

MOBILIZING THE COMMUNITY FOR MINORITY RECRUITMENT AND SELECTION

A STRATEGY TO LEVERAGE COMMUNITY ASSETS TO ENHANCE RECRUITMENT AND PLACEMENT OF MINORITIES

COPS

COMMUNITY ORIENTED POLICING SERVICES
U.S. DEPARTMENT OF JUSTICE



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Dear Colleague:

Recruiting and staffing shortfalls continue to plague police departments throughout the country. Staffing shortfalls have been a priority problem for some years. Since 9-11, the problem has become more acute – military reserve call-ups, an expanding homeland security role, and increasing competition being among the most evident causes. Shortages in minority applicants are especially critical, frustrating police agencies from fielding workforces that mirror community populations, a condition regarded as a central correlate of public trust.

Inspired by our Image and Ethics Committee and funded and insightfully guided by the COPS Office, the IACP has developed a model that we believe will enable state and local law enforcement agencies to achieve greater success in addressing recruitment and selection matters. In partnership with several police agencies, we are continuing to refine and enrich the model. The staff of IACP's Programs and Research Directorate stands ready to discuss our model with you.

Sincerely,

Joseph M. Polisar
President

Table of Contents

Executive Summary	i
I. Collaborative Leadership – The Project	1
II. A Minority Recruitment Model	3
III. Tools	9
IV. The Hartford Experience	9
V. Lessons Learned.....	14
Project Staff.....	16
Hartford Police Department.....	16
Appendix A. Careers in Police Service Survey	
Appendix B. Database Development Guidelines	
Appendix C. Best Practices	

EXECUTIVE SUMMARY

PROJECT APPROACH

This report summarizes the accomplishments of IACP's Collaborative Leadership Project (CLP). It is structured to enable any police-community partnership to replicate the project. The work described in this report is to continue during a second phase, CLP II.

At the urging of its Police Image and Ethics Committee, the IACP chose to address a 21st Century policing problem of priority significance - recruitment and selection. Recruiting and staffing shortfalls plague police departments throughout the country. Staffing shortfalls have been a priority problem for some years. Since 9-11, the problem has been more acute, military reserve call-ups and an expanding police role being the two most evident drivers. No relief seems to be on the horizon. Shortages in minority applicants are especially critical, frustrating police agencies from fielding workforces that mirror community populations, a condition regarded as a central correlate of public trust.

The IACP partnered with the Hartford, Connecticut Police Department (HPD), an agency committed to narrowing the gap between ethnic/racial composition of the department and the population of the city. Two sets of objectives were pursued. The first was designed to achieve goals set forth by the COPS Office:

- ❑ To develop a replicable model to promote local level solutions to minority recruitment and selection shortfalls
- ❑ To document the model.

The second was structured to enable the HPD to employ community engagement principles to address its own recruitment/selection needs:

- ❑ Strengthen partnerships between the HPD and community leaders, organizations and citizens
- ❑ Create a relationship-building strategy to enable the police and the community to collaborate to further diversify the police workforce
- ❑ Utilize the community as a recruitment agent to fashion a police force which more closely mirrors the community, racially and ethnically.

Three clusters of activity were conducted to achieve project objectives: Foundation Building; Research and Development; and Community Engagements. Principal products (deliverables) of the work are (1) a Community Collaboration Recruitment Model and (2) tools to support use of the model – Careers in Police Service, an instrument to survey the characteristics and perceptions of a recruitment population; Database Development Guidelines, an instrument for assembling information required to assess recruitment/selection system barriers; and a Best Practices Inventory, an array of innovations employed by police agencies to successfully recruit candidates, minority and non-minority.

THE MODEL

The most exciting outcome of this effort is the Police Recruitment and Placement–Community Collaboration Model. This model should be fully replicable in cities across the U.S. and has the potential to help any size or type of police agency diversify its workforce. The model (see next page) has three core phases:

Step 1: Building Block Activities

Before developing or implementing a diversification strategy, the local department is urged to diagnose the problem in collaboration with the community, addressing the following:

- ❑ Market survey (potential candidates)
- ❑ Recruitment targeting (minorities, women)
- ❑ Studying the competition (other agencies)
- ❑ Local Human Resources (HR) system (hiring practices)
- ❑ Assembly of best practices (what others are doing well).

Step 2: Stakeholder Action Planning

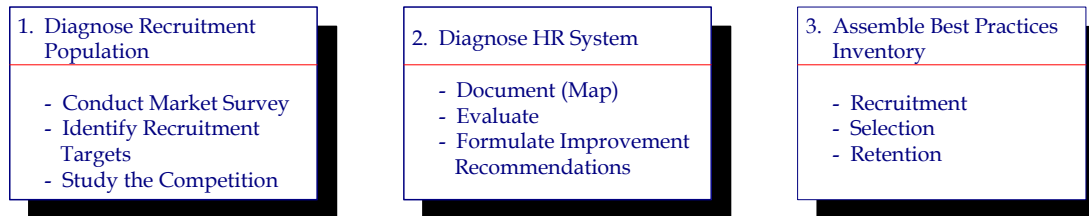
Once the jurisdiction understands the foundation issues, the model moves to an action-planning mode, where community and government stakeholders (community, police, governing body, labor, special interest groups) engage the community as follows:

- ❑ Orientation Engagements (engaging the community about the issue of diversification and the agency's goals)
- ❑ Building Block Information Engagement (targeting and surveying future applicants to determine interest)

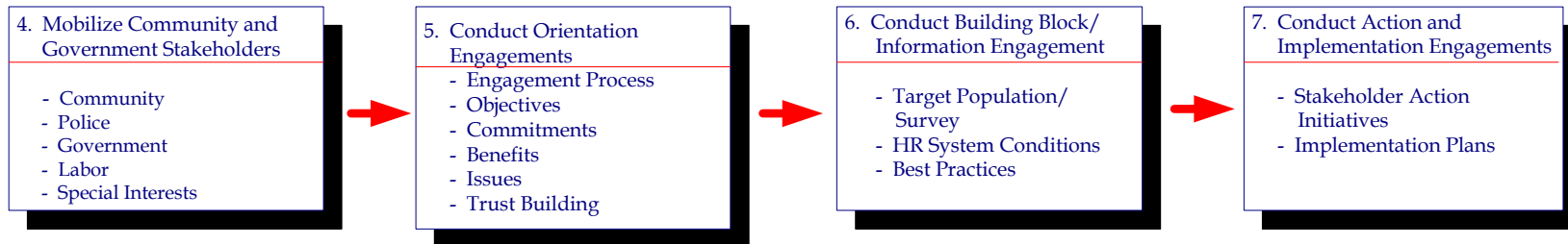
Figure 1

POLICE RECRUITMENT AND PLACEMENT — COMMUNITY COLLABORATION MODEL

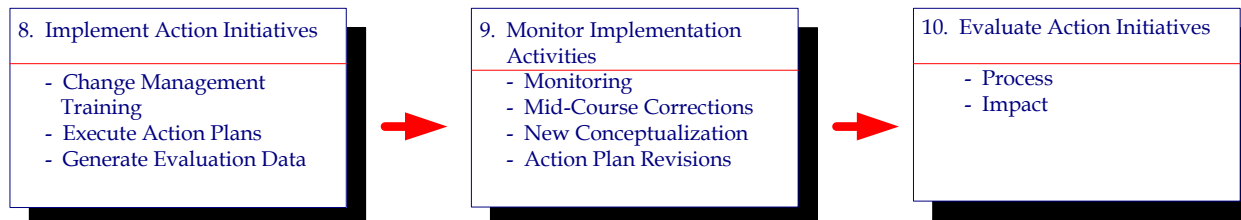
BUILDING BLOCK ACTIVITIES



STAKEHOLDER ACTION PLANNING



STRATEGY IMPLEMENTATION, MONITORING, AND EVALUATION



- ❑ Action and Implementation Engagements (designing initiatives to produce recruitment results).

Step 3: Strategy Implementation, Monitoring and Evaluation

The final phase of the model calls for aggressive implementation of the action initiatives developed in Step 3. Actions during this step include:

- ❑ Change management
- ❑ Training
- ❑ Action plan implementation
- ❑ Generation of evaluation data
- ❑ Monitoring implementation actions
- ❑ Mid-course corrections
- ❑ New conceptualizations
- ❑ Action plan revisions
- ❑ Evaluation of outcomes (process and impact measures).

The IACP firmly believes that this model, if implemented fully in partnership with the entire community, has the strong potential to create opportunities for police agencies to diversify their workforce and simultaneously build stronger ties to the communities they serve. The report details how the model was created and piloted in Hartford.

Our lessons learned section outlines what we believe we did well and not so well. Taken together, these sections provide significant information on positive steps to take and pitfalls to avoid to employ the community-based model productively.

I. COLLABORATIVE LEADERSHIP - THE PROJECT

This work is the product of a COPS-funded Collaborative Leadership Project, one of five conducted under the CLP umbrella. The structure and expectations of Collaborative Leadership Projects are:

Goal: To create models for developing local level solutions to a community problem through collaborative partnerships that combine national expertise with local level stakeholders. The problem should be significant in nature, in contrast to a minor or inconsequential issue, and should have implications for police integrity.

Collaborative Partnership: Partnership should include a national police group, a police department and a community-based organization. The national group is to take an active role in facilitating problem solving between the police and the community organization, both of which have had either a historically challenging relationship or no relationship at all, and both of which have a stake in solving the identified problem. All participants should consider using a community engagement process as a means to bring the partnership together initially.

Deliverables: A written product at the end of the project which outlines the processes used to achieve the identified objective(s) and documents the results of the project. The product should be developed so that other police-community partnerships can replicate the project. In this regard, it should note what worked, what didn't, barriers to project implementation, solutions to obstacles to developing the partnership and solving the problem, and discuss how the project strengthened police integrity.

THE PROBLEM: MINORITY REPRESENTATION

At the urging of its Police Image and Ethics Committee, the IACP chose to address a 21st Century policing problem of priority significance - recruitment and selection. Recruiting and staffing shortfalls plague police departments throughout the country. Staffing shortfalls have been a priority problem for some years. Since 9-11, the problem has been more acute, military reserve call-ups and an expanding police role being the two most evident drivers. No relief seems to be on the horizon. Shortages in minorities are especially critical, frustrating police agencies from fielding workforces that mirror community populations, a condition regarded as a central correlate of public trust.

THE PROJECT SETTING

Our Collaborative Leadership partners were the Hartford, Connecticut Police Department, representatives of the city's 17 neighborhoods, and members of city agencies which are responsible for meeting human resources objectives, the Department of Personnel being primary. The HPD's interest in the collaboration and appropriateness of the City of Hartford as a project setting is evidenced by disparity of city and police department demographics. The 2000 Census set city population at 139,000. Ethnic/racial distribution was:

<input type="checkbox"/>	White	33,705	(27.7%)
<input type="checkbox"/>	Black/ African American	46,264	(38.1%)
<input type="checkbox"/>	Hispanic	49,260	(40.5%)

Ethnic and racial composition of the 428-member Hartford Police Department sworn workforce is:

<input type="checkbox"/>	White	262	(61.2%)
<input type="checkbox"/>	Black/ African American	77	(18.0%)
<input type="checkbox"/>	Hispanic	86	(20.1%)
<input type="checkbox"/>	Other	3	(0.1%)

Hispanics and Black/ African Americans are clearly under-represented, composing 79% of the population and 38% of the sworn workforce of the HPD.

The city's Affirmative Action Plan, FY 2001-2002, called for the hiring of:

<input type="checkbox"/>	White Females	5
<input type="checkbox"/>	Black/ African American Females	10
<input type="checkbox"/>	Hispanic Females	4
<input type="checkbox"/>	American Indian/ Alaska Native Females	1
<input type="checkbox"/>	American Indian/ Alaska Native Males	<u>2</u>
		22

Despite intensive effort to recruit minorities, the academy class of 17, at the time of the project, included only one minority. Clearly, the city and the HPD can benefit from new approaches to police recruitment and selection.

PROJECT OBJECTIVES

Two sets of objectives were pursued. The first was designed to achieve goals set forth by the COPS Office:

- ❑ To develop a replicable model to promote local level solutions to minority recruitment and selection shortfalls
- ❑ To document the model.

The second was structured to enable the HPD to employ community engagement principles to address its own recruitment/selection needs:

- ❑ Strengthen partnerships between the HPD and community leaders, organizations and citizens
- ❑ Create a relationship-building strategy to enable the police and the community to collaborate to further diversify the police workforce
- ❑ Utilize the community as a recruitment agent to fashion a police force which more closely mirrors the community, racially and ethnically.

Several objectives were set forth in the CLP proposal (April 27, 2001). Others evolved during the project. These are discussed in the next section.

II. A MINORITY RECRUITMENT MODEL

The principal objective of the model that evolved from CLP work is to position a police agency and its parent government to mobilize the community to help increase the number of minorities who:

- ❑ apply for police positions, and
- ❑ successfully complete the selection process.

The components/action steps which compose the Community Collaboration Recruitment model are displayed in Figure 1.

PHASE 1: BUILDING BLOCK ACTIVITIES

Successful employment of the model requires assembly of a substantial body of information. Minimally, an agency should possess thorough knowledge of: its marketplace and the pool of potential applicants; the structure, operation, and effectiveness of its recruiting/selection system; and the best of contemporary recruitment/selection practices.

- **Diagnose the Recruitment Population.** To understand the attitudes, likes and dislikes of potential customers, commercial enterprises invest substantial sums in market and consumer research. Politicians poll constituents constantly. Inexplicably, few police agencies approach recruitment with similar proactivity, organization and skill. Indeed, police recruitment processes tend to proceed with little grasp of the characteristics of those likely to be drawn to police work and those most likely to prevail in the selection process. Accordingly, an early, if not initial, step in successful/more successful recruitment and selection should be assembly of a body of data on salient characteristics of the recruitment and pre-recruitment age population. This information should help to focus limited recruitment resources on individuals most likely to seek a career in policing and should serve as a foundation for designing and implementing recruitment strategies.

We recommend that agencies compile data pertaining to the following characteristics of the recruitment and pre-recruitment age population:

- age
- gender
- race
- ethnicity
- marital status
- economic status/income
- employment status
- education
- perceptions of policing as a career
- incentives and disincentives concerning policing as a career
- awareness of job opportunities
- career preferences and alternatives.

A formal survey appears to be the most cost-effective method for assembling data. Analysis of responses should surface a profile of

individuals more likely to respond favorably to recruitment initiatives – the Target Recruitment Population.

It is important to complement the recruitment population database with job market information, both general and police-specific, to understand the nature of competition for the target population that is identified. Demand, comparative salaries, and benefits are core considerations. Community perceptions of the police department including issues of fairness, trust and organizational commitment to workforce diversification may also be significant to prospective employees and those willing to assist in the community-based recruitment effort.

□ **Diagnose the Human Resources System**

Thorough information should be gathered on both jurisdictional and agency recruitment and selection policies and practices, as well as strengths and weaknesses of the system – those aspects which contribute to successful recruitment and selection and those which serve as barriers. This is best achieved by conducting a conventional management evaluation, documenting current activities, evaluating them against best practice standards, all leading to a search for strategies that promise to influence recruitment/selection practices positively, especially with regard to minorities.

A series of system profiles should be created, the most important concerning:

- **Recruitment/Selection Attrition.** Statistical information that traces applicants through the recruitment/selection process: number of applicants, number who appear for the initial step of the testing/selection process; number who survive subsequent steps; number who become eligible for appointment; number selected. These data should be aggregated by race, gender, and other descriptors of local significance.
- **Adverse Impact.** A subset of the Recruitment/Selection Attrition Profile which isolates race, ethnicity, sex of those hired.
- **Turnover/Retention.** Sex, age, race, ethnicity, years of service of every sworn and non-sworn member of the agency, arrayed by rank, assignment or position, and cause of departure – resignation, termination, disability.

□ **Best Practices**

A third component of Building Block activity should be an inventory of best or promising practices. Although not entirely discrete in focus of impact, the search should target recruitment, selection, and retention. A robust body of published literature does not appear to be available. We elected an agency-by-agency contact approach to assemble a modest set of examples provided later in this monograph. Police agencies have little recourse at this juncture but to repeat our methodology to build a best practices inventory.

PHASE II: STAKEHOLDER ACTION PLANNING

Armed with Building Block products, a jurisdiction will be amply prepared to engage stakeholders in the development of strategies designed to address police agency recruitment/selection objectives. This work can be accomplished successfully through community engagements, a process designed to enlist community leaders in lasting collaborative partnerships. Engagement objectives are to:

- Familiarize stakeholders with the recruitment issues and needs that confront the police agency
- Define/develop responses to recruitment issues and needs
- Promote stakeholder ownership and commitment to implementing the responses.

Objectives are likely to be added in most jurisdictions to fit situational needs.

- **Mobilizing Community and Government Stakeholders.** The primary objective of the first step of this phase of the collaboration is to enlist groups that have a stake in the outcome of the process – all who have an interest in enhancing minority recruitment and selection and groups/individuals that can influence the desired outcome, positively or negatively. Core stakeholders for this issue normally include police executives; police human resources specialists; city/county human resources executives and specialists; the jurisdiction’s chief administrative officer (city/county executive, mayor’s office); the jurisdiction’s legislative body; neighborhood associations; minority interest groups; and special interest groups. The chief of police should lead the mobilization effort.

- **Conduct Stakeholder Engagements.** Three different types of engagements should be sequenced:
 - Orientation
 - Building Block/Information
 - Action/Implementation

Orientation Engagements introduce stakeholders to the engagement process. The agenda should focus on objectives and components of the engagement process; stakeholder obligations, including time commitments; government/police department obligations; and the benefits of participating. Also, recruitment issues as a national problem; police department recruitment issues and needs; barriers to minority recruitment; values of minority recruitment. Orientation engagements can accommodate larger stakeholder audiences than subsequent types, up to 50 individuals. Trust building, discussions and/or exercises should be considered.

Building Block/Information Engagements should convey the most salient aspects of the body of information assembled during Phase I to stakeholders. It is not necessary for stakeholders to master complexities of the information. It is necessary to ensure that they are aware of highlights and what information is available. Conscious effort should be directed to discovering data that stakeholders feel they will need to create action plans.

Action Implementation/Engagements should harness the energies and resources of the community through stakeholder selected/designed initiatives that promise to promote more effective minority recruitment and placement. Breaking stakeholders into action teams should generate a multi-faceted package of initiatives. Composition of action teams should mirror the larger groups, ensuring, to the extent possible, that a balance of interests is reflected. The objectivity, planning and other skill sets required to conduct engagements are normally acquired from contract facilitators. However, if these resources are unavailable, a team consisting of both a community member and a police representative with the appropriate skill set can facilitate these action teams.

Action plans should be reasonable and practical with regard to timetables and costs. Each participant who has been given a responsibility must be

held accountable for completing it. Special attention must be accorded to implementation plans, requirements, and realities.

PHASE III: IMPLEMENTATION, MONITORING, AND EVALUATION

Experience reveals that community engagements and action planning sessions unfold and conclude very successfully. Follow-through efforts are far less successful, marked by considerable disorganization and atrophy in many instances. Accordingly, diligent and sustained effort must be accorded to implementation, monitoring, and evaluation.

- **Implement Action Initiatives.** Leadership, change management skills, and resources are the essential elements of successful implementation. Action plans/strategies are most likely to be executed successfully when the police agency retains the leadership role and supplies whatever resources may be required. This should be limited in most cases if the stakeholders, especially community stakeholders, are relied upon, motivated, and remain engaged in the process. A police department and/or city government should provide meeting space, technical and logistical support (staff, equipment, supplies), and whatever funds may be needed.

Implementation teams must be schooled in implementation plan essentials, including the clarity of the objectives of the plan, task definitions, staffing, calendars, and the evolving nature of plans. The strategic planning guide published by the Community Policing Consortium (www.communitypolicing.org) is an excellent resource. We strongly urge police agencies to ensure that implementation teams are familiarized with both concepts and techniques.

The action planning process should accord attention to evaluation design; ensuring that required data is gathered at the outset of implementation.

- **Monitoring.** Vigilant monitoring of strategy implementation is required. Monitoring always reveals that the environment into which change is introduced is never fully comprehended prior to or during action planning. Environments change requiring that plans/strategies be modified. Often, when immersed in implementation, ideas for additional creative innovations are discovered, often fostering a new cycle of planning and implementation.
- **Evaluation.** Formal evaluation should be conducted by government stakeholders, the police agency, and or the HR agency. An impact

evaluation must measure the degree to which objectives are achieved, in this case whether minority recruitment/selection is increasing. Process evaluation, based largely on monitoring work, should examine whether the implementation process helps or hampers the achievement of objectives. Actions to strengthen the process should emerge from this evaluation.

In combination, impact and process evaluations should suggest termination, modification or continuation of strategies.

III. TOOLS

In addition to the Community Collaboration Model, our work to date has produced a set of tools to support each Phase I Building Block activity:

- ❑ **Careers in Police Service** - a survey instrument to capture characteristics and subsequently diagnose the recruitment population, current and future.
- ❑ **Recruitment and Selection Diagnostic** - a guide to building a database to evaluate current recruitment and selection policies and practices and isolate improvement potentials.
- ❑ **Best Practices Inventory** - a compilation of recruitment innovations considered successful by the police agencies that employ them.

Each of these tools, presented in the appendices, will undergo further development, testing, and refinement during CLP II.

Additional tools are planned for development during CLP II, most notably guidelines for conducting prescribed community engagements and change management guidelines. A current source for general guidance on engagements is the Community Policing Consortium (www.communitypolicing.org). We will also re-do and document the literature survey.

IV. THE HARTFORD EXPERIENCE

Three types of activities were conducted, mainly, but not entirely in the following sequence:

- ❑ Foundation Building
- ❑ Research and Development
- ❑ Community Engagements.

These activities are commented on below, followed by an outline of the benefits the city/department has received, or may in the future, from CLP participation and their evaluation of project processes and outcomes.

FOUNDATION BUILDING

Foundation activities, principally enlisting and organizing stakeholders, were conducted to enable IACP staff, city officials, and the HPD to understand project objectives and issues, educate stakeholders regarding the nature and future of the project, and to promote the potential of the collaboration.

- ❑ **HPD Executives - Orientation.** At the outset, we met with the chief of the HPD and members of his executive staff to discuss project objectives, mutual expectations and obligations; designate responsibilities; set forth information needs; and initiate information gathering. We gathered information, including city and police demographics, recruitment and selection policies and practices, police department organization charts and annual reports. Much of the activity simply formalized and augmented discussions and agreements held and made at an earlier, less formal, pre-project meeting, conducted to explore whether an IACP-HPD collaboration would be mutually beneficial.
- ❑ **City Leaders - Orientation.** IACP staff provided an overview of the project, emphasizing objectives, to the Mayor and the City Manager. Their active participation was solicited and a hard copy of our PowerPoint presentation was left behind as a resource for their use.
- ❑ **Chief's Roundtable.** The Roundtable is a citizen leadership group formed by the HPD to advise on public safety matters, advocate for citizens and neighborhoods, and work with police on matters of community interest. This group was engaged early in the project to form a core for community engagements and to assist in mobilizing the community for subsequent engagements. Roundtable membership was carefully constructed so as to comprehend the entire neighborhood configuration and diversity of the City of Hartford, as well as a series of special interests.

- ❑ **Workforce Diversification Task Force.** To support the CLP, the HPD formed an internal task force. Members included the chief; four assistant chiefs; the PIO; the community liaison; a lieutenant, and the director of the agency's PAL program; three members of the HPD recruitment team; and several background investigators.

RESEARCH AND DEVELOPMENT

This set of activities produced the tools described earlier (and presented later). We were confident at the outset of the project that a body of literature and research existed to comprehensively inform our work and were hopeful that items such as recruitment-oriented citizen survey models (and questionnaires) and best practices (recruitment) could be found, transported, and tailored for CLP work. We were somewhat jolted to discover that an issue as omnipresent and serious as minority recruitment had been materially ignored in many respects. We had little recourse but to craft the tools we required.

- ❑ **The Body of Literature.** Three separate attempts, two by associate (outside) consultants and one by an IACP staff professional, yielded little of transportable value. We discovered no more than 20-25 items even worthy of analysis for our purposes. Still not convinced that we have exhausted the search, this activity will continue during CLP II. We now know of several ongoing COPS-funded projects that appear to parallel our work and that, hopefully, will enable us to enrich several dimensions of our project.
- ❑ **Recruitment and Selection System Evaluation.** To map and evaluate city/police department policies, practices, and strengths and weaknesses, we conducted a management study, focusing on the subject areas itemized in the database instrument in the toolbox. Our methodology was borrowed from IACP management studies, which normally focus on recruitment and selection, as well as retention, promotion, and companion facets of the HR function. The instrument provided below was used with minor modifications. Data was gathered in the traditional ways, from published documents and through interviews. We also conducted an engagement with a focus on evaluation, a search for system-rooted barriers to minority recruitment, and selection and identification of improvement options. The engagement also served to fill data gaps.
- ❑ **Target Population Survey.** An explicit pledge of our CLP proposal was to design "A survey . . . to assess and understand perceptions of minority residents and their attitudes toward their local department and their

interest in a career in policing with that department.” The survey, the proposal went on, “. . . will help both the police and the community pinpoint areas of misunderstanding that serve as obstacles to minority recruitment and departmental diversification. Actions to overcome these obstacles can then be undertaken by both parties.”

Failing to locate any existing model, a survey was crafted by project staff. A number of iterations resulted from review, in-house, and by Hartford citizens and police, during the “government engagement” described below. The survey was administered to 18-35 year olds (the entry-level eligible age range). A number of sampling plans were considered, but none was settled upon. The goal was to distribute approximately 500 surveys, hoping the universe of returns would reflect acceptable numbers and diversity among blacks, Hispanics, and whites – which it did. About 350 responses comprised the database used for analysis. Venues at which surveys were distributed included community meetings, a community college, the University of Hartford, and the Hartford Police Academy.

- **Best Practices Inventory.** Considerable effort was devoted to compiling examples of practices deemed to have value for enhancing minority recruitment and selection. As was the case with a number of our endeavors, the literature of the field proved to be disappointing as a source. We subsequently set out to create our own inventory, using two approaches, a quest on IACPNET, our own subscriber network, and direct contact with police agencies. About 100 agencies were approached, by phone and Internet. About 20 had program information of value.

COMMUNITY ENGAGEMENTS

A series of engagements were conducted to concentrate the energies of the full range of stakeholders on recruitment/selection issues and remedies to the current minority shortfall situation.

- **Police Community Engagements.** Three community engagements were conducted. Community teams formed, each pledging to implement a (self) selected strategy expected to positively influence the recruitment and selection of minority officers. Strategies selected by teams focus on:
 - attracting youth, as early as junior high school, to police work
 - multiple team recruitment in 17 neighborhoods
 - recruitment outside the city

- coaching through the selection process
- ❑ **Police - Government Engagement.** This engagement gathered members of the city's human resources department and city manager's office. Several members of the public, the HPD recruitment team, and two deputy chiefs also participated. Breakout groups documented the steps in recruitment and selection in detail. Discussion focused on possible points of intervention to overcome barriers to minority recruitment and selection. These groups also evaluated the community survey and offered several modifications, which were incorporated.

Engagements varied in length from one day to one evening and one-day (following). Their structure and process mirrored engagements conducted by the Community Policing Consortium, with a focus on partnerships and problem solving. Engagements were planned and facilitated by IACP staff and the Consortium's experienced consultants. Engagements were conducted at a facility (hotel) just outside of the city limits of Hartford, near the airport.

- ❑ **Community Survey Workshop.** A small workshop was conducted during which we passed on the results of the target recruitment population survey and discussed implications of the data for action programming. Survey responses were processed at IACP Headquarters. Data was arrayed in several formats. The HPD was provided with hard copy printouts, a disc, and a summary of survey highlights, in PowerPoint, and leave-behind PowerPoint hard copy. IACP staff facilitated a discussion of implications of the data and conveyed our hope that the HPD would study the data further for action implications.

BENEFITS TO THE CITY

Benefits of CLP participation to the City of Hartford, the HPD, and citizens include:

- ❑ **A New Problem Solving Model.** Involvement in an innovative approach to police problem solving and resource leveraging - employing the community as recruitment agents. The approach is replicable for addressing many other issues facing the HPD.
- ❑ **Problem-Solving Innovations.** Surfacing of strategies that, in combination, are likely to contribute to achievement of a major objective - intensified minority recruitment, selection and placement.

- ❑ **Market Research.** A police careers perceptions database to serve as a foundation for recruitment/strategy development and selection system restructuring.
- ❑ **A More Engaged Community.** A cadre of citizens successfully linked to the HPD, which, in many cases, remain prepared to serve further.
- ❑ **A Volunteerism Experience.** For both the citizens and the HPD, an experience with volunteerism.

The foundation premise of CLPs is that the engagement model will promote or cement public trust. We hope this has occurred in Hartford, to some degree.

V. LESSONS LEARNED

The most unexpected and positive discovery that emerged from our retrospective examination of the CLP experience is the utility of the model for recruitment in its entirety. While concentrating on minority recruitment, it became evident during our work that the model should be equally useful for successful recruitment of women, and men, of color or ethnicity, and not of color or ethnicity.

Retrospectively considered, we feel positive about several features of the Hartford collaboration.

- ❑ **Partner Selection Criteria.** The demonstrable gap in police workforce composition vis-à-vis composition of the general population, a major criterion for partner selection, served the project well. There was never a question, on either side, that we were collaborating to address an important issue. This condition bonded the partnership and generally strengthened the project environment.
- ❑ **Police Leadership.** Continuing participation and unmistakable leadership interest of the chief of police and of two assistant chiefs sent a powerful and valuable message to the community. Second tier commitment and follow-through did not always meet staff expectations.
- ❑ **Engagements.** Engagements were well conducted, as was anticipated in view of the availability of facilitators experienced in community engagement methods. Their experience was particularly valuable at several junctures when it became obvious, during engagements, that major redirections were required for productive outcomes.

A number of features of our work process undermined the effectiveness of the Hartford experience. Repetition would probably impair results achieved by those who choose to replicate our process/employ our model. We have “controlled” for a number of them in designing the prototype introduced earlier.

- ❑ **Sequencing.** The most costly error was conducting engagements prior to fully completing what we now label as Building Block Activities. We failed to sufficiently arm engagement participants with Hartford-specific information about the HR system and the perceptions, attitudes, and values of the target recruitment population. With the information, we believe stakeholders would have identified and committed to a greater number of problem-solving innovations.
- ❑ **Command of the State-of-the-Art.** Although now clearer to us that the focus of work – minority recruitment – is substantially unsupported by a definitive body of literature and research, we presumed otherwise at project start-up. Until we were confident that we were as “academically prepared” as we were going to be, progress was tentative. Stated alternatively, recognition that we had to “create” tools came “later rather than sooner.”
- ❑ **Completion Cycle.** For several reasons already itemized, the project extended over too long a period, about a year. This sapped energy and interrupted momentum.
- ❑ **Follow Through.** We do not yet have definitive information on the sustainability of the community-police partnerships developed or the innovation projects selected by community engagement participants. Our experience with engagements, generally, has suggested a need for intense attention to sustainability.

PROJECT STAFF

Jerome A. Needle, Director of Programs and Research, and Margaret L. Rollins of IACP Headquarters co-directed the project. John R. Firman, Director of IACP's Research Center, Vincent J. Talucci, Director of IACP's VIPS Program, and Nancy G. Kolb, Assistant Director of the VIPS Program conducted a variety of technical tasks and advised project staff.

The following Associate Consultants helped develop and/or conducted the Target Population Perceptions Survey, additional Toolbox items, and community engagements:

- ❑ Ronald McBride
- ❑ Barry Green
- ❑ William Hyman
- ❑ Chris Tutko
- ❑ John Matthews

HARTFORD POLICE DEPARTMENT

Members of the HPD who were most centrally involved in project operations are:

- ❑ Bruce Marquis, Chief of Police
- ❑ Lester McKoy, Assistant Chief
- ❑ Louis Vegas, Assistant Chief
- ❑ William Riley, Assistant Chief
- ❑ Andrew Jaffe, Sergeant
- ❑ Rae Ann Palmer
- ❑ Recruit Team Members

Susan Comstock, former Director of Personnel, now with the HPD, Colleen Kenton, Personnel Manager, and Godfred Ansah, Personnel Administrator, were key participants from the city's central human resources agency.

Appendix A

CAREERS IN POLICE SERVICE

A SURVEY TO CAPTURE CHARACTERISTICS OF THE RECRUITMENT POPULATION



CAREERS IN POLICE SERVICE



A Community Survey by the Hartford Police Department and the International Association of Chiefs of Police

OUR PURPOSE

Many police departments are having limited success in recruiting applicants and retaining officers, particularly minorities and women. The Hartford Police Department is one of these agencies. The HPD and the IACP are working collaboratively to develop information and strategies to promote recruitment and retention of minorities and women. This survey is designed to help meet this goal. Several hundred individuals, 16-35 years of age, are being surveyed. Citizens and community groups are assisting us.

We seek your opinions about:

- Law Enforcement as a Career
- Effectiveness of the HPD Recruiting and Selection Process
- The Hartford Police Department

We also ask for information about yourself. You may choose not to answer some or all of the questions. Be assured that you cannot be identified from the questionnaire. All surveys will be tabulated, retained and eventually destroyed by the IACP to protect your anonymity.

TO COMPLETE THE SURVEY

The survey is made up of multiple-choice and fill-in-the-blank questions. To answer multiple-choice questions, fill in the circle with the answer that best applies.

- Use the Number 2 pencil provided.
- Make heavy marks that cover the circles completely.
- Make your marks like this: ●
- Do not mark like this: ✗ ☉ ✓
- Make no stray marks on the form.
- Completely erase any responses that you wish to change.

TO RETURN THE SURVEY

You may return the survey to the community volunteer who is assisting your group. If you prefer, you may mail it directly to the IACP in the postage-prepaid envelope. (The number on the front enables our staff to route your survey properly. All envelopes bear the same number and cannot, therefore, identify you.)

QUESTIONS ABOUT THE SURVEY

Please direct any questions you have about the survey to the citizen volunteer who is assisting us. If you chose to complete the survey at a later date, contact (name of survey administrator) at the IACP, 1-800-843-4227.

PLEASE TURN TO SECTION ONE

SECTION ONE: ABOUT YOU

1. **Age:**

- | | |
|--------------------------------|--|
| <input type="radio"/> Under 18 | <input type="radio"/> 31 - 35 |
| <input type="radio"/> 18 - 21 | <input type="radio"/> Over 35 |
| <input type="radio"/> 22 - 25 | <input type="radio"/> Decline to state |
| <input type="radio"/> 26 - 30 | |

2. **Gender:**

- Male
- Female
- Decline to state

3. **Race:**

- | | |
|---|--|
| <input type="radio"/> White | <input type="radio"/> Native Hawaiian/Other Pacific Islander |
| <input type="radio"/> Black or African American | <input type="radio"/> Other race (specify if desired): _____ |
| <input type="radio"/> American Indian/Alaska Native | <input type="radio"/> Two or more races |
| <input type="radio"/> Asian | <input type="radio"/> Decline to state |

4. **Hispanic/Latino:**

- Yes
- No
- Decline to state

5. **Marital Status:**

- | | |
|---------------------------------|--|
| <input type="radio"/> Single | <input type="radio"/> Divorced |
| <input type="radio"/> Married | <input type="radio"/> Decline to state |
| <input type="radio"/> Separated | |

6. **Residency:**

- Live in Hartford
Number of Years: _____
- Live elsewhere
Place of Residence: _____
Number of Years: _____
- Decline to state

7. **Employment/School Status:**

(Check one or more. If unemployed, skip to Question 10)

- Employed in Hartford
 - Full-time
 - Part-time
- Employed elsewhere
 - Full-time
 - Part-time
- Employed in Hartford and elsewhere
 - Full-time
 - Part-time
- Unemployed
- In school
- Decline to state

8. **If employed full or part-time, state your occupation or type of job:**

9. **Current Income:**

- | | |
|---|---|
| <input type="radio"/> Under \$10,000 | <input type="radio"/> \$40,001 - \$50,000 |
| <input type="radio"/> \$10,001 - \$20,000 | <input type="radio"/> Over \$50,000 |
| <input type="radio"/> \$20,001 - \$30,000 | <input type="radio"/> Decline to state |
| <input type="radio"/> \$30,001 - \$40,000 | |

10. **Highest Level of Education:**

- Did not complete high school
- In high school
- High school graduate (or equivalent)
- Associate of arts degree (or equivalent)
- Bachelors degree
- Engaged in graduate work
- Graduate degree
- Other: _____
- Decline to state

SECTION TWO: LAW ENFORCEMENT CAREER

11. **Have you ever considered or would you consider a career as a law enforcement officer?**

- Yes
- No
- Not sure

12. **If you have considered or would consider a career in law enforcement was it or is it because of:**

(Check all that apply)

- Desire to help people
- Family influence
- Peer influence
- Excitement of the job
- Social status of police officers
- Personal (positive) experience with police
- Salary, fringe benefits, pension
- Job security
- No better career alternative
- Other (please specify): _____

13. **If you have not considered or would not consider a career in law enforcement was it or is it because of:**
(Check all that apply)

- Family influence
- Peer influence
- Job danger/risk
- Social status of police officers
- Personal (negative) experience with police
- Salary, benefits, pension
- Job security
- Better career alternative
- Criminal record
- Other (please specify): _____

14. **If you have considered or would consider a career in law enforcement did you/would you prefer to serve as a:**

- Local (city) police officer
- County (deputy) sheriff
- State trooper
- Federal officer (FBI, US Marshal, etc.)
- Other (please specify): _____
- No preference

15. **Police agencies employ many individuals in non-sworn, professional, technical and administrative capacities. Have you ever or would you consider a police career in one of these non-sworn/civilian capacities?**

- Yes
- No

SECTION THREE: HPD CAREER OPPORTUNITY

16. **Are you aware that the Hartford Police Department has many openings for law enforcement officers?**

- Yes
- No

17. **Are you aware that the Hartford Police Department is under court order to increase the number of minority and women officers?**

- Yes
- No

18. **Have you ever heard or seen Hartford Police Department recruitment ads?**

- Yes
- No

19. **Have you ever had personal contact with a member of the Hartford Police Department regarding a career in police work?**

- Yes
- No

If yes, did the experience:

- Increase your interest in police work
- Decrease your interest in police work
- Neither increase nor decrease interest

20. **Are you aware that the Hartford Police Department has an equal opportunity hiring policy?**

- Yes
- No

21. **Are you aware that the Chief of the Hartford Police Department is a minority?**

- Yes
- No

22. **Have you ever considered or would you consider a career with the Hartford Police Department?**

- Yes
- No
- Not sure

23. **If you have considered or would consider a career with the Hartford Police Department is it because of:**
(Check all that apply)

- Desire to help people
 - Family influence
 - Peer influence
 - Excitement of the job
 - Social status of police officers
 - Personal (positive) experience with police
 - Salary, fringe benefits, pension
 - Job security
 - No better career alternative
 - Other (please specify): _____
-

24. **If you have not or would not consider a career with the Hartford Police Department is it because of:**
(Check all that apply)

- Family influence
 - Peer influence
 - Job danger/risk
 - Social status of police officers
 - Personal (negative) experience with police
 - Salary, benefits, pension
 - Job security
 - Better career alternative
 - Criminal record
 - Other (please specify): _____
-

25. **Have you ever applied to the Hartford Police Department?**

- Yes
- No

26. **If you have not applied, could any of the following encourage you to consider doing so:**

(Check all that apply)

- Recruiting by community leaders
- Recruiting by political leaders
- Recruiting by religious leaders
- Meeting the chief
- Meeting officers
- Having an officer visit your home
- Having a minority or woman officer visit your home
- Reading more about the department and the job
- Watching a video about the department
- Touring police headquarters
- Test preparation tutoring
- Language tutoring
- Citizens Academy
- Ride-along Program
- Change in HPD approach (philosophy)
- Change in HPD practices (actions)
- Better ethnic mix in the HPD
- Better gender mix in the HPD
- More information about salary and benefits
- Tuition reimbursement program
- Other *(please describe)*: _____

27. **Do you have any suggestions to help the Hartford Police Department recruit officers more successfully?**

⇒ IF YOU HAVE APPLIED TO THE HARTFORD POLICE DEPARTMENT, PROCEED TO SECTION FOUR.

⇒ IF YOU HAVE NEVER APPLIED TO THE HARTFORD POLICE DEPARTMENT PROCEED TO SECTION FIVE.

SECTION FOUR: THE RECRUITMENT/SELECTION PROCESS

28. Did you find (or are you finding) the HPD recruitment/selection process to be:

- Extremely inefficient
- Inefficient
- Neither efficient nor inefficient
- Efficient
- Highly efficient

If you found (or are finding) the process to be inefficient or highly inefficient, please explain why:

29. Did you experience (or are you experiencing) difficulty or concern with any of the following aspects of the recruitment/selection process:

- | | |
|---|--|
| <input type="radio"/> Recruitment brochures/information | <input type="radio"/> Physical agility examination |
| <input type="radio"/> Recruiters | <input type="radio"/> Background investigation |
| <input type="radio"/> The application | <input type="radio"/> Length of the process |
| <input type="radio"/> Test/interview scheduling | <input type="radio"/> Notification of results |
| <input type="radio"/> Test/interview location | <input type="radio"/> City/department service personnel |
| <input type="radio"/> Written examination | <input type="radio"/> Other (<i>please specify</i>): _____ |
| <input type="radio"/> Oral interview | _____ |
| <input type="radio"/> Psychological examination | _____ |

30. Do you have any suggestions to help the City of Hartford and/or the Hartford Police Department to improve its recruitment and selection practices?

SECTION FIVE: THE HARTFORD POLICE DEPARTMENT

31. Is your overall impression of *American* police agencies:

- Very favorable
- Favorable
- Neither favorable nor unfavorable
- Unfavorable
- Very unfavorable

32. Is your overall impression of the *Hartford Police Department*:

- Very favorable
- Favorable
- Neither favorable nor unfavorable
- Unfavorable
- Very unfavorable

33. With regard to *protecting public safety and enforcing laws*, is your impression of the **Hartford Police Department**:

- Very favorable
- Favorable
- Neither favorable nor unfavorable
- Unfavorable
- Very unfavorable

34. **With regard to *service and helping the community*, is your impression of the Hartford Police Department:**

- Very favorable
- Favorable
- Neither favorable nor unfavorable
- Unfavorable
- Very unfavorable

35. **Do you believe that the HPD protects neighborhoods:**

- Equally
- Unequally

36. **Do you believe that the proportion of minorities and women in the HPD and the proportion in the city:**

- Match closely
- Do not match closely

37. **How important is it for the HPD and the community to match racially and ethnically:**

- Very important
- Important
- Neither important nor unimportant
- Not important

Thank you for completing this survey. Your time and effort will help your community and the Hartford Police Department. Copies of survey results will be available from the Hartford Police Department.

Appendix B

DATABASE DEVELOPMENT GUIDELINES

RECRUITMENT AND SELECTION POLICIES AND PRACTICES:
DATABASE DEVELOPMENT GUIDELINES

This instrument is designed to enable users to capture and document current recruitment and selection policies and practices, thereby establishing the database required to determine whether and in what ways recruitment and selection objectives can be achieved more effectively. Data collection efforts must center upon, minimally:

- ❑ Legal Framework
- ❑ Authority and Administration
- ❑ Recruitment Policies and Practices
- ❑ Selection Policies and Practices.

A series of profiles must also be developed. The database should contain the following categories and elements of data, as appropriate to the jurisdictional setting and available.

- ❑ **Governing Legal Provision.** Pertinent state statutes; local laws and ordinances; POST officer certification requirements; hiring goals/affirmative action requirements; labor contract provision; court mandated actions/consent decrees.
- ❑ **Authority and Administration.** Distribution of authority for and administration of the selection process among the civil service commission, central department of personnel, and police department. Responsibilities should be confirmed for: job description; position classification; recruitment; entry level testing; performance evaluation; salary and benefit negotiation and approval; personnel records; hiring targets (number, composition); policies, rules, and regulations.
- ❑ **Workforce Profiles.** Sex, age, race, ethnicity, years of service of every sworn and non-sworn member of the police workforce, arrayed by rank, assignment, or position. Companion profiles should be developed for the jurisdiction's remaining public safety/criminal justice agencies (fire service, corrections agencies).
- ❑ **Minimum Qualifications and Eligibility Standards.** Minimum standards for application and certification, including education, drug use, gender-specific physical agility/performance standards, and lateral entry practices.

- ❑ **Recruitment Strategies.** Strategies employed; frequency of employment; targets of recruitment; recruiters - number, race, gender, training; recruitment materials; calendars.
- ❑ **The Selection Sequence.** Written, oral, psychological, and polygraph tests; background examination sequence.
- ❑ **Testing and Selection Calendar.** Actual total time experienced to complete the testing sequence and the time intervals between components; comparative information on the calendars of competing law enforcement agencies.
- ❑ **Tracking Profile.** For hiring cycles: Number of applicants; number who appear for the initial step of the testing/selection process; number of “no shows”; number who survive each subsequent step; number who become eligible for appointment; number selected. These data should be aggregated by race, gender, and other descriptors of local significance.
- ❑ **Adverse Impact Profile.** Validity, reliability and adverse impact examination. (Adverse impact is defined as a substantially different rate of selection in hiring, promotion or other employment decision which works to the disadvantage of members of a race, sex, or ethnic group.)
- ❑ **Salary and Benefits Profile.** Conditions of work including pay plan; benefits, including education and training opportunities, retirement plans; and union/association options. Companion information should be assembled for all competing law enforcement agencies and selected public and private enterprises in the recruitment area, usually the region. With regard to competing law enforcement agencies, the federal service should not be forgotten.
- ❑ **Turnover/Retention Profile.** Sex, age, race, ethnicity, years of service of every sworn and non-sworn member of the workforce, arrayed by rank, assignment or position, and cause of departure - resignation, termination, disability. Exit interview data to profile reasons for resignation and future plans is useful.
- ❑ **Evaluations.** Any studies or evaluations of recruitment/selection practices, plans for change.

Appendix C

BEST PRACTICES

BEST PRACTICES

In an ongoing effort to reflect their ever-changing communities, law enforcement organizations are challenged to find recruits who meet department guidelines and who will be an asset to the agency and the community in the future. The market for educated, intelligent, and technologically capable applicants is fierce in many areas of this country and in response law enforcement agencies are aggressively seeking qualified applicants. Below is a compilation of agency-reported successes in recruiting for workforce diversification.

- ❑ **Chandler, Arizona Police Department.** Recruiters at the Chandler Police Department feel that the best way to convince a prospective employee to join their department is to get them into a police car. As soon as individuals apply they can take part in a special ride-along program with police officers during their tour of duty. Many departments tell potential applicants about life as a police officer but recruiters in Chandler believe that there is nothing like first hand experience to entice new applicants. To get the process started, applicants can download the entire application packet and fax the completed forms into the agency.

- ❑ **Scottsdale, Arizona Police Department.** Technology is the key in Scottsdale, one of the most competitive police marketplaces in this country. The Scottsdale Police Department prides itself on hardware, software and wireless systems that help attract this new generation of employee. The SPD has found that with computer classes being offered in public schools starting at the elementary levels, the interest in computers and all types of technology crosses all socio-economic lines. To capitalize on this hi-tech interest recruiters stress Scottsdale's aggressive approach to staying on the cutting edge of new technology. Recruiters stress the importance of technology in crime fighting and the need for individuals who want to be on the cutting edge.

- ❑ **Irvine, California Police Department.** After hosting a Community Policing Consortium Blueprint session on Personnel Administration, the Irvine Police Department began a target marketing campaign that focuses on ethnically and culturally diverse communities. Instead of blanketing the community with information, recruiters are targeting their efforts in order to diversify the police department. To support this effort the department has hired a marketing agency to "brand," promote and recruit for the department.

- ❑ **San Francisco, California Police Department.** SFPD is one of the many law enforcement agencies that subscribe to Internet recruitment services such as PoliceRecruiter.com. San Francisco and other large agencies use multiple Internet recruitment services and gauge their effectiveness on the number of referrals they receive over a designated period of time. Recruiters believe that the investment is paying off as indicated by the number of referrals that they receive from the Internet sites.
- ❑ **San Jose, California Police Department.** In San Jose, the focus is on women, the military and lateral transfers. Recruiters actively seek out these populations and encourage them to apply. All are highly prized by the agency and even have dedicated space on the department's website where current employees in those categories share why they chose the SFPD.
- ❑ **Santa Rosa, California Police Department.** The Santa Rosa Police Department isn't content with letting recruits come to them. They take their testing on the road. With an extensive travel schedule, recruiters seek out both new officers and those that desire to laterally transfer into the agency. By bring the written tests and some other portions of the application process (medical releases, etc.) directly to potential employees, the department feels it improves its ability to compete with larger agencies who have been field testing for years. Recruiters believe that mobile testing allows them to expand their potential applicant pool and target specific types of future employees.
- ❑ **Orlando, Florida Police Department.** The Orlando Police Department has its application packet online in downloadable format. Prospective applicants can visit the website, take a virtual tour of the department, download the forms and apply with a click of a mouse. This is a completely web-based recruitment site. Most email recruiting consists of downloadable materials that must be printed, completed and faxed or mailed back to the agency.
- ❑ **Fort Lauderdale, Florida Police Department.** To recruit female police officers the Fort Lauderdale Police Department publicizes the fact that it actively recruits females and promotes them to leadership positions. In what it refers to as "Family Considerations," the department offers special benefits that they hope will allow them to recruit and hire female officers. Some "Family Considerations" that are available include steady shifts and days off which are not usually afforded to new hires. Another incentive

for working mothers is liberal medical and dental benefits designed with the family in mind.

- **Lauderhill, Florida Police Department.** In the highly competitive Florida law enforcement market the Lauderhill Police Department offers good pay, an easy application process that is downloadable and the unique incentive of every other weekend off. No more toiling for years trying to build seniority and missing important family occasions just because you're a young officer. Recruiters stated that even the most junior officers are eligible for this program and that this initiative has also helped to retain veteran officers. In post-hiring interviews a majority of female employees and a substantial percentage of new employees stated that the schedule was a major reason for wanting to work at the Lauderhill Police Department.

- **Indianapolis, Indiana Police Department.** A "Hometown Hero" marketing and recruitment campaign is underway. This community-based initiative mobilizes community leaders, ministers and media to seek out prospective new applicants for the police departments. Central to this campaign is a "virtual academy" where potential new applicants can spend a day familiarizing themselves with the police department. In the morning, they attend a simulated police academy class complete with physical training, classroom lecture and incident scenarios. In the afternoon, potential police candidates go on ride-alongs with veteran officers. Those who are convinced the department is right for them are given extensive tutoring (up to 16 written test sessions and eight physical training sessions) to help them prepare for written and physical exams.

- **Lansing, Michigan Police Department.** The future of the police department is in high school right now and a tremendous amount of recruitment resources are being targeted in that direction. To spearhead the operation, the LPD has formed a recruitment cadre of young, diverse officers who visit the local high schools during lunch hours. This special recruiting group visits with students, answers questions about law enforcement and encourages them to consider a career with the LPD. This diverse cadre of young officers also visibly demonstrates the agency's commitment to diversification. In support of this effort, the Recruitment and Hiring Division conducted a survey of media that these young people are exposed to on a regular basis and are currently building a media campaign to air on local radio and television stations.

- ❑ **Brooklyn Park, Minnesota Police Department.** Personnel specialists believe that money talks. At the Brooklyn Park Police Department, signing bonuses and special benefits help to get recruits in the door. At this agency new hires receive a \$2,500 signing bonus for joining the department and completing training. Lateral transfers can bring their accrued sick time with them from their prior agency, up to one year of accrued time.

- ❑ **St. Paul, Minnesota Police Department.** “Accelerated Entry” is the theme in the St. Paul Police Department, an agency where at one time 40% of its workforce had 0-5 years of service. To alleviate that seniority problem, the department asked for and received a waiver from the Civil Service Commission to accept lateral transfers under a program they call Accelerated Entry. This modified hiring process speeds applicants through the system without having to wait for standardized tests to be offered and official lists to be posted. Minnesota also has a state pension system that further facilitates lateral transfers who are currently working in other agencies but want to move and not lose benefits.

- ❑ **Jersey City, New Jersey Police Department.** Both police officers and firefighters go to high schools to teach a class called Police and Fire Sciences. This 12-week course for high school seniors gives them high school credit, college credit and an opportunity to be exposed to six weeks of police academy study and six weeks of fire academy study. The course, offered at both public and private high schools in the city, produces a pool of potential applicants that have already expressed an interest in public safety. As for post high school, recruiters target the three local colleges, focusing on criminal justice majors and hiring them as part-time employees or department interns. A significant number of new employees have been generated from both of these school-to-police initiatives.

- ❑ **Albuquerque, New Mexico Police Department.** To assist new applicants to meet qualifications and pass hiring exams the Albuquerque Police Department provides an online cadet study guide. This tool can be accessed from home, school, public library or anywhere the applicants has access to the Internet. To further support applicants the agency has an online application process and provides high quality employment information on exam schedules, benefits and frequently asked questions. The agency also utilizes Reserve Officers, Junior Police Officers and a Citizens Police Academy for recruitment.

- **Las Vegas, Nevada Metropolitan Police Department.** The Las Vegas Metropolitan Police Department has an advanced technological website. The system of “email recruitment” allows prospective applicants an opportunity to chat with recruiters through email, including submitting an online interest form. While on the website, applicants can take a video tour of the agency, listen to live audio of dispatchers, review applicant qualifications, see a complete list of testing and hiring schedules and review benefits and salary.

Offline recruiting provides pre-test seminars to potential applicants so they know what to expect and test preparation classes for those who want to increase their ability to score well on the hiring exams. Other programs that support recruitment and hiring include: lateral transfers, internships and a volunteer program.

- **New York City, New York Police Department.** Recruiters set out to impress applicants with educational opportunities that abound with the department. NYPD offers 29 college credits for completing the academy, has 73 scholarships for local colleges and universities and has seven types of tuition reduction programs available to officers. Additionally, they offer in-service training and education in specialty areas that officers can receive.
- **Charlotte-Mecklenburg, North Carolina Police Department.** This agency not only actively recruits from the military but brings applicant testing to military bases. The CMPD and the US Army have entered into a formal partnership agreement. In this year alone, over 65 trips were made to military installations to recruit and test potential employees. A full-time retired police captain travels to military bases throughout the eastern and southern United States to test potential new employees. Over 50% of all new employees are recruited through this unique partnership. The department also has an email recruiting system and a comprehensive online recruiting division. To make applying easy, all forms, including medical releases and test descriptions, are provided online. New applicants simply register (online) for the test and bring completed forms with them the day of the test. This saves time, money and travel.
- **Tulsa, Oklahoma Police Department.** The Tulsa Police Department actively recruits women and minorities in an effort to reflect the community it serves. With the standard online application packet, the

department's website lists actual officers and their ethnicity in an effort to promote cultural diversity in the workplace.

- **Houston, Texas Police Department.** The Houston Police Department is seeking women officers. They have online recruiting, online application packages that can be completed and mailed in for faster processing, and they actively promote the fact that they are seeking female employees. On their website, they have a women's issues section that discusses various aspects of being a female police officer complete with responses to frequently asked questions.

- **Madison, Wisconsin Police Department.** The Madison Police Department knows that it must recruit and test outside of its jurisdiction and so a recruitment team provides alternative testing sites in Minneapolis/St. Paul, Chicago and Milwaukee in an effort to make the testing process more user-friendly. Recruiters say the number of potential new employees has increased with this technique because many potential applicants cannot take a day or two off from work to travel and take exams. With this model, most applicants normally miss only a few hours of work from their current jobs.

