals	**23**	**16**	**39**

Question 8: Have you ever heard of "guardian policing"? If so, what is your understanding guardian policing?

Question 8

Have They Heard of The Term Guardian Policing?	SPD-BTB Gr=238; GS=15	Non-SPD Gr=137; GS=7	Totals
No, Has Not Heard of Guardian Policing Gr=15	13	2	15
Yes, Has Heard of Guardian Policing Gr=7	2	5	7
Totals	15	7	22

Where Have They Heard the Term Guardian Policing?	SPD-BTB Gr=238; GS=15	Non-SPD Gr=137; GS=7	Totals
Did Not Specify Where They Have the Term Heard Guardian Policing Gr=2	1	1	2
Heard The Term Guardian Policing in Prior LE Experience Gr=2	0	2	2
Heard of The Term Guardian Policing in Training/Hiring Process Gr=3	1	2	3
Totals	2	5	7

What They Know About Guardian Policing?	SPD-BTB Gr=238; GS=15	Non-SPD Gr=137; GS=7	Totals
Does Not Specify Gr=4	1	3	4
Type of Policing Gr=1	1	0	1
Elaboration/Explanation of Guardian Policing Gr=3	0	2	2
Totals	2	5	7

Question 9: Since you have been hired by SPD/your agency, what has the response been to you from your friends/family regarding your employment in law enforcement?

Question 9

Friend's and Family Response to Joining LE	SPD-BTB Gr=238; GS=15	Non-SPD Gr=137; GS=7	Totals
Friends/Family are Supportive Gr=13	8	5	**13**
Mix Support Gr=9	7	2	**9**
No Support Gr=1	1	0	**1**
Totals	**16**	**7**	**23**

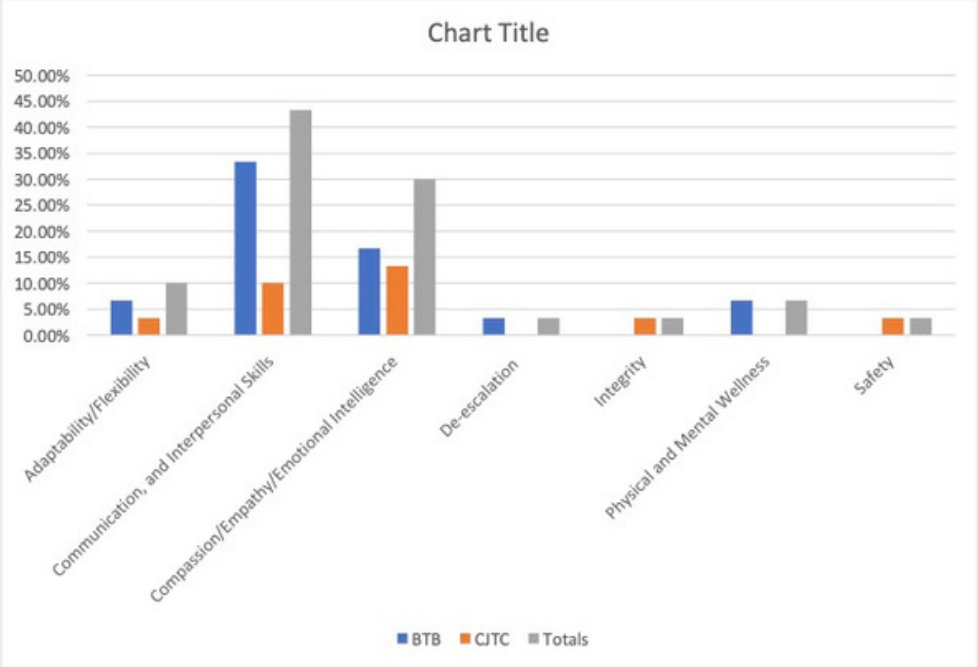
Reasons for Unsupportive and Hesitant Friends/Family	SPD-BTB Gr=238; GS=15	Non-SPD Gr=137; GS=7	Totals
Anti-police Views Gr=4	2	2	**4**
Personal Negative Experiences With CJ System Gr=1	1	0	**1**
Safety Concerns Gr=5	4	1	**5**
Unspecified Reasons Gr=1	1	0	**1**
Totals	**8**	**3**	**11**

Question 10: What is the #1 most important skill you think a person needs for a career in law enforcement?

Question 10

#1 Most Important Skill For a Career in LE	SPD-BTB Gr=238; GS=15	Non-SPD Gr=137; GS=7	Totals
Adaptability/Flexibility Gr=3	2	1	**3**
Communication, and Interpersonal Skills Gr=13	10	3	**13**
Compassion/Empathy/Emotional Intelligence Gr=9	5	4	**9**
De-escalation Gr=1	1	0	**1**
Integrity Gr=1	0	1	**1**
Physical and Mental Wellness Gr=2	2	0	**2**
Safety Gr=1	0	1	**1**
Totals	**20**	**10**	**30**

#1 Most Important Skill For a Career in LE	BTB	CJTC	Totals
Adaptability/Flexibility	6.67%	3.33%	**10.00%**
Communication, and Interpersonal Skills	33.33%	10.00%	**43.33%**
Compassion/Empathy/Emotional Intelligence	16.67%	13.33%	**30.00%**
De-escalation	3.33%	0.00%	**3.33%**
Integrity	0.00%	3.33%	**3.33%**
Physical and Mental Wellness	6.67%	0.00%	**6.67%**
Safety	0.00%	3.33%	**3.33%**
Totals	**20**	**10**	**30**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Communication, and Interpersonal Skills
Compassion/Empathy/Emotional Intelligence
De-escalation
Integrity
Physical and Mental Wellness
Safety
BTB
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Totals