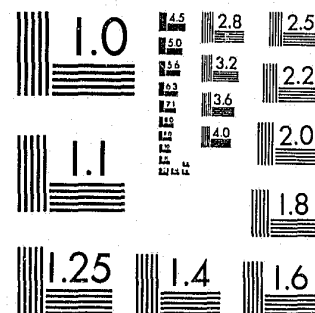


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A PLAN FOR REGIONAL LAW ENFORCEMENT TRAINING
IN MICHIGAN

A Report to
The
Michigan Law Enforcement Officers Training Council
In Accordance with
Grant No. 177 from
U. S. Department of Justice
Office of Law Enforcement Assistance
Washington, D. C.

by
Richard S. Post
Project Consultant

September, 1967

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ACKNOWLEDGMENT

The information and ideas contained in various State of Michigan planning papers were heavily utilized as source documentation in the preparation of this report. In many areas, materials are liberally quoted and paraphrased since the source documents represented facts, concepts, and ideas directly relevant to this study. No attempt is made here to "re-discover America" but rather to utilize existing research materials being utilized by other state agencies concerned with regional planning for other state purposes.

I wish to express sincere thanks for the assistance and materials made available by the various agencies of the State of Michigan and in particular, to the staff of the Office of Planning Coordination, State Resource Planning Division, Michigan Department of Commerce. Their assistance in the preparation of this study was invaluable.

RSP

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PREFACE

This is a plan for the State of Michigan and a guidebook for planning law enforcement training on a regional basis. The study presents the principles of planning used in a regional approach to training problems. It indicates how a planning study of this kind might be done, and what was actually done to complete this study. It is envisioned that this study will provide guide lines for those engaged in law enforcement training in the development of training programs in other states. Since this study is unique in the field of law enforcement training, it might be helpful to acquaint the reader with the methodology and philosophy used during the preparation and presentation of this study.

Materials are developed in a manner that will allow the use of the concepts involved without necessarily using the content of the report. This is particularly true in the methodological approach to regional delineation, where all significant factors in regionalization are considered whether or not they were applied to the study. The structure of the study is such that as many variables as possible are considered in regard to each possible choice of regions. Furthermore, criteria for regionalization are delineated both for general and specific purposes (e.g. Regional Law Enforcement Training).

Regionalization criteria and principles of area wide planning are combined to form the basis for the philosophy utilized in the development of the regional training areas. Geographic and

socio-political criteria are applied to the state in consecutive order in an attempt to delimit the possible scope of each region by means of geographic data, and make further delimitations utilizing combined socio-political data. Once the regions were grossly delimited, the criteria peculiar to law enforcement training were introduced. This further defined the regional lines and produced the final delineation of regional law enforcement training areas. This is accomplished in Chapters III and IV.

Throughout the study, materials are used which indicate the various possible regional delineations which can be made from the same basic data. However, even while this is true, certain areas of the state consistently stand together as "natural" regions. While this provides clues to possible delineations it also illustrates the transitory nature of regional lines.

The uses to which regions are put for the most part will determine how they are divided. Once they are defined, if the use changes, the boundaries should also change. As indicated in the text, planning is a continuing process. It is seldom 100% correct, but it provides direction and a working frame of references for decision-makers.

Various alternative plans are presented in the conclusion of the study. While these are hopefully reasonable alternative solutions to the training problem under consideration, they also indicate the types of things to be considered in a study of this kind.

A study of this kind cannot adequately foresee how the particular delineations and alternative solutions will be received, but adjustments

in regions or modification of proposals are always a part of the planning process. It is the function of the planner to make proposals and recommendations on the basis of the best information and knowledge available at the time of writing the report. If, however, conditions change or administrative necessities indicate modifications, initial recommendations must then reflect the best interests of all effected by the report. It is a responsibility of the planner to insure that those charged with making decisions based on reports or studies submitted are fully aware of the total implications of the recommendations. Salesmanship is an important part of the planning process.

Equally important is the role of the planner in the implementation of the developed plans. Once decisions are made regarding the use of the report, or parts of it, the planner must then insure that the plan is properly put into effect. It is not until this task is finished that the planning process is complete.

CHAPTER I

INTRODUCTION

One of the major purposes of the Michigan Law Enforcement Officers Training Council is to provide leadership and coordination for police training in Michigan. To this end, this study of regional law enforcement training establishment was undertaken.

Information and methodological techniques utilized in the conduct of the study are borrowed from many disciplines including demography, geography, state planning, and metropolitan planning. Much of the data used has been collected by other states and governmental agencies with the exception of the "Training Survey" conducted by the Michigan Law Enforcement Officers Training Council (April, 1967).

I. DEFINITION OF PROBLEM

The Michigan Law Enforcement Officers Training Council has the responsibility to establish subordinate regional training centers in strategic geographic locations to serve police agencies unable to support their own training program. This responsibility can be divided into four basic problem areas:

1. Determination of regional centers.
2. Establishment of regional areas.
3. Location of sites for law enforcement training facilities at the regional centers.
4. Provide a program to implement the proposals.

The primary purpose of this study is to divide the state into logical, workable planning regions, and to suggest how planning committees and facilities for these regions might be selected and constructed. A secondary purpose of this study is the collection and presentation of various methods and approaches used in other state law enforcement training agencies to solve state-wide training problems. It also presents the criteria utilized as a basis for the recommendations concerning law enforcement training facility placement throughout Michigan.

II. LEGAL BASIS FOR STUDY

Michigan Public Act No. 203 (1965) gave the Michigan Law Enforcement Officers Training Council the responsibility of determining standards in many areas of police selection and training. It was also served with the responsibility for the establishment of regional training sites. This is specifically delineated in Sections 9, 10, and 11 of P.A. 203, 1965:

Sec. (9) The Council shall prepare and publish advisory training standards with due consideration to varying factors. . . (H) the establishment of subordinate regional training centers in strategic geographic locations in order to serve the greatest number of police agencies that are unable to support their own training program.

Sec. (10) The Council may enter into agreements with other agencies, colleges, and universities to carry out the intent of this Act.

Sec. (11) The Council may:

(d) cooperate with state, federal, and local police agencies in establishing and conducting local or area schools, or regional training centers for instruction and training of police officers of this State, its cities, counties, townships, and villages.

III. SCOPE OF PROBLEM

The concept of regional law enforcement training facilities encompasses the entire state law enforcement community. It provides a framework in which all training activities can be placed.

The historical development of law enforcement training has been very spotty with large communities being able to provide better and more complete training than smaller or rural areas. This has resulted in inequities in service to segments of society and a lack of uniformity in technical knowledge for officers. The day is long past when members of a particular group can be free from being "tarred with the same brush" for the actions of any member of that group. A minimum level and amount of training is necessary for all officers throughout the state if uniformly trained, professional service is to result.

This age of instantaneous communication through the mass media, with a growing interdependence and interaction of society, makes minimum levels of competence absolutely necessary. The provision of adequate law enforcement training facilities must be accomplished at a level most acceptable to the officers to be serviced. This acceptability is based on such things as nearness to place of residence, adequacy of facilities, opportunities for formal academic training, and training needs of the region.

The over-all planning of law enforcement training facilities should be broad in scope and forward-looking in character. In a sense,

it should serve as a blueprint for future action and should contain sufficient detail to permit the planning of specific training facilities. It is a master plan that satisfies the foreseeable needs and provides for the unpredictable future through flexibility both in plan and in implementation.

The consequence of improper or inadequate training planning will not only affect current operation, but drastically influence future potential. If too many sites are chosen, resources and funds are dissipated without much effect; if too few, over-crowding, long travel time, and decrease in quality result. It is, therefore, necessary that a firm groundwork be established upon which to build a comprehensive law enforcement training program.

It should be noted that while a regionalized approach to law enforcement training is most heavily emphasized in this study, it is by no means the only answer to the problem. Centralized training facilities are discussed as are mobil training units, metropolitan academies, and combinations of these various approaches. The regional approach was decided upon as a primary area of research since it initially appeared to best fit the needs of Michigan. The results of this report appear to support the validity of this assumption.

IV. IMPORTANCE OF STUDY

This study will serve to establish regional centers for law enforcement training activities within regional areas. In order that the types of training needed by law enforcement officers can be provided, it is essential that regional law enforcement training facilities be established.¹

1. The regionalization of the state for training purposes will afford all officers access to training facilities.
2. It will afford all officers educational opportunities since all regions have at least one university as well as at least one community or junior college.
3. It will permit training to be conducted on the basis of specific regional need rather than state-wide, general training needs.
4. It will bring officers into contact with educational and training facilities on a regular basis.
5. Regional law enforcement training areas would also provide an extremely valuable administrative tool for future program development.
6. It will provide stable statistical units which can be surveyed and evaluated to determine educational and training profiles for training program planning.

¹At the time of this writing, there are only five states (Ohio, California, Illinois, Oregon, and New York) which are known to have some form of regional delineation for law enforcement training purposes. (See Appendix A.)

7. It would allow regional law enforcement training committees to be formed for the development of local training plans and programs based on local as well as state-wide needs and standards.

V. THE NEED FOR REGIONAL DECISIONS

The need for regional decisions can be summarized by the following eight points:

1. There will be a population increase and new developmental changes will accompany an expanding population.
2. There will be an increase in number of police.
3. There will be an increase in the police work load.
4. There will be an increase in training needed.
5. Planning and not snap judgment is necessary to meet training problem.
6. Major problems are regional. Many vital services, e.g., training, cannot be supported by the average municipality, yet they should be located, designed, and operated locally. Local planning, however, cannot be expected to solve regional problems.
7. Time is of the essence. It takes a long time to get a working committee established and functioning properly. Timely responses across political boundaries (municipalities and counties) are necessary.

8. Permanent regional organizations must:

- a. plan regional development
- b. foresee problems
- c. agree on solutions
- d. confer with Michigan Law Enforcement Officers Training Council and other involved agencies
- e. work together to solve state-wide and interstate problems in law enforcement training.

VI. THE REGIONAL PLANNING PROCESS

Most broadly defined, planning is a process of preparing for the future in time to allow for the most judicious selection of desirable courses of action. Planning is a vital prerequisite to effective action on a state-wide basis. However, while planning has a definite contribution to make in stimulating and guiding response to problems requiring action, the planner alone does not do the job. The mechanisms for getting things done, for the most part, already exist. Planning might best be viewed as a part of this machinery and one which can increase its efficiency and improve the response of the entire mechanism to new and changing demands.

An effective planning process, in either a general or specific context, sees to it that the need for various decisions is itself anticipated in advance. The first step of the planning process involves anticipating possible needs, problems that may develop, and possible alternatives that may be available.

The second step in the planning process is that of analyzing various alternatives, combinations of alternatives, and their possible consequences. The planner, then presents the results of his analysis to those who make decisions, along with recommendations as to which alternatives are preferable from the point of view of planning. This is done with the realization that other considerations may legitimately affect final decisions.

The third step in the planning process is that of facilitating desirable choices and usable decisions within strict limitations of time. To be both effective and desirable, decisions have to meet three basic criteria: (1) They must render reasonable satisfaction to their sponsors; (2) they must be reasonably sure of achieving the results intended, and (3) each decision must not violate or cancel the objectives or means of achieving other decisions. To facilitate the latter objective, the formulation of a plan is necessary. The plan should be a tool to insure the comprehensive recording and sound structuring of decisions. It should serve as a reference for the review of each new decision, as it agrees or conflicts with other major and minor decisions.

Once made, decisions must be implemented. Thus, the fourth stage of the planning process is that of insuring proper execution. Often, many people are involved in carrying out decisions. Therefore, planning tends to become a process of coordination. Under these circumstances, the planner's role is that of reviewing various actions in the light of original objectives and seeking follow-up decisions that will continue to insure the desired results.

In the fifth and final stage, the planner has the responsibility for appraising results and reporting upon the effectiveness of various decisions as they influence subsequent decisions. This activity, which has become known as "feedback," is used for the purpose of modifying future goals and improving future techniques.

It is implicit in the concept of regional planning, as a process, that each step in the sequence is ultimately vital to the quality of the end-product. Failure to anticipate future needs, failure to develop fully the range of possible alternatives, failure to convert desired ends into firm decisions, failure to monitor the means employed in seeking the desired ends, or failure to appraise critically the results achieved can substantially weaken or alter the final outcome.

Regional planning should be based upon all pertinent facts related to the problem of providing needed educational opportunities for a given number of individuals in a specific region. The planning of specific centers involves the gathering and analysis of all related facts concerning the number of persons likely to be enrolled in the school, the characteristics of the population to be served by the programs offered, the specific nature of the educational programs to be offered, and to some extent, the public service which the institution may offer in the region where it is to be located. Before any concrete planning can begin, it is highly essential that the planning preceding the consideration of the facility itself be thorough, forward-looking, and set forth in writing--complete in every detail, including matters such as future enrollments, the courses to be offered, policies, and scheduling policies.

Comprehensive planning in the area of law enforcement training should take into consideration, when possible, the needs of contiguous states and their training requirements. Since crime and police problems cross state lines with great regularity, and particularly along state border areas, the possibility of inter-state regional training should be considered. While in-state training is of primary importance, some weight and consideration must be granted the possible utilization of adopted facilities by out-of-state police officers in specific regional areas.

CHAPTER II

USE OF REGIONS FOR PLANNING

The major purposes for delineation of regions can be classified as:

1. Trade or market areas: either on a retail or wholesale basis, to sell or to distribute goods.
2. Service areas: to provide health and medical services, utilities, library, insurance, welfare, educational and other governmental services.
3. Operations: to decentralize operation of transportation or communications system, utilities, road maintenance, park and similar systems, businesses, manufacturing or processing operations, etc.
4. Organizational or educational purposes: to bring people with specific concerns together to pursue an activity related to a specific concern.
5. Administrative purposes: to administer a governmental program, a private business, etc.
6. Descriptive purposes: to describe sub-areas in specific terms such as geology, economics, climate, soils, demographic characteristics, etc.
7. Analytic purposes: to bring together statistical data for investigative purposes.

In each case except the last two, the region is set up to organize an activity, to bring or distribute from a central point-- goods, information, administrative decisions, services, or a combination of these. Communication and mobility within the region are primary considerations for successful functioning. The size of the region chosen depends on the nature of the product being distributed.

Another factor which may determine the size of a region may be the commuter-shed: the maximum time-distance it is reasonable for a majority of workers to travel to work. Or, it may depend on the storage of heavy equipment and the distances at which it is economical to deploy such equipment for use. Or, it may depend on logical service areas for goods distribution or professional services.

Finally, to the extent that a regional purpose is directly focused on the activities of people, it must recognize the importance of time-distance between potential participants, and the relative convenience factors involved in bringing people together at reasonably frequent intervals. This factor is of primary significance in setting up areas as the basis for regional planning.

Any given geographical point thus can be contained within many types of regions, but the boundaries of various regions are seldom co-terminous. Actually, regions will overlay each other very imprecisely, so that the criteria for one type of region cannot be used to define the boundaries of another. However, for planning purposes, definition of regional boundaries becomes less important than identification of the central place which is the focus of a region. Thus, it may be possible to be somewhat flexible in the boundaries if necessary.

I. DEFINITION OF REGION

The definition of a region depends upon the purpose for which it is defined. The term region has been used independently by geographers, geologists, economists, ecologists, sociologists, political scientists, and administrators, as well as planners. As might be expected, the term has acquired numerous meanings.

Common Criteria for All Types of Regions

Each discipline has adapted the term "region" for its own specialized purposes, but a number of universal attributes are discernible: (1) regions are areas which can be readily distinguished from other areas; (2) regions are always composed of elements which are geographically contiguous; (3) a region usually possesses some degree of internal cohesion; (4) its population tends to share certain basic attitudes, values, needs, and desires; (5) a region often possesses a unified and identifiable economic base; (6) a region is often an area that would be appropriate for various administrative purposes and within which it is possible to effectively meet certain needs and solve certain problems; and finally (7) the limits of regions are set by the criteria used to define the region, and these boundaries tend to be indistinct.

II. IDEAL REGIONS FOR PLANNING PURPOSES

The ideal regions for planning purposes are those areas within which an area-wide approach to development problems is both desirable and feasible.

The Effects of Technology on Regional Groupings

The effects of changes in transportation technology have already been mentioned briefly in respect to the county as a region for state administrative purposes. Air travel has made possible a new kind of circuit riding covering entire states, so that one sales representative can maintain contacts in widely separated areas, spending one day a week in each of three or four cities, for example. Ultimately this process will result in one central place and one urban region becoming increasingly dominant over others, and in increasing interdependence between regions.

Changing technology affects resource regions more slowly; depletion of resources or addition of hydroelectric power are examples of factors which bring change to this type of region.

The Effects of Population Growth on Regional Groupings

The population growth of the state has tended to merge areas which originally were separate and distinct. Thus, this pattern of settlement forms new urban regions physically although it is rarely accompanied by a change in the structuring of local governmental units.

The County as a Building Block for a Region

Except for soils, resource and climatic regions, the county has long been the most common building block for regional analysis. The reasons are fairly obvious, and fall into three general categories.

Political. This is the single area and governmental unit which, when aggregated, covers the entire state; many organizations and public agencies are structured along county lines; in all states most congressional district lines and many legislative district boundaries follow county lines; possible relationships of new regional activities to existing ones nearly dictates that smaller lines be followed.

Informational. When data gathering is a prime consideration, data by county aggregates to the entire state. Data by municipality stops at city boundaries which often ignore the realities of settlement and customary travel patterns. Until small area data collection is available for many more indices than at present, data by county probably will continue to be the most common way of presenting information, even though it is often too gross to be fully useful analytically.

Historical. So much information and so many activities are already organized along county lines that in order to relate new information to existing information or organizations, a new region is constrained to follow existing patterns to a high degree.

Only to the extent that a new regional pattern can be used independently of existing organizations and information, or can be recombined into alternative groupings of data that fit both county and

other patterns, can it be successfully operated on other than county lines. The county has been utilized as a unit in this report for the reasons just listed.

However, with the availability of small area data, it may be possible in the future to divide counties into two or more informational sub-areas, or to put a single county into two or more regions where it naturally fits either in part or wholly to these regions. Future planning regions for the state can then be more precisely fitted to their purpose. This, however, was not done now.

Reasons for Regional Planning

Various general ideas come to mind as possible reasons for adopting a regional planning concept. Among these are the following:

Better lines of communication for planning and development. The use of regions presents an opportunity to establish responsible local administrative contact points for specific purposes, in this case, law enforcement training activities. It allows planning to be done for specific regional needs and the development of locally beneficial programs.

More efficient planning and programming. The use of regions allows localized planning and programming based on local needs. It allows for programs consistent with general state-wide needs to be tailored to local conditions. It provides for local planning to be initiated for strictly local problems; however, it provides an opportunity for coordination of activities at a state level.

Provide regional services. Regional delineation permits services to be provided on a localized need basis. Facilities could be located in a region so that all persons needing a service could obtain it with the least amount of inconvenience.

Program to fit regional needs. Programs can and should be designed to meet the needs of those receiving services. This can best be accomplished by programming on a regional basis.

Common informational and statistical units. The development of regional areas would inherently produce fixed informational and statistical units. This would allow more accurate information to be developed on a regional basis so that needs and services can be more effectively assessed.

Coordination with state, federal, and local planning and development programs. The development of regional administrative units would permit their coordination with various state, federal, and local planning and development programs.

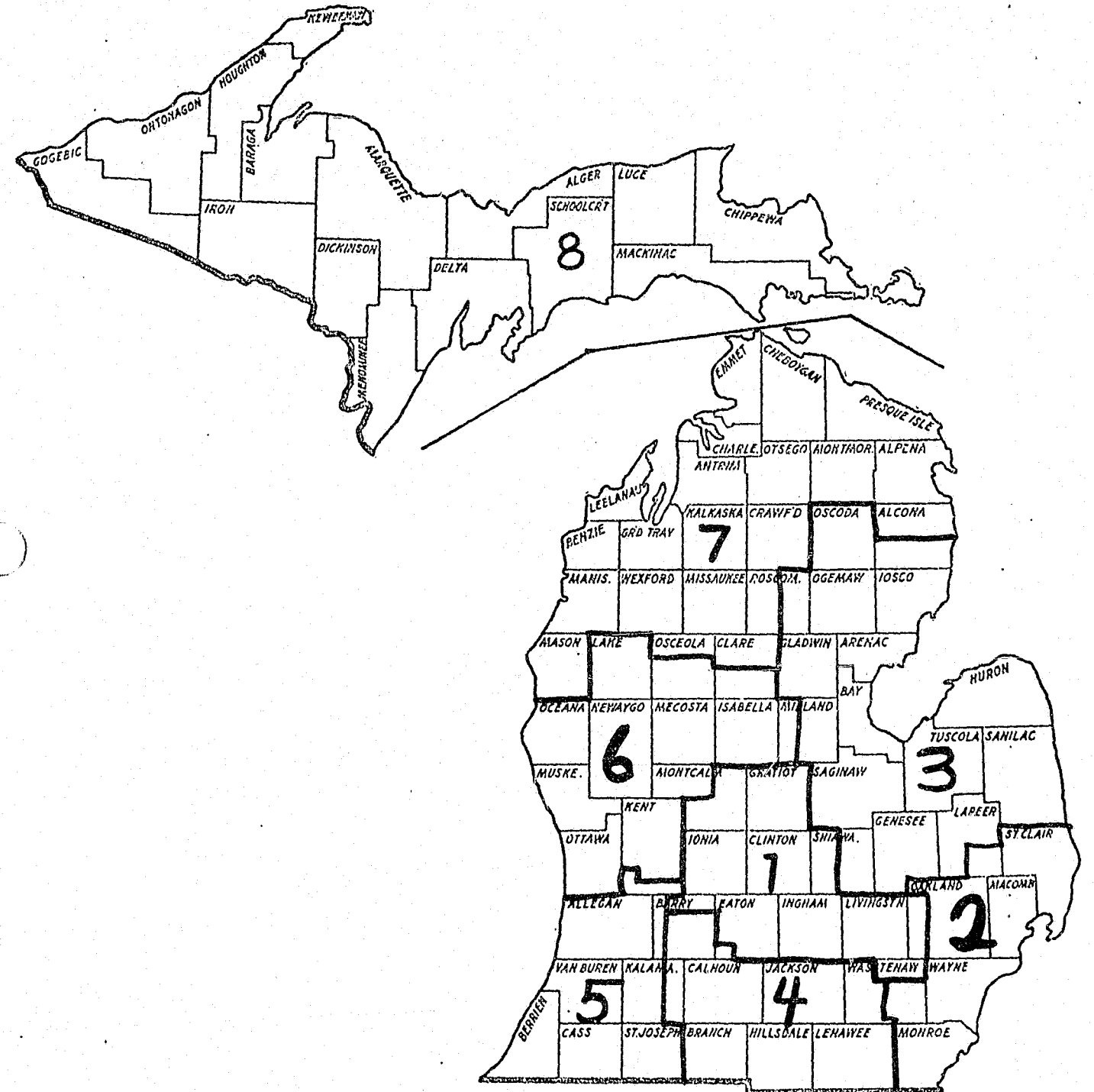
Regions as Planning and Decision-Making Units

Regional units are being and have been used by many state and federal agencies for a variety of purposes. Maps 1 through 4 are some examples of the kinds of regions used by various state and federal agencies within the state of Michigan. Each set of regions is designed to serve a particular purpose, and no two delineations are identical. Some are urban-centered while others are natural resource oriented. There are marked variations in the number of regions used, in their size,

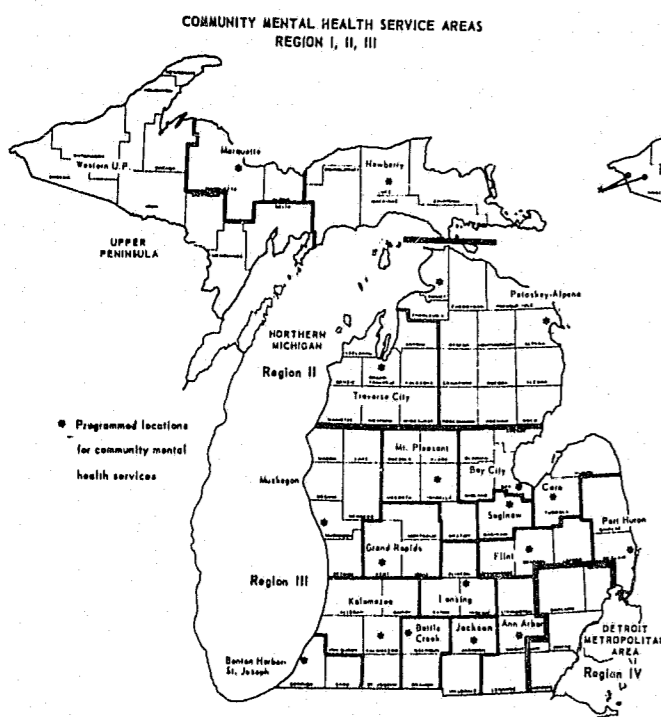
population, and boundaries. There are, however, similarities in that certain cities are used consistently as regional centers by various agencies and similar regional boundaries often appear.

Regional units, as previously discussed, provide a basis for planning and development. It provides for collection of uniform statistical information on a region as well as providing localized services. It furnishes coordination to local units as well as to state and federal agencies.

MICHIGAN STATE POLICE DISTRICTS

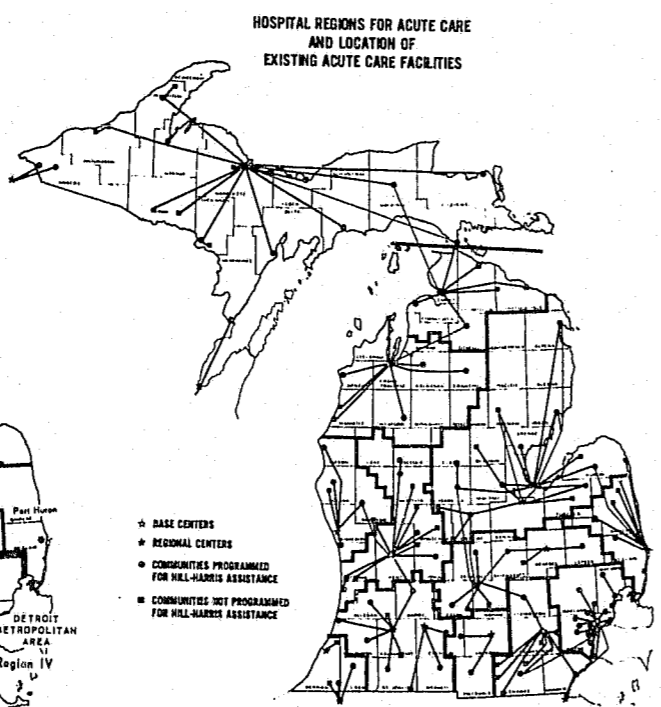


MAP 2a



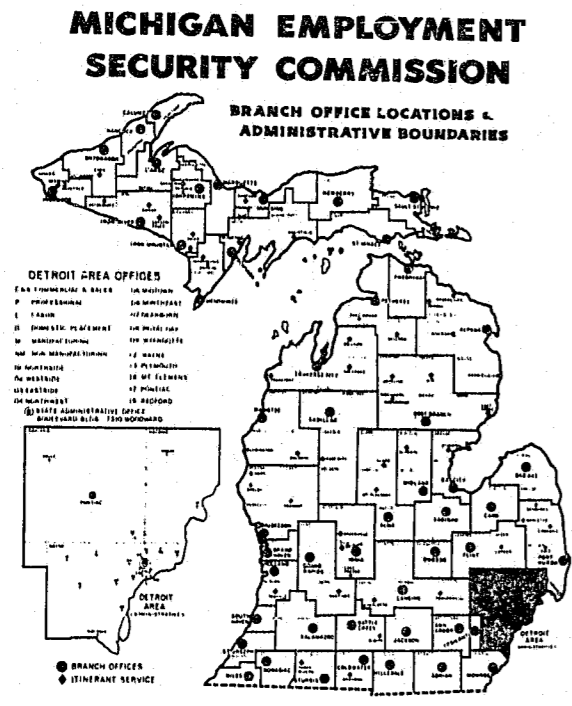
(Source: Development of Comprehensive Mental Health Programs in Michigan, Vol. 1, Part 1 - Michigan Department of Mental Health)

MAP 2b



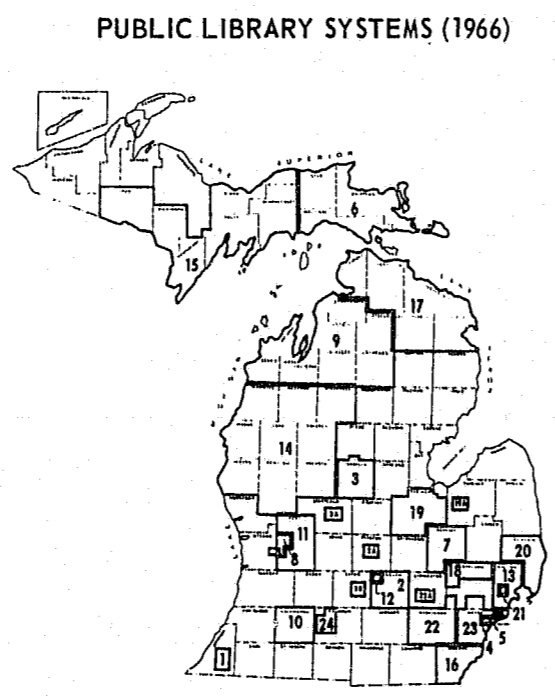
(Source: Michigan State Plan for Hospital and Medical Facilities Construction, 1965 - 1966 - Michigan Department of Public Health)

MAP 2c



(Source: Michigan Public Library systems Newsletter, Vol. 1, No. 1, May 1, 1966, Lansing)

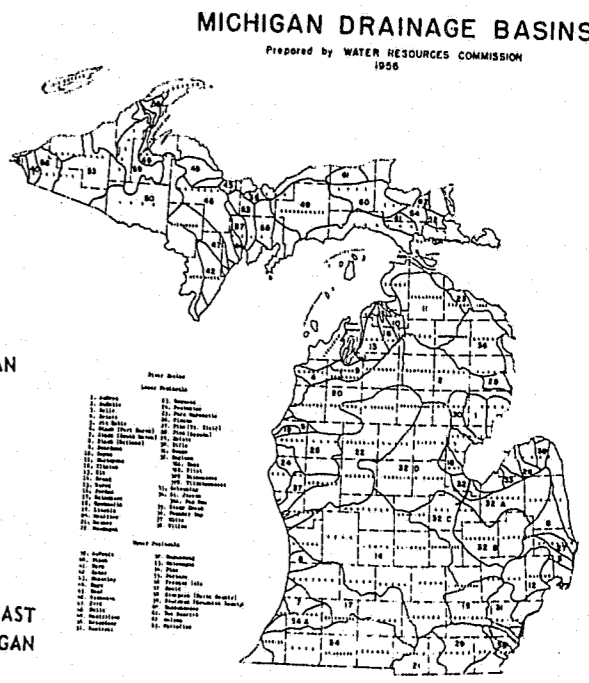
MAP 2d



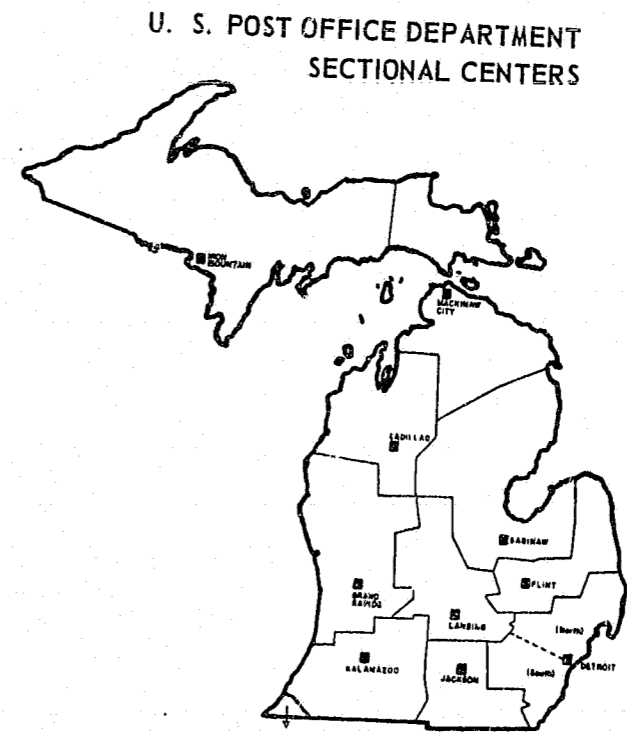
MAP 3a



MAP 3b



MAP 3c

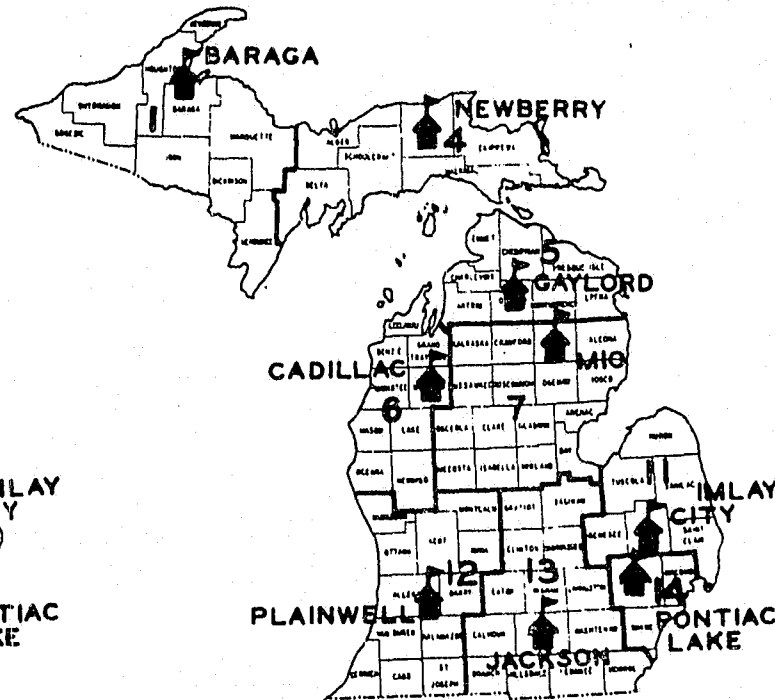
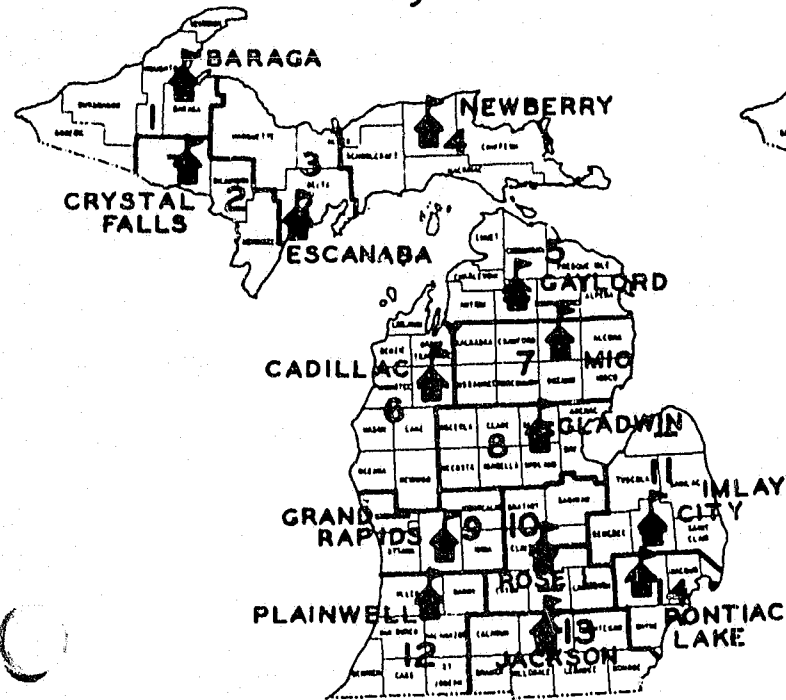


DISTRICT BOUNDARIES

MAP 4

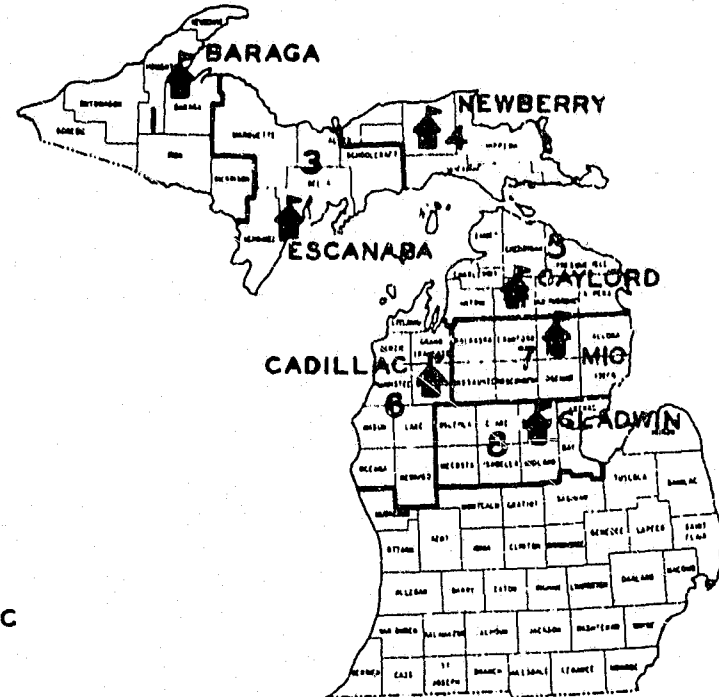
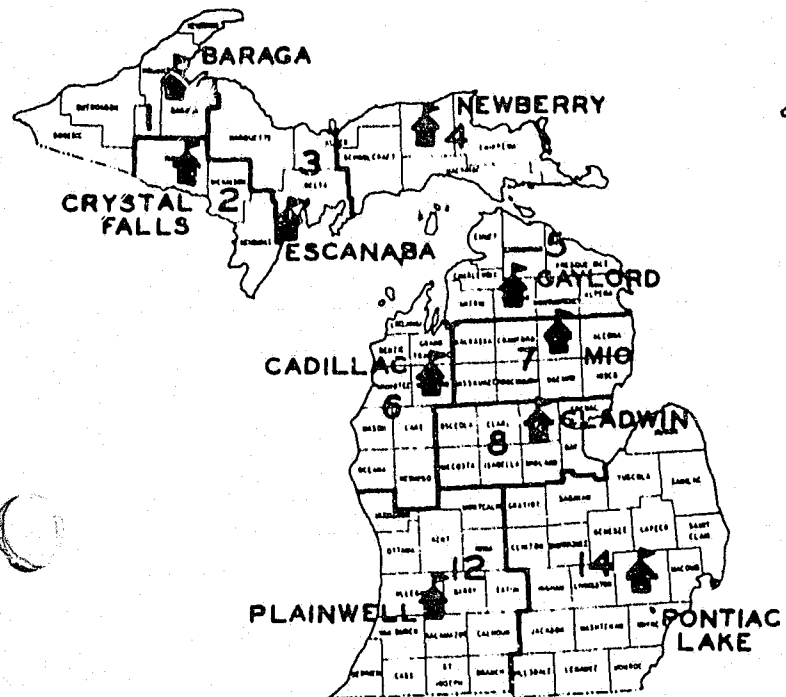
GAME, LAW & FISH

PARKS



FIRE

FORESTRY



III. RESTATEMENT OF REGIONAL PLANNING GOALS

Area-wide planning for any purpose must be based on a set of guiding principles. The objectives of the Michigan Law Enforcement Officers Training Council's regional training center planning are:

1. The development of a coordinated system of law enforcement training facilities providing reasonable access by all officers to facilities and services of high quality.
2. The development of needed services and forward-looking programs.
3. The expenditure of public funds in an efficient and economical manner.

IV. FACTORS INFLUENCING PLANNING PHILOSOPHY

The philosophy utilized as a basis for this study was established after considering the following factors:

Historical Analysis

The historical development of the communities and police departments should be traced as a means of identifying and substantiating customs, traditions, and modes of the people. The analysis of community history should make it possible to deduce the philosophy of the community toward law enforcement in terms of the expectations and establishment of training facilities. The record of community support of law enforcement education should be traced.

Economic Resources

An inventory should be made of the economic assets and liabilities of the area. This analysis should be broader than the normal school tax base, and it should be focused upon the patterns of gainful employment and the way in which citizens earn their living. This inventory should include major industries, number of gainfully employed and unemployed, in-migration and out-migration of population, industrial and business trends, nature of the trade and shopping area, sources of income of the people, effective buying power, and a record of population trends.

Political Organization

The complex pattern of local governmental units, their overlapping jurisdictions, and their functions should be charted. The framework of the government under which schools operate is important to long-range educational planning. One of the critical factors is the power structure of the community. It is important to know the unique way in which the people of the community make decisions. School programs acquire support through whatever processes the specific political subdivision goes through in making group decisions.

Social Factors

An analysis should be made of business and professional organizations, active citizens committees, organized civic groups, and population features which include the study of races, culture, educational levels, public welfare services, and the record of crime and delinquency in the community.

Communication Agencies

Probably more important than a high level of citizen participation in the law enforcement training program is the support of agencies through which the public is informed about matters of general interest. The principal agencies are radio and television stations and newspapers. The analysis of the community will reveal the established channels of communication among citizens and between the police and the public. The realization of educational goals for police officers is dependent upon a more continuous program of public relations.

V. PRINCIPLES OF AREA-WIDE PLANNING FOR LAW ENFORCEMENT TRAINING

1. Area-wide planning has as its objective the development of regional facilities and services which can provide training most efficiently for all officers in the area.
2. Good area-wide planning should be comprehensive.
 - A. It should provide for the entire geographical area of service.
 - B. It should encompass the present and future status of training services and needs encouraging each area or facility to develop long-range plans consistent with area needs.
 - C. It should provide for services available, accessible, and acceptable to all officers in the state.
 - D. It should assure access to adequate training facilities for all officers in the state.

- E. It should assure equal emphasis to all types of training, including pre-service, in-service, staff and administrative, specialty, and academic.
 - F. It should take into account services which are available from more specialized facilities (universities and colleges) in regional areas and make arrangements for effective working relationships.
 - G. It should take into consideration manpower requirements and make provisions for meeting them.
3. Good area-wide planning is concerned with the consolidation and coordination of facilities and services in the interest of the best possible standards of training, savings in capital investment and operating costs, and efficient use of personnel.
- A. It can justify independent facilities only when there is sufficient population base to support a comprehensive range of services and a high standard of instruction.
 - B. It should have a program that would eliminate unnecessary duplication.
 - C. It should promote the closing of inadequate (too small or understaffed) facilities where distance or sparsity of population cannot justify their existence.
 - D. It encourages the development of agreements for the exchange of services between facilities.

4. Good area-wide planning is concerned with quality.
- A. It encourages adherence to recognized criteria for gauging standards of training.
 - B. Where feasible, it promotes the development of facilities which can undertake the full spectrum of law enforcement training activities.
 - C. It seeks to bring all training services back into the mainstream of law enforcement advances.
 - D. It seeks to raise the standard of law enforcement training in small communities by arranging for affiliation agreements with regional training facilities.
5. Good area-wide planning is concerned with continuity of training.
- A. It must seek to provide the officer with a continuity of services from pre-service through to specialty, and including continuity between in-service and academic courses.
 - B. It seeks to coordinate pre- and in-service and academic courses by locating training facilities in close proximity to existing academic (suitable) facilities.
6. Good area-wide planning is concerned with the proper utilization of existing facilities.
- A. It encourages the development of effective and functioning utilization committees.
 - B. It seeks to assure the availability of adequate alternatives for training of all types based on facilities, needs, funds, and resource personnel.

7. Good area-wide planning is concerned with the economical expenditure of funds.
 - A. It should propose a program to provide the types of services and facilities needed for the area in a manner which is within the financial resources available to the area, and which will provide adequate facilities most economically for the long-run.
 - B. It should recommend the placement of training facilities in locations which would be most advantageous now and in the future (Plan and Implementation).
 - C. It should suggest alternate primary training facility locations.

VI. INTERRELATIONSHIPS WITH OTHER PLANNING ACTIVITIES

Area-Wide Planning Agencies

Exchange of information and coordination of planning. As a public agency with a statutory responsibility for planning the placement and development of law enforcement training facilities throughout the state, the MLEOTC must work closely with all agencies, state and local, including regional committees involved in the planning and development of training and educational facilities. To the extent practicable, the MLEOTC will supply data, work with local agencies in the development of information and programs, and coordinate planning efforts.

The Michigan Law Enforcement Officers Training Council has a responsibility in planning for the development of training facilities throughout the state and for coordinating the allocation of federal grants-in-aid for the construction or modernization of training facilities.

A local, area-wide planning commission should have primary responsibility for the rational development of training facilities within its region in coordination with MLEOTC. This includes the obligation to take action to solve local planning and operational problems, again in coordination with MLEOTC. The MLEOTC, in its programming and allocation of federal funds, will take recommendations of local area-wide planning commissions into consideration provided such recommendations are consistent with the principles of area-wide planning previously outlined.

CHAPTER III

DELINEATION OF REGIONS

I. CRITERIA FOR REGIONAL DELINEATION

The criteria utilized in the delineation of regional areas are of the utmost importance. Once chosen, they will narrow the scope of factors to be considered in the selecting of regions. To insure that as many relevant factors as possible are considered, two distinct sets of criteria are applied to the problem of regional delineations for law enforcement training. These are: first, demographic criteria and second, a combination of demographic and socio-political criteria.

The demographic considerations² are applied first to determine where regional centers exist in the state, and where regional boundaries might "naturally" exist. The preceding examples of regions (Maps 1-4) illustrate how variable the choice of regional centers can be. These regions must be urban-centered so that services can be provided to an optimal number of people. The delineation of urban-centered regions involves two steps: First, the selection of regional centers, and second, the determination of regional boundaries. The selection of these centers is the more difficult task, but a critical one since it determines the number, size, and location of regions.

²The information contained in this Chapter was developed by the Office of Planning Coordination, State Resource Planning Division, Michigan Department of Commerce and adapted to fit the needs of the MLEOTC in the preparation of this study.

The combined demographic-socio-political criteria are next applied to further delimit and modify the results of the solely demographic criteria. The five major criteria utilized for the final delineation of regional training areas are:

1. Availability of existing educational facilities.
2. Law Enforcement Training needs throughout the State.
3. Optimal number of officers in each region.
4. Administrative ease within region, and within the State.
5. Size and composition which would encourage local participation.

The selection of these criteria resulted from the combination of the principles of area-wide planning set forth in Chapter II and factors enumerated in Chapter I.*

II. CONSIDERATIONS IN REGIONAL DELINEATIONS

We can no longer think of the city and its boundaries. We must think of the urban center and its spheres of influence. The center exists because essential services must be performed for the surrounding territory, while the surrounding area provides resources from which the center draws. In short, there is an interdependent relationship between the core and the surrounding area. While urban centers and their surrounding areas may not always be readily discernible to the naked eye, a variety of urban functions taking place in and about each center can and are being constantly measured. Such data, when collected from various sources and properly analyzed and mapped, can reveal both the

*See pages 5 and 6.

relative importance of each center and the extent of its area of influence. The following represent various essential services which provide data depicting the "spheres of influence" of the urban center.

Daily Newspapers

The pattern and volume of circulation of daily newspapers indicate the importance of urban centers and the extent of their surrounding areas. Despite the large daily newspapers, local papers have significant dominant characteristics. Each performs differing functions, especially in such fields as local news, advertising, and the listing of job opportunities. This index, as well as the others, began to suggest corresponding differences of functions between the larger and smaller centers.

Weekly Newspapers

These were not analyzed for this study. They often yield detailed information concerning the nature of social orientation in and about the smaller centers. They indicate smaller social regions which then could be correlated to larger economic regions.

Retail Sales

The ratio of sales to the population of various urban centers yields a general indication of a center's strength or "drawing power."

Banks

The number of banks and total assets also indicates the relative strength of centers.

Hospital Service Areas

Plotting hospitals and their service areas shows their influence.

Telephones

Local calling areas represent a certain social and economic interdependence among the communities within an area. This factor was not considered in this study.

High Schools

In outlying areas especially, patterns of high school attendance indicate areas having an important common focal point. This was not considered here, but junior college service areas were treated.

Labor Market Areas

In an indication of employment centers, these were drawn upon as a supplementary indicator of centrality.

Joint Chambers of Commerce

Their existence provides supplementary information as to existing patterns of inter-municipal cooperation, but was not considered in this study.

Traffic and Transportation

Analysis of traffic and transportation provide an early indicator of changing patterns of dominance and orientation of various urban centers.

Social Organizations

The service areas of civic and professional organizations could be plotted in order to obtain some measure of social orientation on a regional basis. This was not done in this study.

Correlation and Analysis of Data

While none of the studies could alone be taken as conclusive, the reliability of some of the more significant indicators plus the number of them used developed a pattern that is not likely to be altered radically by further information.

The "spheres of influence" of each as indicated by the individual studies on banks, newspapers, free telephone calling areas, hospital service areas, retail trade, etc., were mapped and analyzed. An accumulation of numerous indices in a given area shows a heavy reliance upon the center. In many instances, there was little doubt of the orientation of adjoining areas.

Dynamic Boundaries and Planning

The concept of interrelated major and minor urban centers as developed, will be useful in dealing with the projection of future state-wide trends. By identifying specific functioning parts of the total state-wide complex, the possible changing relationships between these parts can be observed over a period of time.

One important conclusion pertaining to the potential application of regional planning is that the logical urban region of today may not be identical to that which would be appropriate a decade hence. The

delineation of "rigid" or "static" boundaries may not be appropriate for planning purposes at all.

III. SELECTION OF REGIONAL CENTERS

Two kinds of considerations form the basis for the selection of regional centers. One is the importance of a city as a center of employment, trade, transportation, culture, services, etc., for a surrounding area. The other is its location with respect to other cities of comparable importance. A conflict exists between these two considerations with the former emphasizing city importance regardless of location, and the latter, location regardless of importance. In a state like Michigan, where the largest cities are concentrated in the southern part of the state, selecting centers on the basis of importance (population and related factors) would place all the centers in the southern third of the state; however, selecting them according to spatial distribution would omit several large cities in southern Michigan.

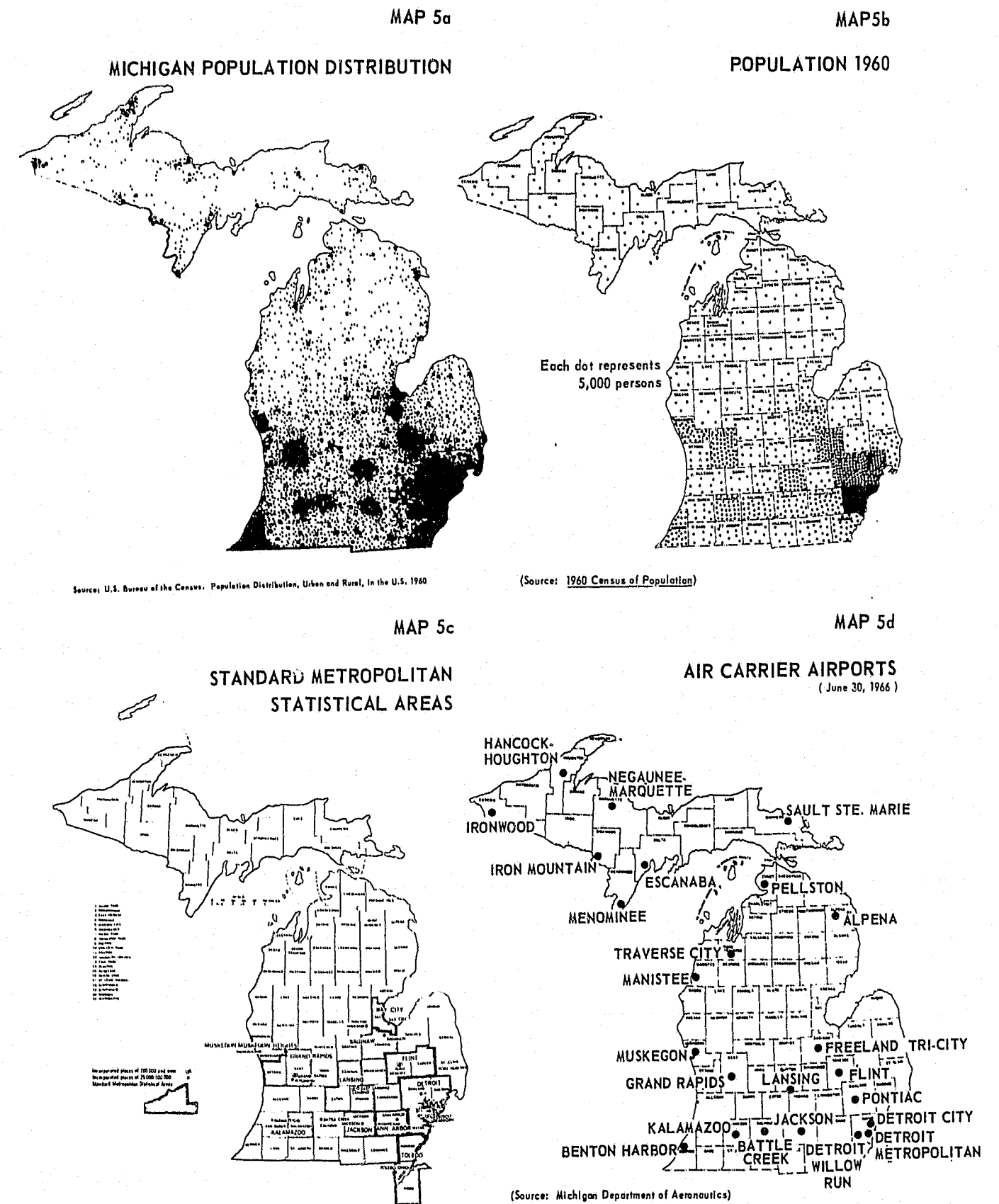
Nevertheless, if the regions are to serve effectively as planning units, it is important that the regional centers be both significant in terms of their functional relationship with their regions and reasonably accessible from all parts of their region. The procedures used here represent an attempt to select cities which are both significant regional centers and also representative of distinctive areas of the state.

Several different methods were used to test the relative importance of various cities in Michigan. In each case the objective was to determine by means of measurable data the absolute or relative importance of each city in one or more characteristics indicative of its functions as a regional center. These methods do not demonstrate conclusively that a particular group of cities should be regional centers to the exclusion of all others. On the contrary, some cities seem to be relatively important in some respects and unimportant in others. Together, however, the various methods provide insights into the kinds of features which contribute to regional importance, and offer a basis for judgment as to the centers which should be selected. In the following pages, these methods and their resulting findings are described.

General Distribution of Population and Economic Activity

Maps 5a through 7d portray some of the kinds of data which were studied in selecting urban centers. In several of these maps, data is presented by counties in dot map form to show the pattern of densities associated with various measures. Where data is not available for a particular county, the notation "n.a." appears; where the value is less than half the "dot" unit, a dash is used. The county unit is too large to show detailed geographic distributions, but helps in showing the general pattern.

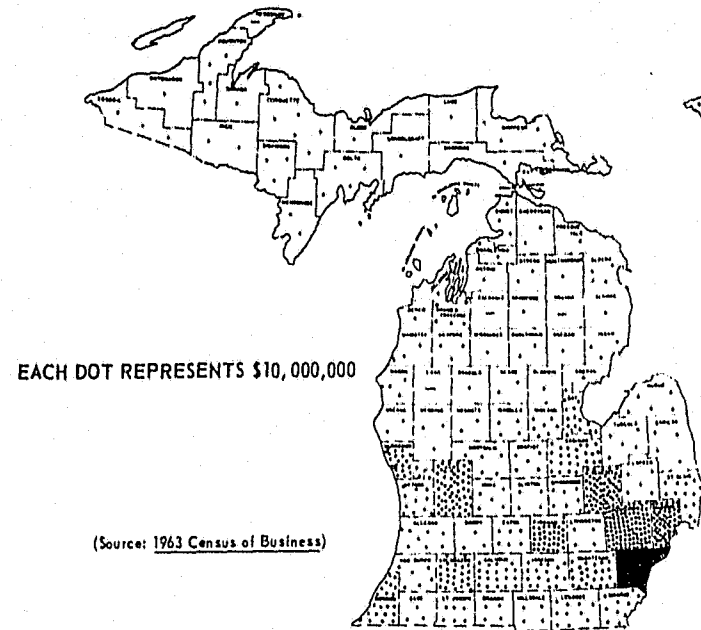
Map 5a depicts population density in 1960 in detailed fashion. Map 5c shows the Standard Metropolitan Statistical Areas in Michigan as currently defined by the Federal Bureau of the Budget. Map 5b shows



DISTRIBUTION OF ECONOMIC ACTIVITY (ABSOLUTE VALUE)

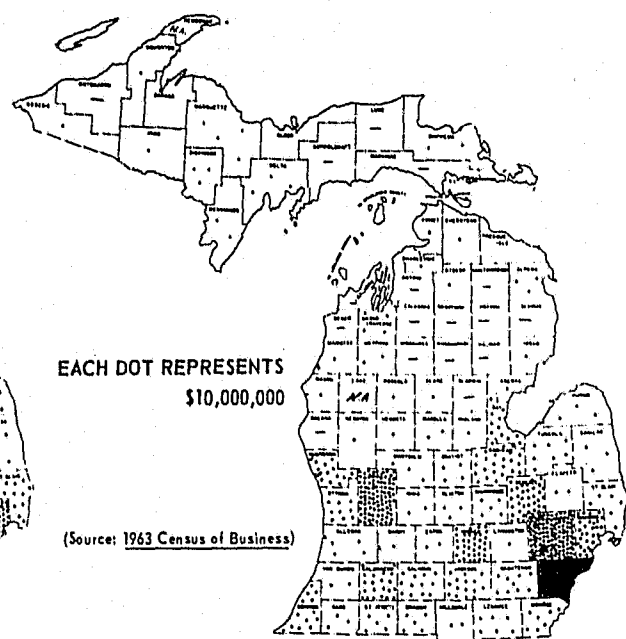
MAP 6a

RETAIL SALES, 1963



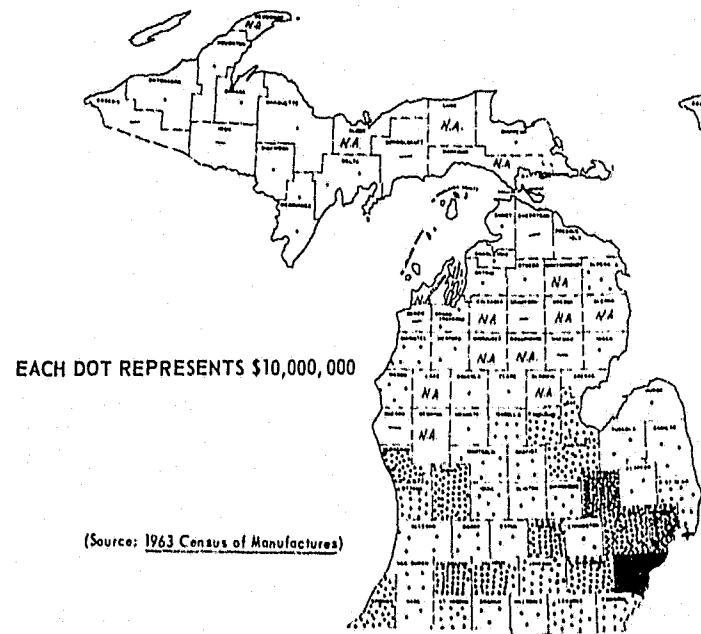
MAP 6b

WHOLESALE SALES, 1963



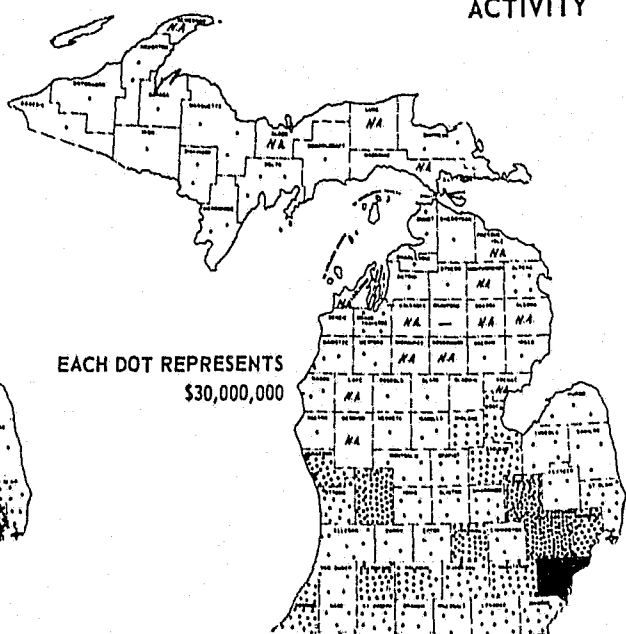
MAP 6c

VALUE ADDED BY MANUFACTURE, 1963



MAP 6d

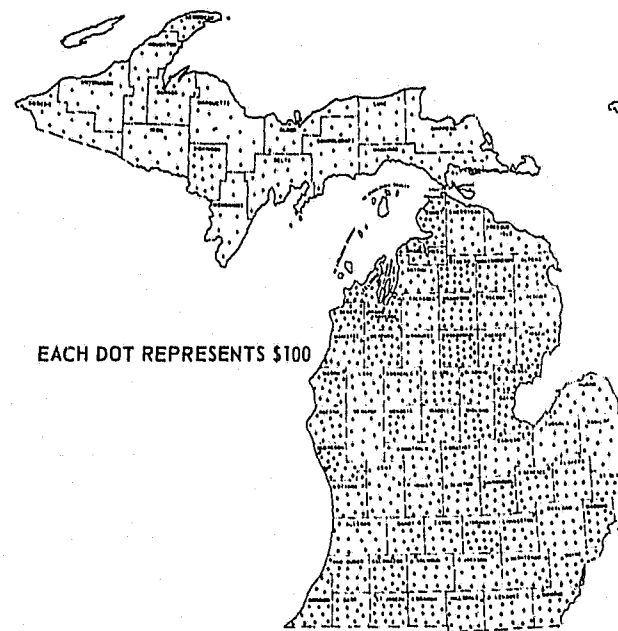
COMPOSITE MAP OF ECONOMIC ACTIVITY



DISTRIBUTION OF ECONOMIC ACTIVITY (PER CAPITA VALUE)

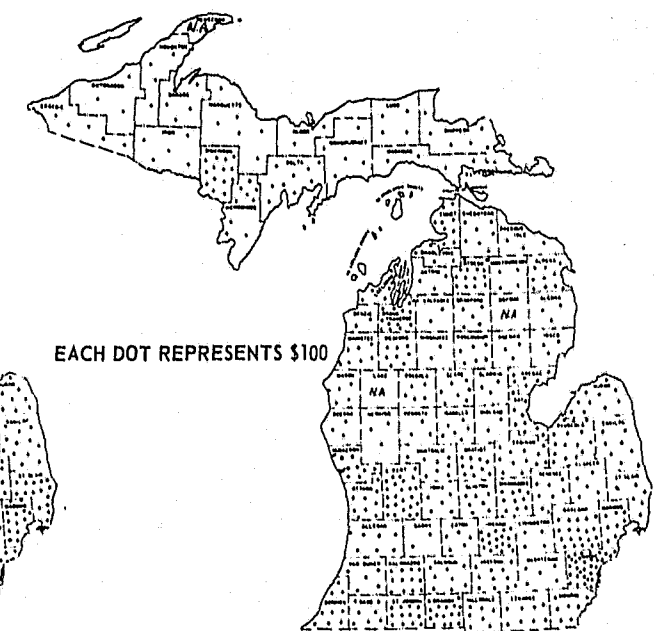
MAP 7a

PER CAPITA RETAIL SALES, 1963



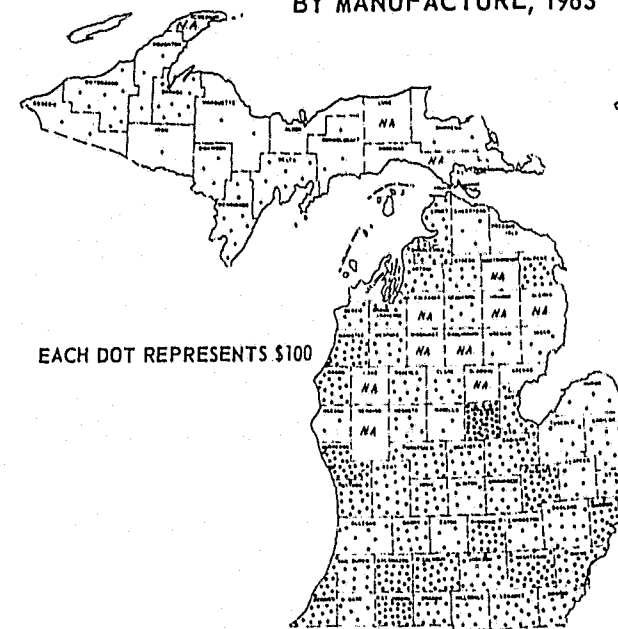
MAP 7b

PER CAPITA WHOLESALE SALES, 1963



MAP 7c

PER CAPITA VALUE ADDED BY MANUFACTURE, 1963



MAP 7d

COMPOSITE OF PER CAPITA ECONOMIC ACTIVITY



1960 population density by counties, so that comparisons can be made with following maps which are also based on county data. Maps 5a and 5b show that population densities are generally highest in the southern third of the state, and that within that area there are several concentrations of population. The largest is, of course, the Detroit area, from which densely-developed areas extend northwest to Bay City, west to Kalamazoo, and northeast-southwest from Port Huron to Monroe. Additional concentrations appear in "spot" form, around Lansing, Grand Rapids-Muskegon and Benton Harbor. The thumb area has a somewhat lower density than the remainder of the southern Lower Peninsula. Population densities drop off substantially north of the "Bay City-Muskegon line," and concentrations are hardly noticeable. Grand Traverse and Alpena Counties in the northern Lower Peninsula and the center counties of the Upper Peninsula show somewhat higher densities than their surrounding areas.

Maps 6a through 7d show the volume of retailing, wholesaling, and manufacturing, by county, on both a total and a per capita basis. Maps 6a, 6b, and 6c show total volumes for each of these activities, and Map 6d is a composite of all three. Individual per capita data is shown in Maps 7a, 7b, and 7c and a composite of per capita in Map 6d.

Clearly, trade and manufacturing activity is concentrated heavily in the populous counties of southern Michigan, and it appears that population might be as good an indicator of importance in trade and manufacturing as the economic data itself.

Expressing the same data on a per capita basis, however, gives a better picture of the relative importance of these activities in various counties. Map 7a (Retail Sales), for example, shows by its nearly uniform density a close correlation between retailing and population (the apparent lower density in the Upper Peninsula is deceptive; the per capita values are quite close to those in the Lower Peninsula, but appear less dense in this presentation because of the larger size of the counties in the Upper Peninsula). On the other hand, wholesaling and manufacturing activity show concentrations in the urban counties on both a per capita and absolute basis, indicating that they are relatively more important functions in those counties than in others.

The series of maps provides a generalized view of the distribution of population and economic activity throughout the state. The data can be used as the basis for the selection of regional centers, the selection varying with the weights-assigned to trade, production, and other factors. It would be difficult, however, on the basis of the data shown, to justify selection of any regional centers in the northern portion of the state.

County Rankings

To test further the relative rather than the absolute importance of various cities, a county ranking procedure was employed, using per capita and percentage measures. In this method, six different measures were used to rank certain counties containing potential regional centers.

The measures used are the following:

1. Per capita retail sales
2. Per capita wholesale sales
3. Per capita receipts from selected services
4. Per capita total bank deposits
5. Per capita manufacturing payroll
6. Non-agricultural labor force as percent of total labor
force³

These measures were calculated for 27 of the 29 counties in Michigan containing one or more cities of 10,000 or more population. Oakland and Macomb Counties were not included since they are centered on Detroit and are a part of the Detroit SMSA. Counties were used in this case instead of individual cities because (1) in some counties there are two or more cities which tend to share regional center functions, and (2) industrial and business areas located in urbanized areas outside city boundaries are not reflected in city statistics.

Each of the measures was expressed for each county on a per capita or percentage basis, and each county was then ranked, from 1 to 27, for each measure on the basis of its strength in that category. Next, composite ranks were calculated for Items 1-4, 5-6, and 1-6. Items 1-4 are measures of the degree of a county's strength as a trade and financial center. Since some counties have a higher per capita measure of wholesaling, bank deposits, etc., it is assumed that those

³Source of data: Population--1960 Census of Population; Items 1, 2, 3--1963 Census of Business; Item 4--Research Division, Office of Economic Expansion, Michigan Department of Commerce (from 76th Annual Report, State Banking Department, 1964); Item 5--1963 Census of Manufacturers; Item 6--1960 Census of Population.

with a high rank in these measures provide some of these services for other counties. Thus, the composite of Items 1-4 is intended to measure relative importance of these counties in the distribution-type functions of urban centers. The composite rankings of Items 5-6, measures of manufacturing and non-agricultural employment, are intended to reveal the relative importance of production functions of the counties. The third composite combines all measures, thus indicating the combined relative importance of production and distribution functions for each county. The three composite rankings are shown on Table 1.

The composite ranking of counties (column 1 of Table 1) provides on rationale for selecting regional centers. Ranking counties by means of per capita measures tends to reveal the relative importance of smaller cities as regional trade and production centers, and, to a lesser extent, reduce the apparent significance of large cities within the influence areas of even larger nearby cities. However, it is still necessary to review the rankings in the light of the geographic distribution of cities.

The composite ranking method results generally in high ranks for the large cities in the southern third of the state (as represented by their counties), middle ranks for some secondary centers, and low ranks for the Upper Peninsula cities represented. If regional centers were selected solely on the basis of this method, selecting, say, the largest city in each of the top 14 of the 27 counties represented, the centers would be as shown in Map 8. Even though the method uses per capita

measures, it fails to reveal the strengths, if any, of the Upper Peninsula cities as regional centers. On the other hand, Saginaw and Bay counties both appear in the top 14 counties (8 and 13, respectively) even though their principal cities are only about 10 miles apart. Thus, the use of this method illustrates the problem of selecting centers which satisfy both regional function and spatial distribution requirements.

TABLE 1
RANKING OF SELECTED MICHIGAN COUNTIES AS
TRADE AND PRODUCTION CENTERS (Per Capita Basis)

RANK	COMPOSITE OF APPENDIX TABLES 1-6 (All Measures)	COMPOSITE OF APPENDIX TABLES 1-4 (Retailing, Wholesaling, Services, Banking)	COMPOSITE OF APPENDIX TABLES 5-6 (Mfg. Payroll, Non- Ag. Labor Force)
1	Wayne	Ingham	Wayne
2	Ingham	Wayne	Muskegon
3	Kent	Kent	Genesee
4	Kalamazoo	Grand Traverse	Midland
5	Genesee	Kalamazoo	Kalamazoo
6	Grand Traverse	Wexford	Ingham
7	Washtenaw	Genesee	Kent
8	Saginaw	Jackson	Washtenaw
9	Jackson	Saginaw	Calhoun
10	Wexford	Washtenaw	Saginaw
11	Muskegon	Berrien	Jackson
12	Berrien	Alpena	Marquette
13	Bay	Bay	Bay
14	Alpena	Lenawee	Gogebic
15	Calhoun	Ottawa	Berrien
16	Midland	St. Clair	Alpena
17	Lenawee	Delta	St. Clair
18	St. Clair	Calhoun	Ottawa
19	Ottawa	Muskegon	Wexford
20	Delta	Shiawassee	Lenawee
21	Marquette	Chippewa	Monroe
22	Shiawassee	Midland	Chippewa
23	Chippewa	Marquette	Delta
24	Gogebic	Isabella	Shiawassee
25	Monroe	Menominee	Grand Traverse
26	Menominee	Gogebic	Menominee
27	Isabella	Monroe	Isabella

MAP 8

REGIONAL CENTERS BASED ON COUNTY RANKINGS



Areas of Contiguous Population Density

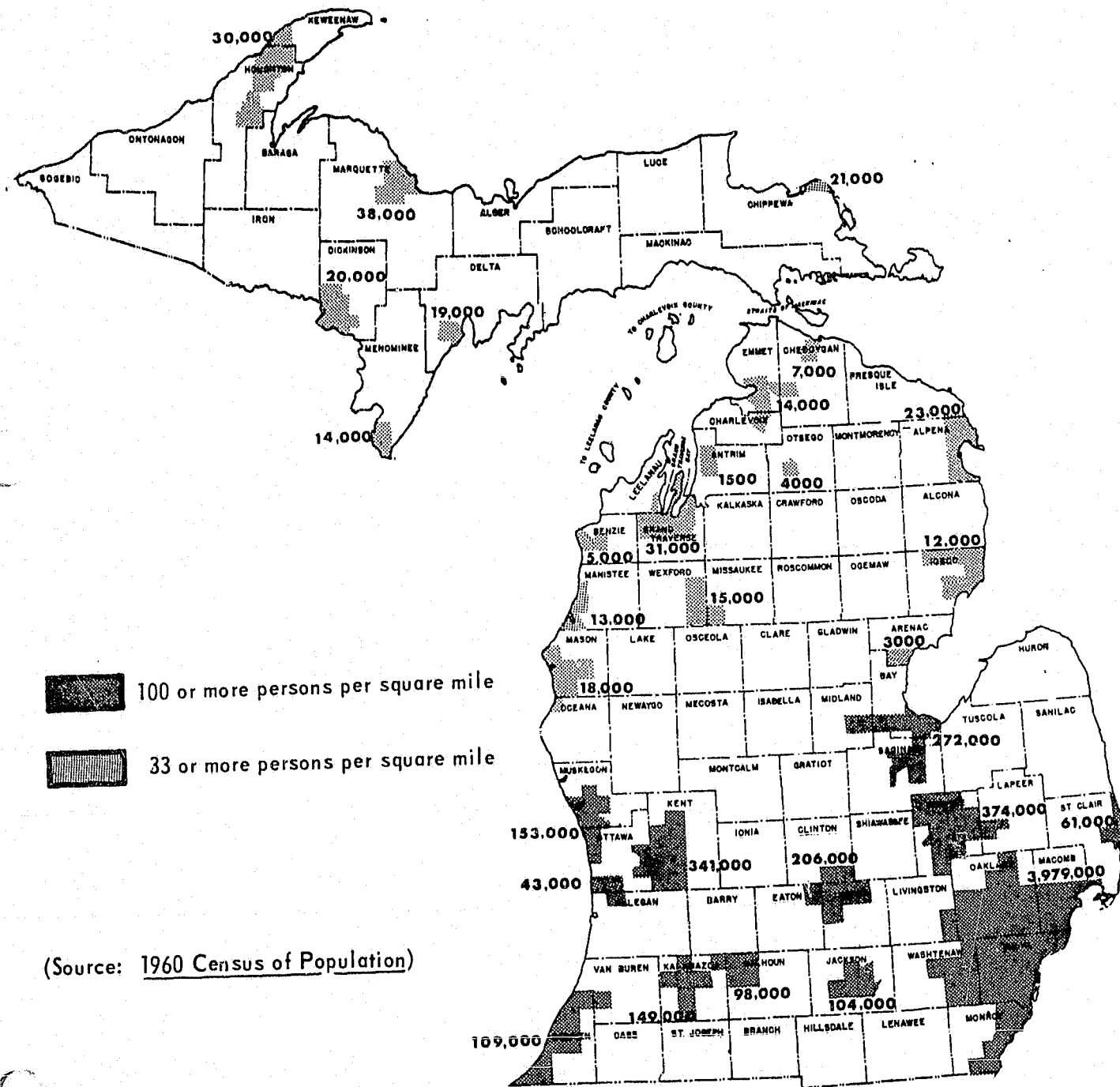
Another approach to the selection of regional centers is to assume, on the basis of the evidence of Maps 6a through 7d that the economic importance of cities is closely related to their population, and to use population alone, or rather population concentration, as the criterion for selecting regional centers.

If a city's population is representative of its importance in performing regional functions, then the largest cities should be selected as regional centers. One way to classify centers on this basis would be to simply list cities in order of size, from largest to smallest. This is misleading, however, since corporate boundaries seldom include all of the densely populated area which adjoin a city and are, in most functional respects, a part of it. To obtain a more realistic measure of the population of the major urban centers in Michigan, each of the townships in Michigan with a 1960 population density of 100 persons per square mile or more was identified, and Map 9 was prepared showing, in the dark patterns, each area with at least one city or two other contiguous minor civil divisions with a population density of 100 persons per square mile in 1960. Map 9 also shows the 1960 total population of each area so defined. This map presentation is similar to that of Map 5a.

Map 9 shows that several of the heavily populated areas of southern Michigan have a larger total population than the population of their largest city might indicate. Benton Harbor's 1960 population,

MAP 9

DENSELY POPULATED AREAS



(Source: 1960 Census of Population)

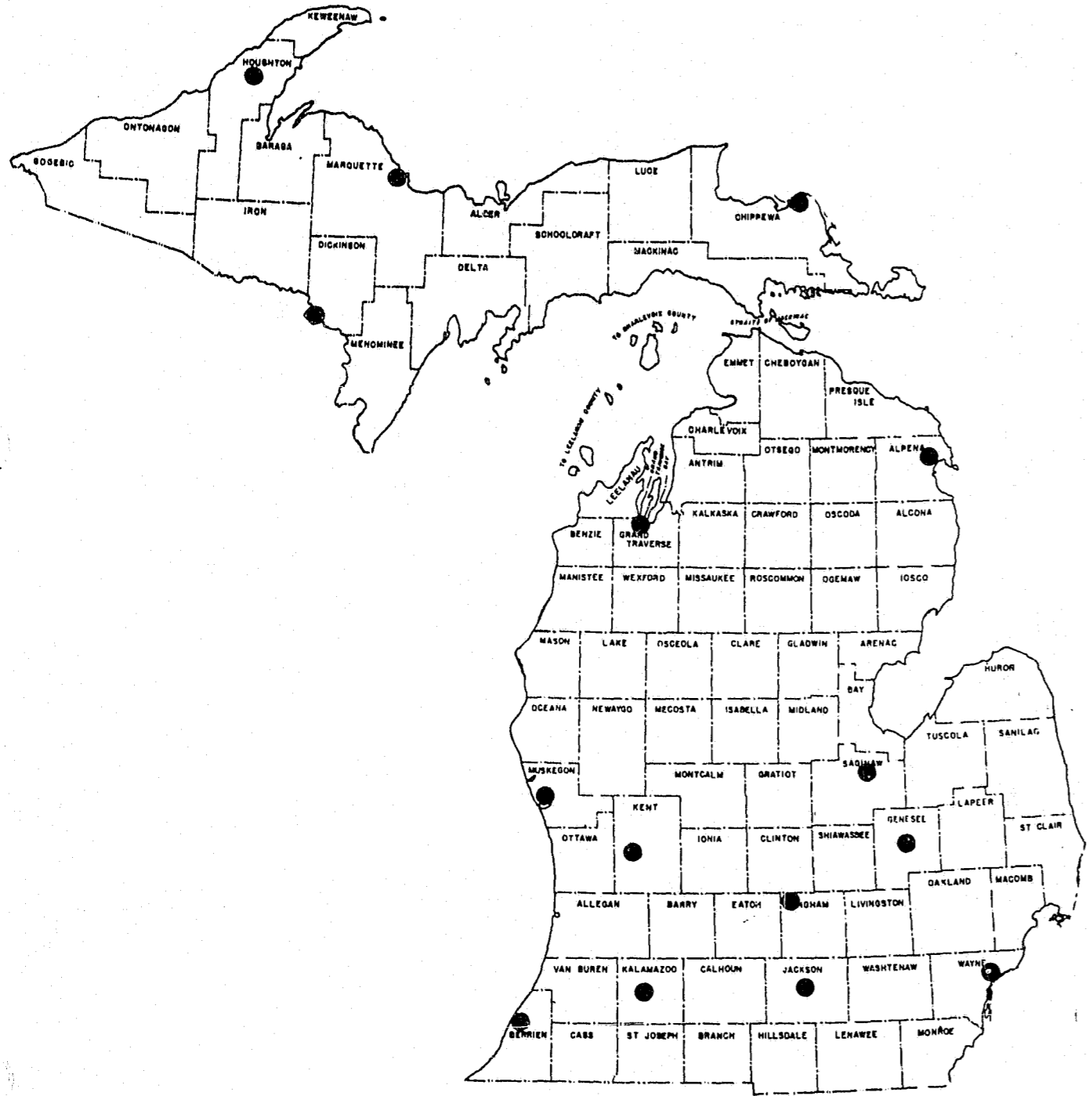
for example, was 19,136, about half of Port Huron's 36,084 and about 40 percent of Jackson's 50,720; but the Benton Harbor area actually had a population larger than that of the Jackson area and nearly twice that of the Port Huron area. This type of presentation also shows vividly how some urban areas have virtually grown together. The Detroit area, as defined by the density criterion, includes nearly all of Oakland County, about half of Macomb and Monroe Counties, the east half of Washtenaw County (including Ypsilanti and Ann Arbor), and has nearly reached Port Huron.

Similarly, the Saginaw and Bay City areas are connected, Kalamazoo and Battle Creek nearly so, and the Grand Rapids-Muskegon-Holland areas are separated by only about 10 miles.

Application of the density criterion of 100 persons per square mile fails to show any of the smaller, less densely populated clusters in the northern two-thirds of the state. Since regional centers will be required in the north simply because of the distances involved, areas north of the Bay City-Muskegon line were delineated on the basis of two or more contiguous minor civil divisions with densities of 33 persons per square mile or more, 1/3 the density criterion applied in the southern part of the state. These areas are shown by the light patterns in Map 9.

These clusters of population, as measured by two density criteria, coupled with additional criteria of minimum area population, can provide a useful basis for selecting regional centers. For example, if a minimum area population of 100,000 is set for the southern third of the state, and a minimum of 20,000 for the northern two-thirds, the regional centers would appear as shown in Map 10.

REGIONAL CENTERS BASED ON
DENSELY POPULATED AREAS



"Effective" Population

Each of the methods for selecting regional centers which have been tested so far are helpful, but inconclusive. Some of the data impose undesired constraints, and various judgments are required to make them useful. Neither method is entirely successful in measuring the component of a city's importance derived from its location.

The "effective population" technique helps overcome the problem of conflict between measures of city importance and location considerations by incorporating both factors in the same measure. The method is based on the fact, empirically demonstrated in many studies, that a city has an influence area proportional to its population and inversely proportional to some function of time-distance from the city.

This principle is applied to the problem of selecting centers by expressing a city's influence at a distance as a fraction of its population, called here its "effective population." If its effective population is larger than the population of a smaller city at that distance, the smaller city is considered to be within the influence area of the larger, and therefore not a separate regional center.

Effective population is calculated from the following equation:

$$P_e = P \frac{(T-t)^2}{T^2}$$

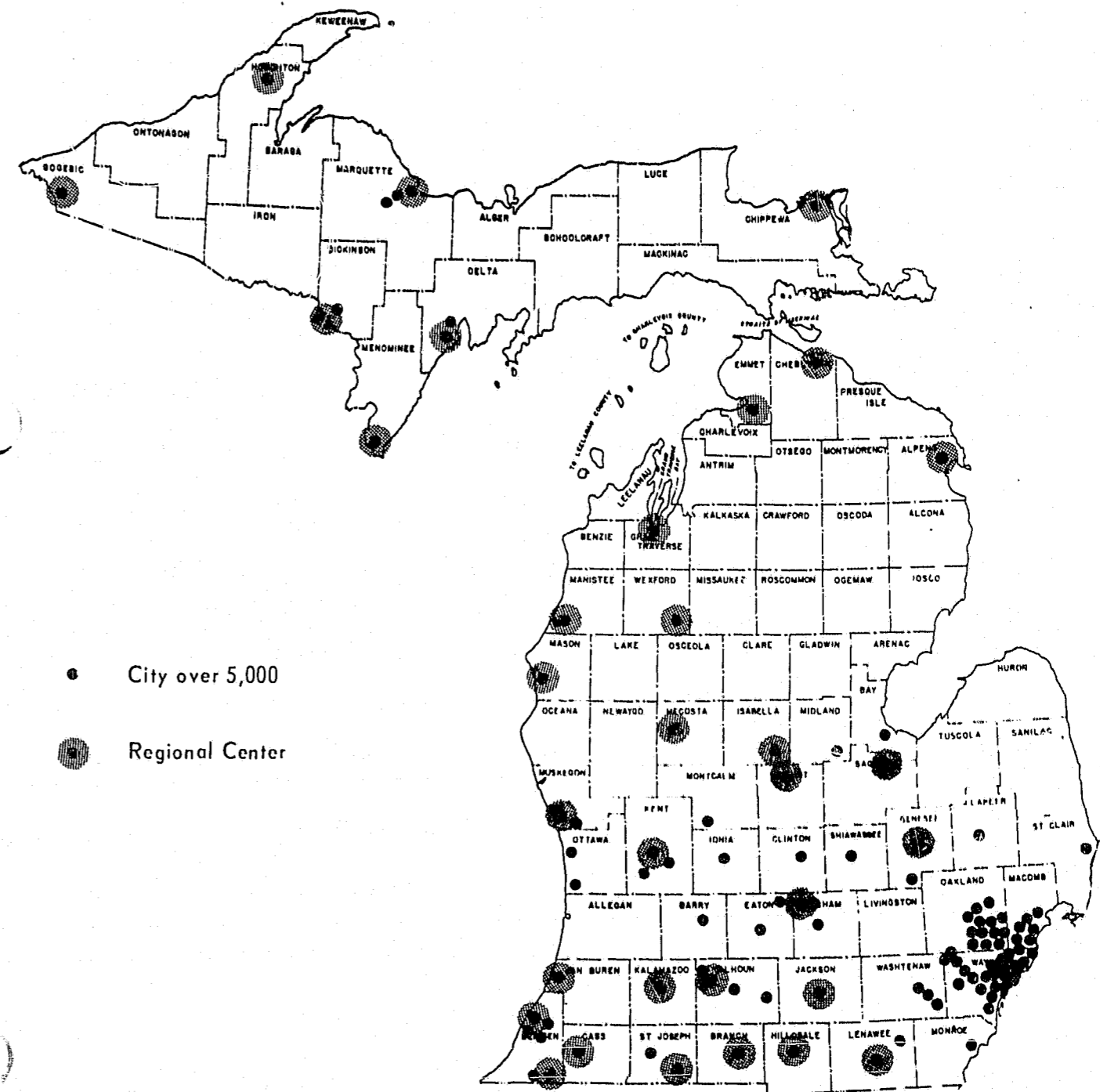
- where: P = population of city
- P_e = effective population at a time-distance, t (in minutes)
- T = maximum commuting time (assumed to be 60 minutes)
- t = driving time to test city

The variable t is expressed as minutes of driving time via state trunkline highways from city limits to city limits. Average speeds are assumed to be 45 mph on two-lane highways, 55 mph on standard four-lane highways, and 60 mph on four-lane, limited-access highways.

The two ingredients of this equation are population and driving time. Population is used again as the single factor most representative of city importance, although other characteristics (wholesale sales, employment, etc.) could be used--and would probably yield somewhat different results. The maximum commuting time of one hour is based on the results of journey-to-work studies which indicate that one hour is about the maximum time that people will spend enroute to or from their place of employment. The equation, of the so-called "gravity" form, is commonly used to measure the influence areas of various service functions. In some studies, the time-distance factor has been assigned a different exponent.

This method was applied to each city with a 1960 population of 5,000 or more, shown in Map 11. This minimum population is low enough so that a large number of cities throughout the state could be given consideration as potential regional centers. The effective population was calculated for each of these cities to determine which ones were within the influence areas, as measured by this technique, of other cities.

REGIONAL CENTERS BASED ON 'EFFECTIVE POPULATION' MEASURES



Application of this measure reduces the number of potential centers from 116 to 34, and has the desired effect of eliminating some sizable cities within the influence areas of larger ones while retaining some smaller cities which, because of the time-distance factor, may be of regional importance. The largest city thus selected is Detroit (1,670,144) and the smallest is Cheboygan (5,859).

Commuting Patterns

Another method used in selecting regional centers is commuting data, which helps show the geographic pattern of labor markets. The data was taken from the 1960 Census of Population, which gives figures on inter-county commuting. The "export" figures were taken from General Social and Economic Characteristics, and the "import" figures from a special tabulation obtained from the Bureau of the Census.

The data is presented in two different forms in Maps 12a and 12b. Map 12a shows the net imports and exports for each county. Map 12b shows the values for both net importing and net exporting counties on a per capita basis, the per capita figures derived by dividing the net commuting figure by the resident population of the county. Presented in this fashion, the figures help to show which areas tend to import workers (the counties with net imports and those with small exports) and which areas tend to export workers (counties with large export values).

The general patterns shown by Maps 12a and 12b are reasonably good indicators of the strengths of various employment centers throughout the state. Some distortions were introduced, however, in the

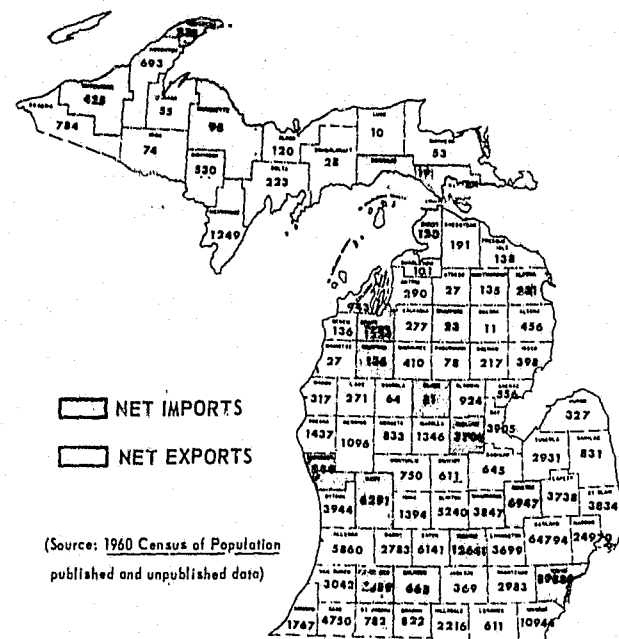
compilation of the data. The total number of imported workers for all 83 counties is somewhat less than the total number of exported workers because the destination of some workers was reported only as "elsewhere," and therefore could not be assigned as imports to any county. In addition, the data used did not permit the assignment of workers imported from out-of-state to any county, and they were not included; the workers exported from Michigan counties to out-of-state locations were included, however. As a consequence, the strengths of some border counties as labor market centers are understated.

Beside these data deficiencies, there are some precautions to observe in using the data. First, the data are for inter-county commuting only, and comparisons between counties are distorted where one county has a major employment center near a county line and another does not. Second, the data can be distorted by unusual commuting activity occurring as a result of construction projects, seasonal employment, etc. Third, commuting measures may not reveal the strengths of urban centers which have important trade center functions, and relatively little manufacturing.

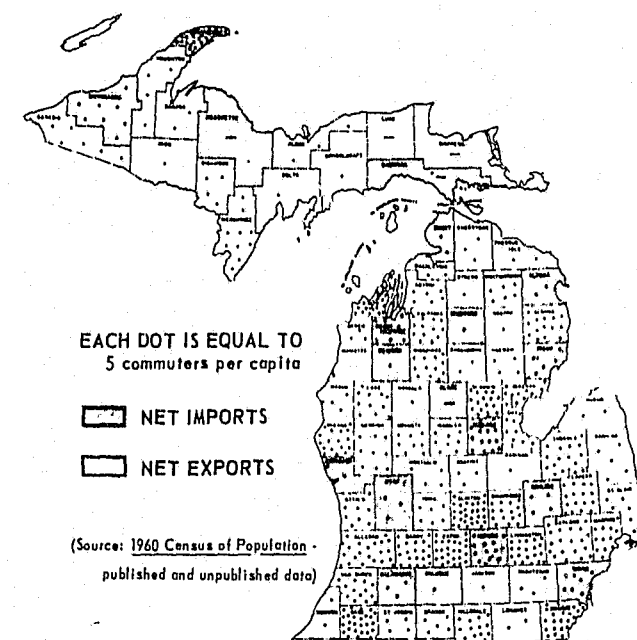
Selection of Regional Centers

Each of the methods described in the preceding pages offers some basis for the selection of regional centers, and collectively, they demonstrate clearly the regional importance of a number of urban centers. On the other hand, the regional importance of other potential centers is supported by some selection methods and not by others, and judgments

INTERCOUNTY COMMUTING MAP 12a



INTERCOUNTY COMMUTING (PER CAPITA BASIS) MAP 12b



must be made in weighing the various considerations. A central factor in these judgments is the achievement of a reasonable balance between the importance of cities in an absolute sense (population, volume of trade and manufacturing, etc.) and their actual or potential future importance as regional centers because of their location and distance from competing centers.

The final choice of regional centers is based largely on the findings presented in the preceding pages, but is also influenced by the cultural character and homogeneity of different areas of the state, the natural features and resources in various areas, and the degree of economic and cultural integration of areas as indicated by some of the regional boundary delineation measures presented in the following section.

The regional centers selected on the basis of the first criteria are listed below with secondary centers shown in parenthesis. The secondary centers are cities which have some significant regional functions, but are less important than the selected regional centers, and are similar in character or closely integrated with regional centers. The regional centers are shown in Map 13.

1. Detroit (Ann Arbor, Port Huron)
2. Jackson
3. Lansing
4. Flint
5. Saginaw (Bay City)
6. Kalamazoo (Battle Creek)
7. Benton Harbor-St. Joseph

PROPOSED REGIONAL CENTERS



8. Grand Rapids (Muskegon)
9. Traverse City
10. Alpena
11. Sault Ste. Marie
12. Marquette (Iron Mountain-Kingsford)
13. Escanaba
14. Houghton-Hancock (Ironwood)

Detroit is the dominant center in southeast Michigan and includes within its influence area the cities of Ann Arbor and Port Huron, among others. These two cities have significant functions and small influence areas of their own, but are dominated by, and essentially a part of the Detroit metropolitan region. Flint, Lansing, and Jackson are clear choices as regional centers. Saginaw and Bay City are virtually twin cities (or more accurately tri-cities, including Midland) with Saginaw being the dominant urban center in the area. Kalamazoo and Battle Creek are somewhat different in character, but their proximity dictates that they be considered together, with Kalamazoo being the choice as the regional center and Battle Creek as a secondary center. The choice of Benton Harbor-St. Joseph as a separate regional center is influenced largely by its distance separation as a urban center from the Kalamazoo-Battle Creek area and its strong orientation toward the Chicago metropolitan complex and South Bend. Muskegon is classified as a secondary center to Grand Rapids, which is historically a major center of influence in western Michigan. Both of these cities are in separate Standard Metropolitan Statistical Areas (SMSA), but both are expanding into Ottawa County and are likely to become even more closely linked.

The obvious choices as regional centers in the northern Lower Peninsula are Traverse City and Alpena, the largest cities in the northwestern and northeastern Lower Peninsula, respectively. Consideration was also given to the feasibility of selecting Petoskey and Cadillac as separate regional centers in the northwest area. In the case of Petoskey, however, the similarities with the Traverse City area in terms of natural features and the recreation-oriented economy and its considerably smaller size argue against its selection as a separate center. The Cadillac area is larger in population and rather different with respect to natural features and general character than both the Traverse City area to the north and the highly urban-oriented counties to the south. Nevertheless, it was not selected as a regional center because of its proximity to the Traverse City area.

Selection of regional centers in the Upper Peninsula presents a difficult problem because of the elongated shape of the peninsula and the distances between cities. With respect to natural features, the Upper Peninsula is essentially two areas, the forest resource area of the eastern half and the mineral resource area of the west. The principal cities are Sault Ste. Marie, Marquette, Escanaba, Iron Mountain-Kingsford, and Menominee. Ironwood and Houghton-Hancock are smaller, but are at a considerable distance from the nearest larger city. It is conceivable that as few as two or as many as six regional centers might be selected in the Upper Peninsula. The combination of city sizes, locations, and distances between cities leads to the recommendation here that four centers be selected, as indicated in Map 13. Sault Ste. Marie is the center for the eastern end of the peninsula which is oriented more closely to Michigan's Lower Peninsula.

The other three centers selected are oriented more toward Wisconsin and Minnesota. Escanaba is representative of the lowland area of the eastern Upper Peninsula with a resource economy based on forest products and agriculture. Marquette (and Iron Mountain) is representative of the iron based economy of the western Upper Peninsula, and Houghton-Hancock (and to a lesser extent, Ironwood) the copper based economy.

It would be possible to develop regional areas based on these developed regional centers. They would not, however, be useful since they would lack the additional perspective of the combined demographic-socio political consideration to be discussed in the next Chapter. These additional factors would alter any regional configuration drawn at this point. This data has however indicated the major urban-centered locations in the state.

IV. DELINEATION OF REGIONAL BOUNDARIES

The second phase of the delineation of planning regions is the measurement of the areas of influence of the regional centers. As already emphasized, the selection of regional centers is a critical step since, by definition, there must be boundary lines between all centers. Thus, the number of regions and their average size has been determined by the number of centers selected. The size and shape of individual regions, however, depends on the size and shape of the influence areas of each regional center.

Five criteria were used to measure the influence areas of regional centers: (1) newspaper circulation, (2) inter-county commuting, (3) points of minimum traffic volumes, (4) a "gravity model" procedure, and (5) State Economic Areas. The first three criteria are directly associated with transportation and communications, and are used in a manner designed to disclose the points between regional centers at which one city's dominant influence in surrounding territory ceases and another's begins. The "gravity model" procedure is of the same type, but makes use of mathematical relationships between city population and the extent of influence areas, rather than actual data. State Economic Areas are used as an indication of homogeneous natural resource areas rather than of city influence areas. Other measures, such as the extent of telephone traffic between regional centers and the service areas of various urban-centered functions (free delivery areas, distribution of charge account customers, "milksheds," etc.) would also have been valuable indicators of city influence areas, but were not used because of the time which would have been required in collecting and analyzing the data.

CHAPTER IV

DEMOGRAPHIC-SOCIOPOLITICAL CRITERIA RELEVANT TO REGIONALIZATION
FOR LAW ENFORCEMENT TRAINING

In Chapter III, economic and population data were considered along with other demographic data. These produced a pattern of regional centers distributed throughout the State on a reasonably equitable basis. Regional delineations were not made since it would serve no useful purpose at this point in the study. They could, however, have been developed for purposes other than law enforcement on the basis of the demographic data.

This Chapter applies additional demographic-sociopolitical criteria and develops regional areas for law enforcement training.

I. POPULATION AND PROJECTIONS FOR MICHIGAN

The population of the United States is estimated to increase substantially during the next 25 years. Naturally, the State of Michigan is also expected to increase in population during the same period. In fact, the percentage of U. S. population living in Michigan has been rising steadily to its 1960 peak of 4.36 per cent. This is also expected to rise as shown in Chart 1, page 64.

There have been, and presently are, within the state, various shifts in population of one area to another; one county losing population, another gaining population. Projection for the 1975-2000 period

CHART 1

POPULATION OF UNITED STATES AND MICHIGAN 1910 TO 1960, ESTIMATES
1961 TO 1965, AND PROJECTIONS TO 1985

by J. F. Thaden
Institute for Community Development
Continuing Education Service
Michigan State University

as of 3-24-67

Year	United States ¹	Michigan ²	Michigan as % of U.S.		
1910	92,228,496	2,810,173	3.05		
1920	106,021,537	3,668,412	3.46		
1930	123,202,624	4,842,325	3.93		
1940	132,164,569	5,256,106	3.98		
1950	151,325,798	6,371,766	4.21		
1960	179,323,175	7,823,194	4.36		
ESTIMATES ³					
1961 (July 1)	183,057,000	7,885,000	4.307		
1962 (July 1)	185,890,000	7,923,000	4.262		
1963 (July 1)	188,656,000	8,036,000	4.260		
1964 (July 1)	191,372,000	8,161,000	4.264		
1965 (July 1)	193,795,000	8,317,000	4.292		
PROJECTIONS ⁴					
	<u>Series</u>		<u>Average</u>		
1970	I-D	203,943,000	8,603,000	4.218	
	II-D	203,943,000	8,620,000	4.227	
	I-B	206,345,000	8,705,000	8,707,000	4.219
	II-B	206,345,000	8,723,000	4.227	
1975	III	206,345,000	8,884,000	4.305	
	I-D	214,387,000	8,903,000	4.153	
	II-D	214,387,000	8,956,000	4.177	
	I-B	222,805,000	9,258,000	9,213,000	4.155
1980	II-B	222,805,000	9,313,000	4.180	
	III	222,805,000	9,636,000	4.325	
	I-D	226,685,000	9,227,000	4.070	
	II-D	226,685,000	9,381,000	4.138	
1985	I-B	242,311,000	9,928,000	9,820,000	4.097
	II-B	242,311,000	10,040,000	4.143	
	III	242,311,000	10,525,000	4.344	
	I-D	240,750,000	9,727,000	4.040	
1985	II-D	240,750,000	9,897,000	4.111	
	I-B	263,627,000	10,667,000	10,526,000	4.046
	II-B	263,627,000	10,852,000	4.116	
	III	263,627,000	11,491,000	4.359	

¹U. S. Bureau of Census, U. S. Census of Population, 1960. Vol. 1, Characteristics of the Population. Part 1, United States Summary. Table 2. The figure for 1960 includes Alaska and Hawaii.

²Ibid., Part 24, Michigan, Table 2.

³U. S. Bureau of the Census. Current Population Reports. Series P-25, No. 348, (September 16, 1966). Table 3.

⁴Ibid., Series P-25, No. 362, (March 7, 1967). Tables 1 and 2.

continues to indicate a steady growth pattern for those counties currently indicating population growth.

II. DELINEATION OF REGIONS BY EDUCATIONAL FACILITY LOCATION

It is assumed that every law enforcement officer in Michigan should be included in a regional area which would provide an optimal opportunity for vocational and academic advancement. Such a regional area should contain at least one four-year institution of higher education to permit completion of baccalaureate level education. It should also include a sufficient number of two-year community colleges to permit degree or non-degree vocational training programs for all officers. These regions should be established to provide the highest degree possible of quality training and instruction, optimum student services, adequate enrollment and equipment at a minimum cost to the communities sponsoring the officers or the officers themselves.

The delineation of regions based on these assumptions would insure that all officers would be within a reasonable distance from institutions of higher education and opportunities for educational advancement. Following these criteria, twelve regional areas for the state could be developed. (See Chart 2)

CHART 2 (Continued)

<p>REGION I 1965 pop. 141,300 7897 sq.mi. 1966 SEV \$344,800,000 Michigan Technological U. Gogebic Community College</p>	<p>REGION II 1965 pop. 163,600 8641 sq.mi. 1966 SEV \$384,900,000 Northern Michigan U. Lake Superior College Bay de Noc Community Col.</p>	<p>REGION III 1965 pop. 210,200 9001 sq.mi. 1966 SEV \$790,400,000 Central Michigan U. Alpena, Kirtland, Mid Michigan North Central</p>
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CHART 2.
 Delineation of Regions on the Basis
 of Available Educational
 Institutions

REGION IV
 1965 pop. 217,300 7458 sq.mi
 1966 SEV \$725,500,000
 Ferris State College
 Northwestern
 West Shore C. C.

REGION V
 1965 pop. 733,400 3471 sq.mi.
 1966 SEV \$2,430,300,000
 Grand Valley College
 Grand Rapids J. C.
 Montcalm, Muskegon

REGION VI
 pop. 460,300 3378 sq.mi.
 SEV \$1,441,600,000
 Michigan State University
 Lansing Community College

REGION VII
 1965 pop. 371,600 2155 sq.mi.
 1966 SEV \$1,479,200,000
 Saginaw Valley College
 Delta Community College

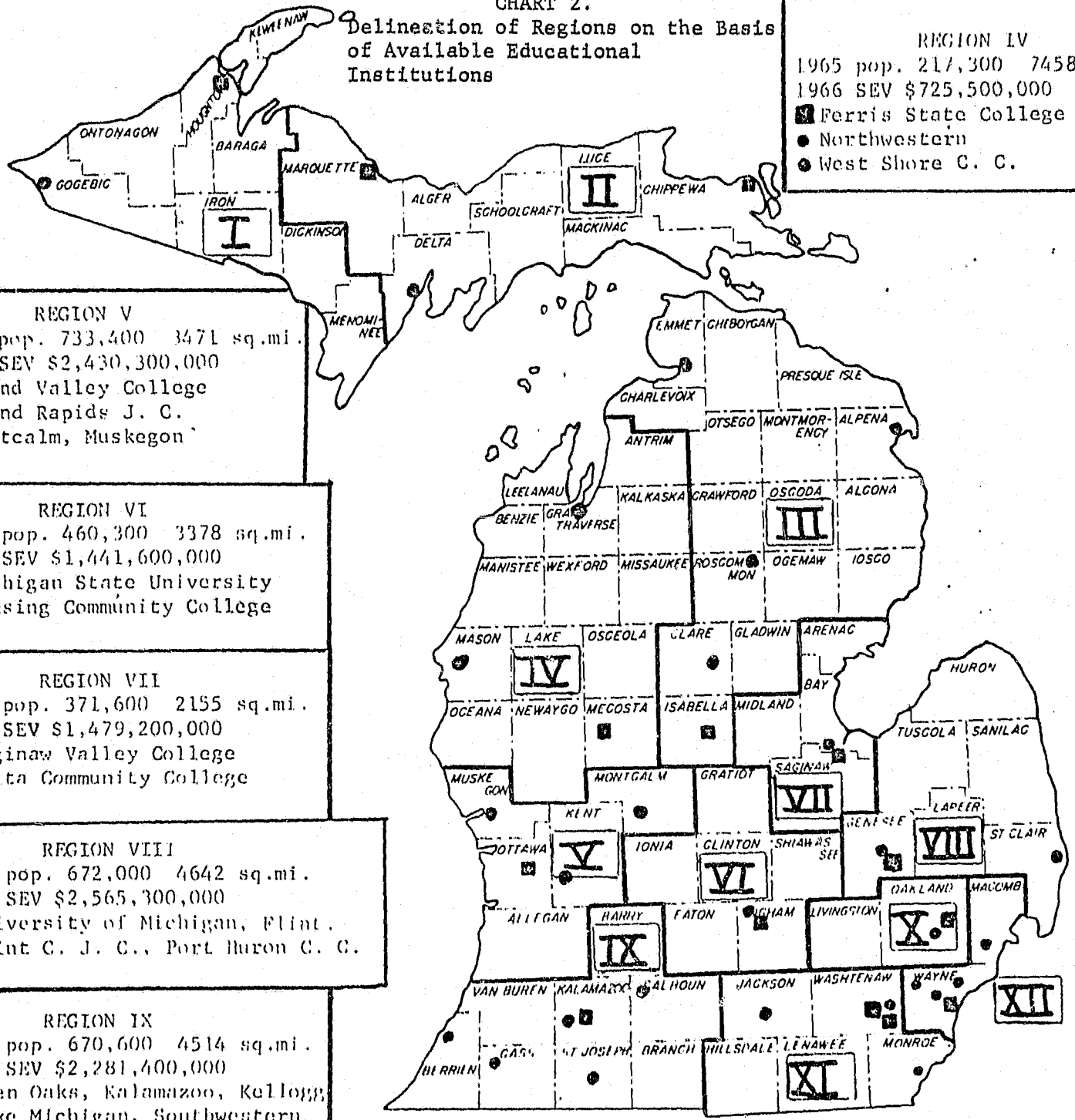
REGION VIII
 1965 pop. 672,000 4642 sq.mi.
 1966 SEV \$2,565,300,000
 University of Michigan, Flint.
 Flint C. J. C., Port Huron C. C.

REGION IX
 1965 pop. 670,600 4514 sq.mi.
 1966 SEV \$2,281,400,000
 Glen Oaks, Kalamazoo, Kellogg,
 Lake Michigan, Southwestern
 Western Michigan university

REGION X
 1965 pop. 781,700 1448 sq.mi.
 1966 SEV \$2,850,700,000
 Oakland University
 Oakland Community College

REGION XI
 1965 pop. 535,500 3338 sq.mi.
 1966 SEV \$1,921,600,000
 Eastern Michigan University
 Jackson, Monroe, Washtenaw
 University of Michigan

REGION XII
 1965 pop. 3,181,700 1048 sq.mi.
 1966 SEV \$10,990,200,000
 Henry Ford, Highland Park
 Wayne State University
 Macomb, Schoolcraft



COUNTIES

EDUCATIONAL INSTITUTIONS SERVICING REGION

Region I

- Baraga
- Dickinson
- Gogebic
- Houghton
- Iron
- Keweenaw
- Menominee
- Ontonagon

Michigan Technological University
 Gogebic Community College

Region II

- Alger
- Chippewa
- Delta
- Luce
- Mackinac
- Marquette
- Schoolcraft

Northern Michigan University
 Lake Superior College
 Bay de Noc Community College

Region III

- Alcona
- Alpena
- Charlevoix
- Cheboygan
- Clare
- Crawford
- Emmet
- Gladwin
- Iosco
- Isabella
- Montmorency
- Ogemaw
- Oscoda
- Otsego
- Presque Isle
- Roscommon

Central Michigan University
 Mid-Michigan Community College
 North Central Community College
 Alpena Community College
 Kirtland Community College

CHART 2 (Continued)

Region IV

Antrim
Benzie
Grand Traverse
Kalkaska
Lake
Leelanau
Manistee
Mason
Mecosta
Missaukee
Newaygo
Oceana
Osceola
Wexford

Ferris State College
Northeastern Community College
West Shore Community College

Region V

Allegan
Kent
Montcalm
Muskegon
Ottawa

Grand Valley College
Grand Rapids Junior College
Montcalm Community College
Muskegon Community College

Region VI

Clinton
Eaton
Gratiot
Ingham
Ionia
Shiawassee

Michigan State University
Lansing Community College

Region VII

Arenac
Bay
Midland
Saginaw

Saginaw Valley College
Delta Community College

Region VIII

Genesee
Heron
Lapeer
Sanilac
St. Clair
Tuscola

University of Michigan - Flint
Flint Junior College
Port Huron Community College

CHART 2 (Continued)

Region IX

Barry
Berrien
Branch
Calhoun
Cass
Kalamazoo
St. Joseph
Van Buren

Western Michigan University
Glen Oaks Community College
Kalamazoo Community College
Kellogg Community College
Lake Michigan Community College
Southwestern Community College

Region X

Livingston
Oakland

Oakland University
Oakland Community College

Region XI

Hillsdale
Jackson
Lenawee
Monroe
Washtenaw

University of Michigan
Eastern Michigan University
Jackson Community College
Monroe Community College
Washtenaw Community College

Region XII

Macomb
Wayne

Wayne State University
Henry Ford Community College
Highland Park Community College
Macomb Community College

Regionalization on the basis of educational facility location is meaningful but alone is inadequate for law enforcement training purposes. Since such educational facilities are quite suitable for the conduct of training, their location in relation to urban population centers is, however, a significant factor in the final drawing of regional lines.

III. EDUCATIONAL FACILITIES OFFERING LAW ENFORCEMENT
TRAINING PROGRAMS

Currently, 23 of the 28 junior and community colleges in Michigan offer programs with trade and vocational approval of the Michigan Department of Education for 1966-67. (See Chart 3.) However, only three of these colleges offer law enforcement programs with State Department of Vocational Education approval (as of August, 1967). These certificate programs are being offered at Lansing, Oakland, and Schoolcraft Community Colleges.

IV. LAW ENFORCEMENT TRAINING NEEDS

The Michigan Law Enforcement Officers Training Council conducted a state-wide survey during March and April, 1967, to obtain data on various aspects of law enforcement. Portions of this study directly relevant to regional training were the figures on police strengths and training needs. Unfortunately, complete data was not obtained in all areas needed for purposes of this study.

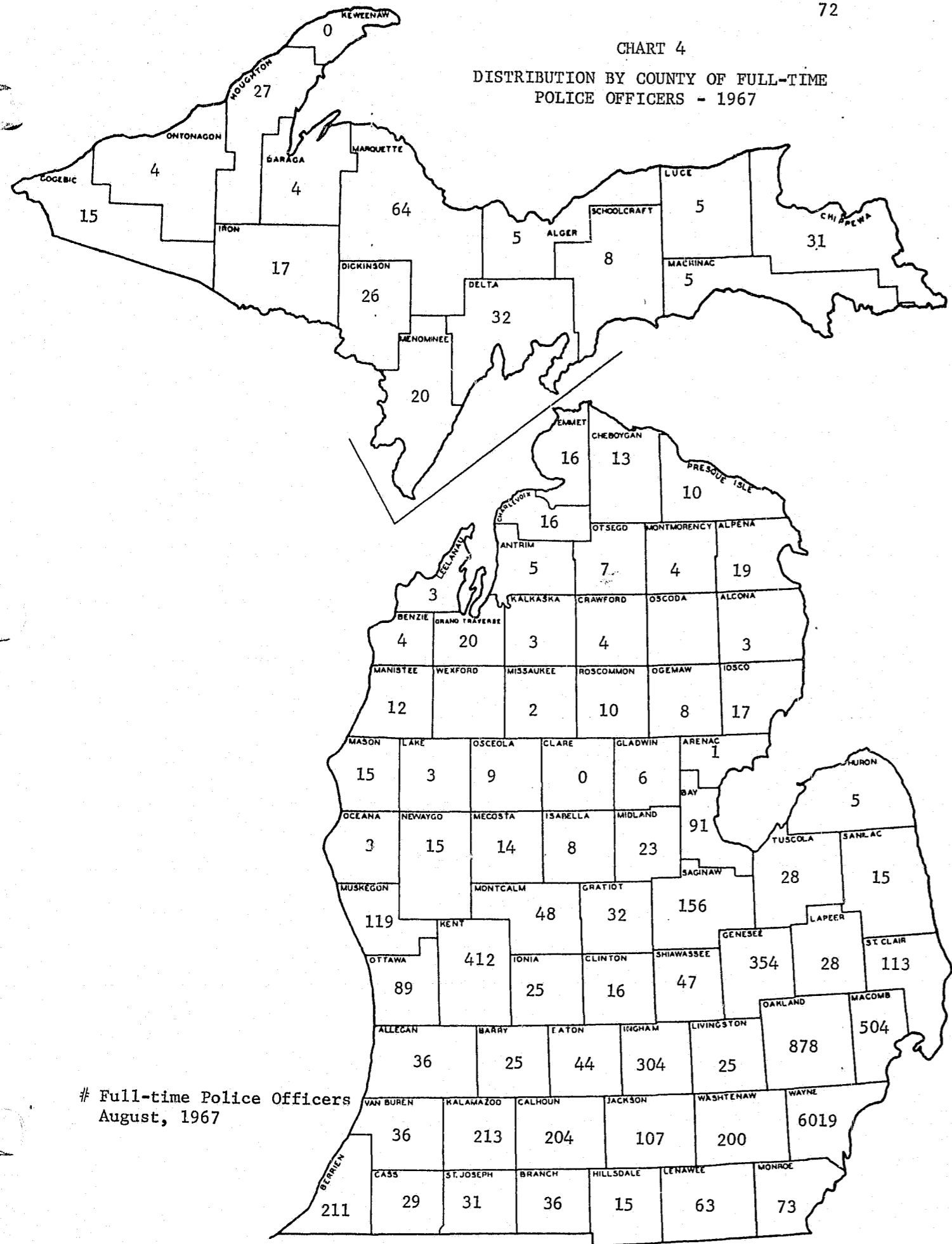
The data indicated that there are slightly over 11,300 full-time, sworn, police officers within Michigan. Chart 4 indicates their distribution per county, while Chart 5 indicates the distribution of the 840 (+) part-time and 3,000 (+) reserve or auxiliary police officers in the state.

CHART 3

Estimated population of existing Community College Districts along with 1966 State Equalized Property Value for each District

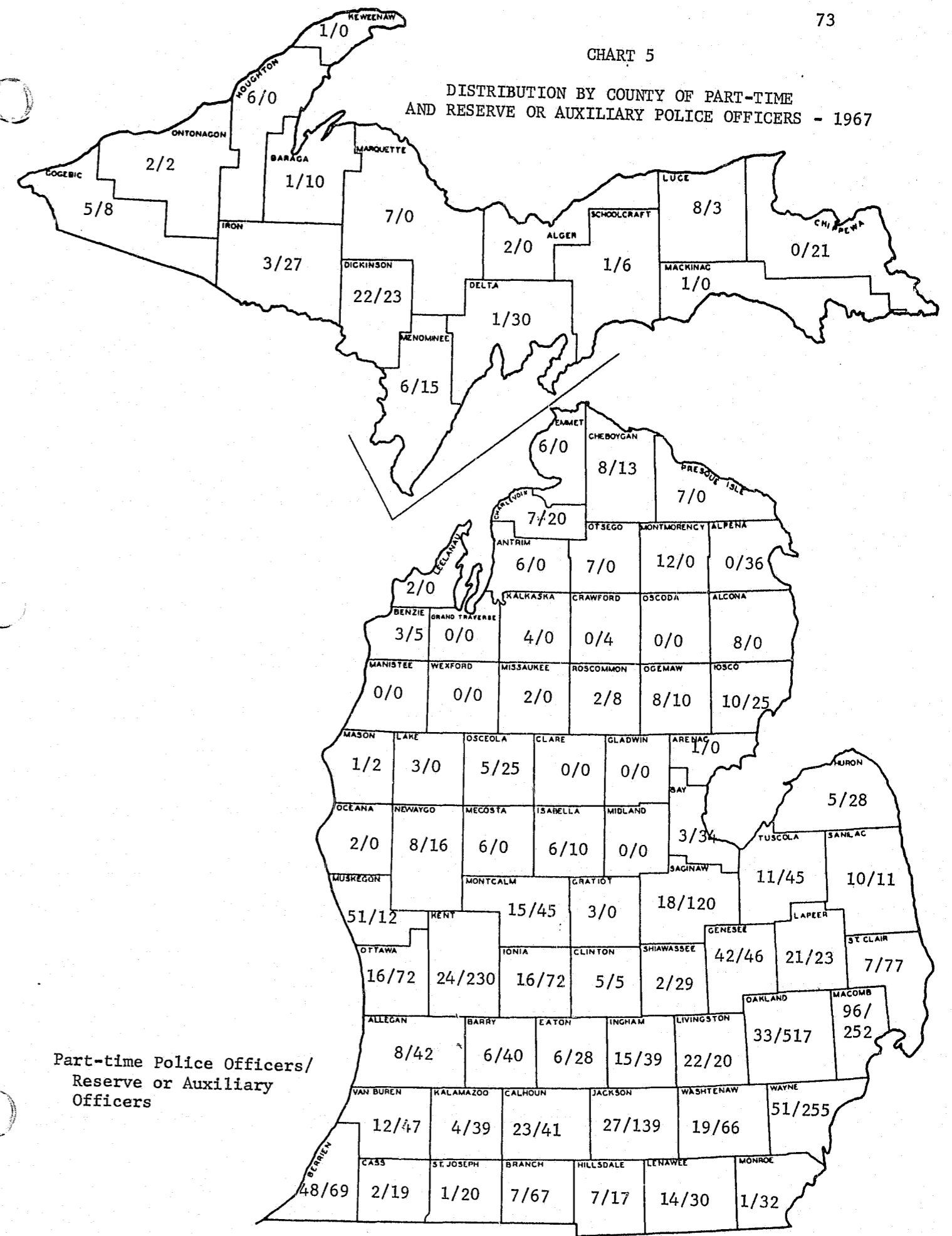
SCHOOL AND CODE NUMBER	POPULATION	1966 SEV in MILLIONS OF DOLLARS	
1	Grand Rapids J.C.	188,120	660.2
2	Highland Park C.C.	38,036	176.5
3	Flint C. J. C.	216,611	926.9
4	Port Huron C.C.	101,701	445.5
5	Muskegon C.C.	156,600	481.6
6	Jackson C.C.	132,100	408.7
7	Gogebic C.C.	21,600	44.1
8	Henry Ford C.C.	115,761	740.3
9	Lake Michigan C.C.	156,600	520.6
10	Northwestern Mich. C.	35,700	107.5
11	Alpena C.C.	29,700	132.2
12	Macomb C.C.	487,900	1,790.3
13	Kellogg C.C.	43,319	178.1
14	Lansing C.C.	245,000	800.0
15	Delta C.C.	362,100	1,443.4
16	North Central Mich. C.	16,500	59.5
17	Schoolcraft C.C.	150,000	645.0
18	Bay de Noc C.C.	34,000	78.8
19	Oakland C.C.	735,000	2,680.1
20	Monroe C.C.	105,900	373.9
21	Southwestern Mich. C.	41,400	124.0
22	Washtenaw C.C.	181,900	770.0
23	Glen Oaks C.C.	43,200	166.9
24	Montcalm C.C.	41,200	130.0
25	Mid-Michigan C.C.	23,700	96.2
26	Kirtland C.C.	25,700	118.2
27	Kalamazoo Valley C.C.	170,400	670.8
28	West Shore C.C.	38,200	145.2
TOTALS OF ALL SCHOOLS		3,838,048	\$14,854,500,000
STATE TOTALS		8,200,000	\$28,400,000,000
29	Huron, Tuscola, Sanilac	112,000	424.0
30	Remainder of Wayne Co.	2,362,000	7,663.1
New Totals		6,200,000	\$22,517,600,000
TOTALS NOT COVERED BY A DISTRICT, ESTABLISHED OR PROPOSED		2,000,000	\$ 5,882,900,000

CHART 4
DISTRIBUTION BY COUNTY OF FULL-TIME
POLICE OFFICERS - 1967



Full-time Police Officers
August, 1967

CHART 5
DISTRIBUTION BY COUNTY OF PART-TIME
AND RESERVE OR AUXILIARY POLICE OFFICERS - 1967



Part-time Police Officers/
Reserve or Auxiliary
Officers

It was identified by the survey that the police strength in the state will increase rapidly so that in 1971 there will be an estimated 14,735 officers. This represents a 30.2% increase in the number of police officers. Their distribution is indicated in Chart 6.

It is estimated that in excess of 19 per cent of the total full-time police force in Michigan have not completed a Michigan Law Enforcement Officers Training Council comparable course of basic recruit training. The majority of these being located in the northern half of the state--not, however, limited to that area. Chart 7 indicates their distribution by county.

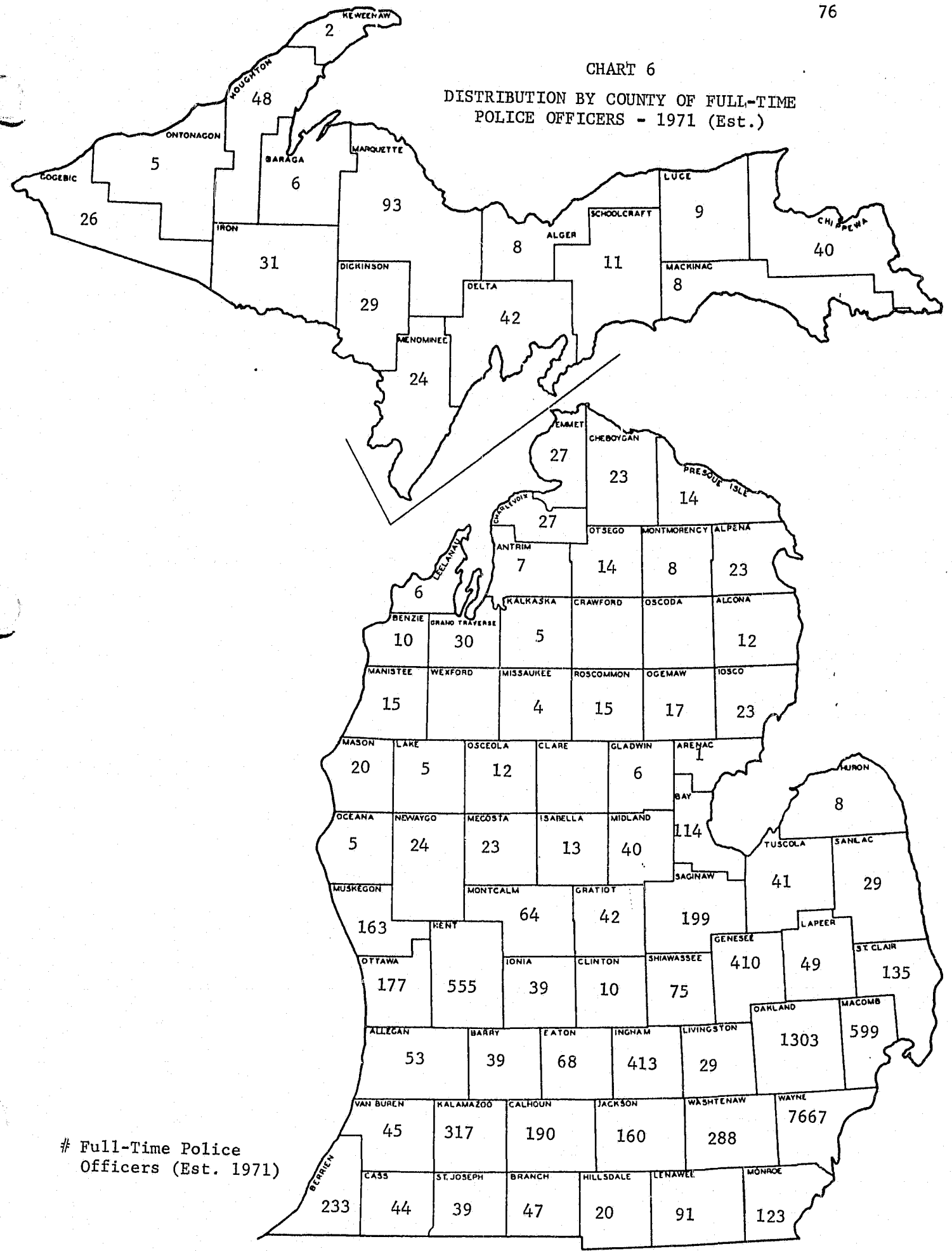
The survey indicated that 798 men receive basic training each year. Their distribution is shown in Chart 8. This figure, however, appears to be conservative since it represents only 6.9% of the total police strength. An average turnover of personnel approximating 12% to 15% would be more representative. Taking into account growth and projection estimates, accumulated backlog of men not having recruit training, and manpower turnover estimates, an estimated 2,400 men will require basic training yearly (on the average) between 1967 and 1971.

In addition to this, in-service training must be given. In fact, if compliance with the President's Task Force Report⁴ section on police training is to be initiated, all 11,300(+) must receive one week

⁴"Challenge of Crime in a Free Society," President's Commission on Law Enforcement and Administration of Justice, U. S. Government Printing Office, Washington, D. C., February, 1967, p. 112.

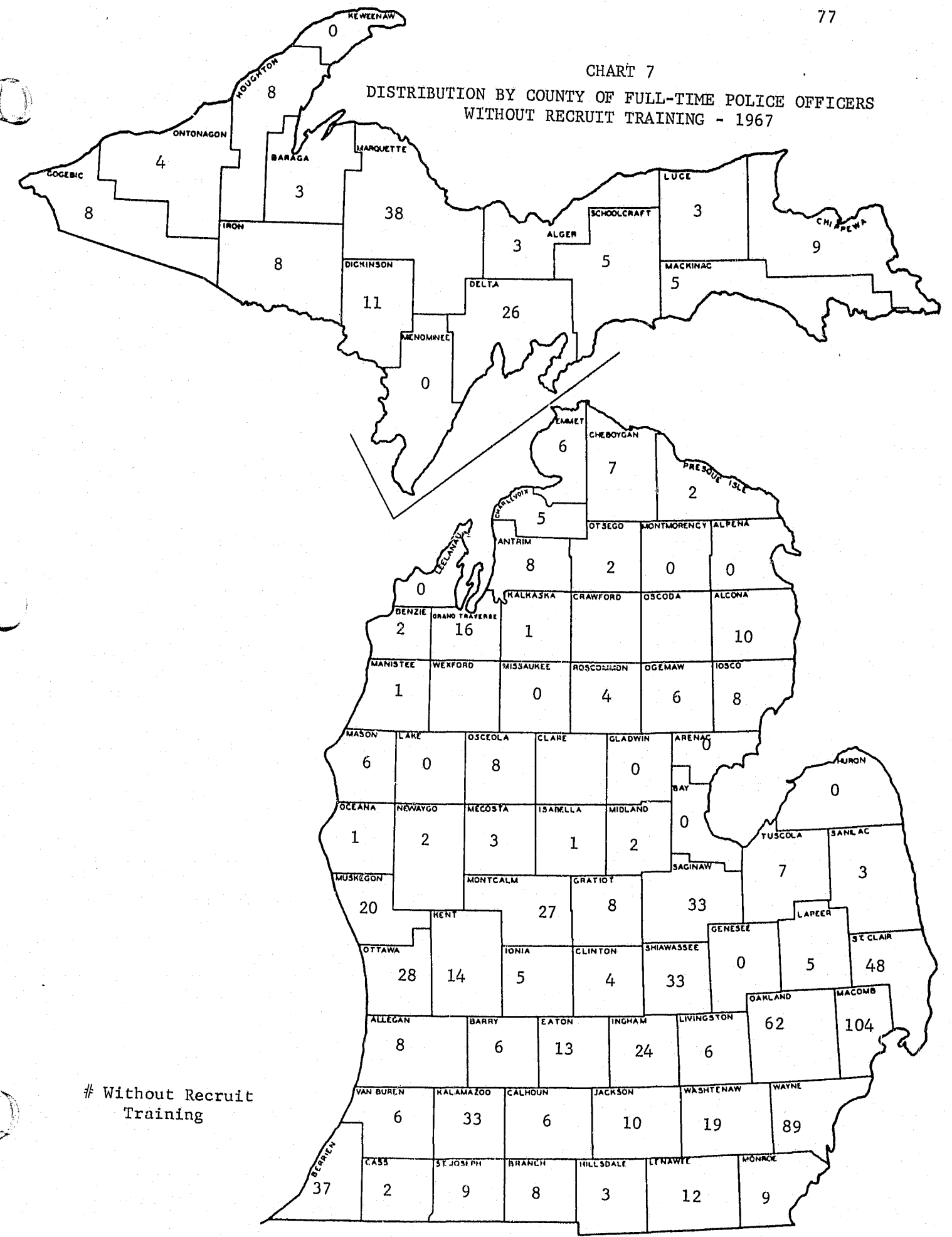
per year of in-service training. There are also command, staff, supervisory and specialty courses to be given throughout the year. While these are considerations for the future, as is the possibility of the adoption of an extended 400-hour minimum recruit program (the current program is 130 hours); current and projected needs based on existing conditions must be met first.

CHART 6
DISTRIBUTION BY COUNTY OF FULL-TIME
POLICE OFFICERS - 1971 (Est.)



Full-Time Police Officers (Est. 1971)

CHART 7
DISTRIBUTION BY COUNTY OF FULL-TIME POLICE OFFICERS
WITHOUT RECRUIT TRAINING - 1967



Without Recruit Training

VI. ADMINISTRATIVE EASE WITHIN REGION AND WITHIN STATE

Regional delineations must be such that size and configuration will minimize administrative problems. These units will form the basis for regional areas and counties. This administrative unit is politically stable and has functioning mechanisms for developing and coordinating adequate law enforcement training programs within a regional area. These mechanisms include such organizations as associations, civic groups, school boards, citizen groups, bar associations, governmental units, etc.

There should not be more regions than can properly be administered and coordinated by the MLEOTC. The establishment of a large number of regions (or training facilities for that matter) will result in inadequate coordination and supervision by the MLEOTC and result in confusion and a waste of funds and resources.

VII. SIZE AND COMPOSITION WHICH WOULD ENCOURAGE LOCAL PARTICIPATION

The area to be included within a region should be as homogeneous as possible. Wherever possible, attempts should be made to include units in the same region which have in the past, jointly solved problems. This not being possible in many areas, regionalization must take into consideration groupings which are likely to produce cooperation.

Regions should be composed of a number of counties which could reasonably be expected to cooperate in providing the necessary training facilities for their law enforcement officers. "Mutual benefit through

cooperation" must be the guiding principle in providing a basis for the necessary coordination within each region. Local interests must be subordinated to the needs of the immediate area as a whole.

CHAPTER V

DELINEATION OF REGIONAL LAW ENFORCEMENT TRAINING AREAS

This Chapter contains the regional delineations for law enforcement training in the State of Michigan. These regions have almost exclusively been determined by the demographic and sociopolitical data presented in the previous chapters. As in the development of any plan, collected data is analyzed and interpreted by humans and not computers. In this respect, there is a degree of subjectivity in the final delineations; subjectivity in the sense that judgments must be made concerning the raw data. However, these judgments are based upon the guiding philosophy expressed in Chapter 1 of the study.

I. REGIONAL AREAS

The final delineation of regional areas involved extensive use of the county inventory information to insure an optimal number of officers were included in each urban-centered geographical region. As previously indicated, the county is used as a primary unit in the composition of the regional area.

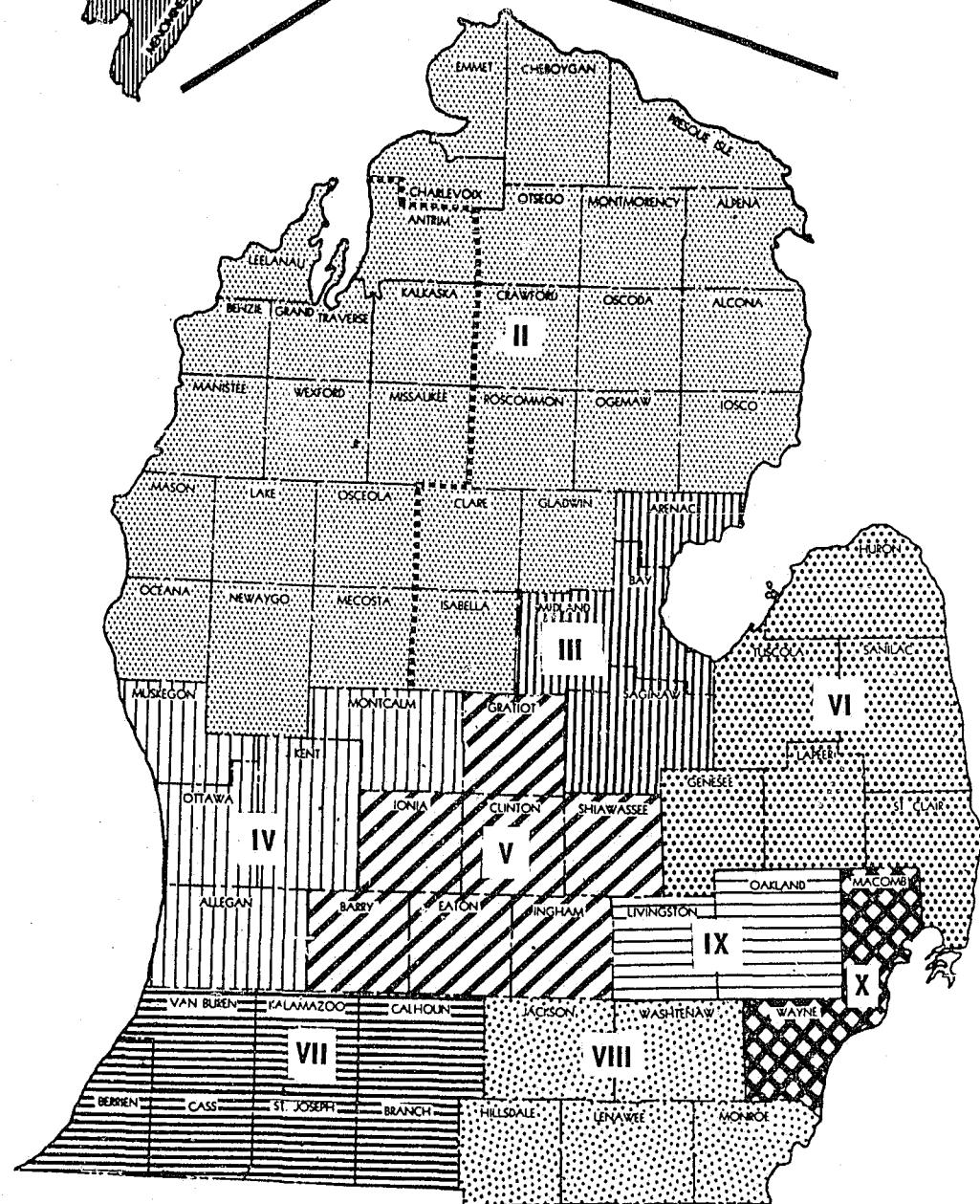
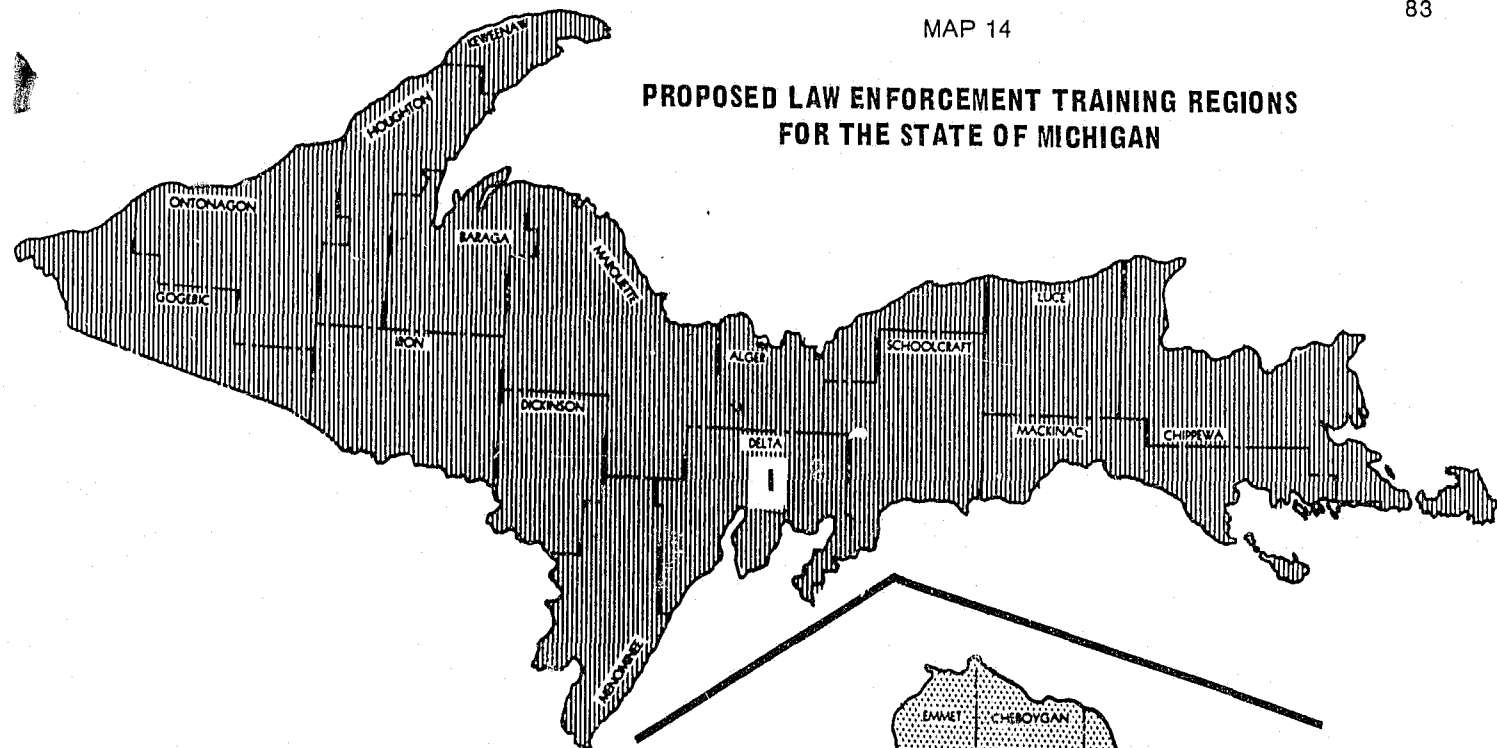
Ten regional areas should serve the law enforcement training needs for the State of Michigan through 1971. Included within these regions would be twelve primary law enforcement training facilities. The regions are presented in Map 14. It will be readily noted that some of the regions are very large, while others include only two

CONTINUED

1 OF 2

MAP 14

PROPOSED LAW ENFORCEMENT TRAINING REGIONS FOR THE STATE OF MICHIGAN



counties. This is primarily due to the application of the major demographic-sociopolitical criteria. This delineation optimizes available facilities and standardizes the approach to state-wide training. This standardization is discussed in Chapter 6.

The following list of regions indicates the counties involved and the rationale for their inclusion in the region.

Region I

Number of Officers	
1967	1971

Keweenaw	
Houghton	
Ontonagon	
Gogebic	
Baraga	
Iron	
Marquette	
Alger	
*Delta	
Schoolcraft	
Luce	
Mackinac	
Chippewa	

Number of Officers (1967)
Without Recruit Training

120

Training Site Location: Bay de Noc Community College*

In line with the assumption that training should be affiliated with community colleges, Bay de Noc Community College should be considered as the primary training site in the Upper Peninsula area. It has a central location in the region and could service across state boundaries for both training and academic course in police administration. While the Upper Peninsula is large in area, the number of officers does not justify the establishment of more than one primary facility. Consideration was given to the consolidation of Region I and II (based on police (1971) population, 382 in Region I and 388 in Region II), but

it was felt, due to travel distance and geographical considerations, that the Upper Peninsula should have a separate primary facility.

The large number of officers in this region without recruit training was another factor in the reduced size of the region. Over 31.5% of the officers in this region are without the minimum 130 hours of recruit training. In order to train the current officers with the 130 hours it would require a minimum of 12 weeks (40 officers per class of 4 weeks, 3 times per year). Assuming that the average of 12% per year turnover is realized an additional 46 officers a year would be trained (or an additional 4-week course). If, however, the 400 hours of recruit training should be instituted, the amount of training would be increased to five courses of ten weeks each (40 hours/week X 10 weeks) or 50 weeks per year. This of course would only be for the first year, or until all officers without training were raised to a minimum level of training. However, even after this were accomplished, a minimum of one ten-week course per year would be required to train new officers in the region.

In addition to recruit courses, if the recommended one week of in-service training per year is provided, an additional ten weeks (40 officers per class X one week) would be needed to train all 382 officers.

In addition, facilities must be present to provide all officers with an opportunity to further their professional education at the college level. To do this, academic courses in law enforcement must be

offered in each region. As previously indicated, the community college is ideally suited for this task, and should serve as the primary vehicle for this task in each region.

This same type of logic was applied to each of the regional areas, based on the particular numerical factors present in the region.

Region II

		<u>Number of Officers</u>	
		1967	1971
<u>Sub-Area 1</u>	<u>Sub-Area 2</u>	245	388
Antrim	Emmet		
Leelanau	Cheboygan		
Benzie	Charlevoix		
*Grand Traverse	Presque Isle		
Kalkaska	Otsego		
Manistee	Montmorency		
Wexford	*Alpena		
Missaukee	Crawford		
Mason	Oscoda		
Lake	Alcona		
Osceola	Roscommon		
Oceana	Ogemaw		
Newaygo	Iosco		
Mecosta	Clare		
	Gladwin		
	Isabella		
		<u>Number of Officers (1967) Without Recruit Training</u>	
		91	

Training Site Locations:

Northwestern Community College* Alpena (approved school)*

Area-wise, this region covers over one-third of the state, but has a relatively small police population. If the established criteria of community colleges and university locations were followed, this region could easily become two. It is felt, however, that since there are so few officers, it would be better to establish one region with two sub-areas (each with a law enforcement training committee, etc.).

There are two primary training facilities located in this region. It is envisioned that training could be offered alternately at both locations (Northwestern C.C. and Alpena) for the present time. As with all recommendations for site locations, they are subject to change by the Regional Law Enforcement Training Committee if the committee-selected site meets all MLEOTC standards.

<u>Region III</u>	<u>Number of Officers</u>	
	1967	1971
Arenac		
Bay	271	345
Midland		
*Saginaw		
<u>Training Site Location:</u>	<u>Number of Officers (1967)</u>	
	<u>Without Recruit Training</u>	
Delta Community College*	35	

This region meets all criteria for educational facilities, police population, ease of administration and location of facilities. Delta Community College is recommended since it has an on-going program in law enforcement. While their region is smaller than most in the Lower Peninsula, it is justified since it is an industrial area rather than agricultural as in Region II.

<u>Region IV</u>	<u>Number of Officers</u>	
	1967	1971
Muskegon		
Ottawa	704	1,012
Allegan		
*Kent		
Montcalm		
<u>Training Site Location:</u>	<u>Number of Officers (1967)</u>	
	<u>Without Recruit Training</u>	
	97	

Grand Rapids Junior College * (Metro - Grand Rapids Police Department)

Grand Rapids Junior College was selected for its central location within the region. The Grand Rapids Police Department could also run

a separate school within the region for its officers with the training facilities for all other departments.

<u>Region V</u>	<u>Number of Officers</u>	
	1967	1971
Gratiot		
Ionia	459	672
Barry		
Clinton		
Eaton		
Shiawassee		
*Ingham	93	
	<u>Number of Officers (1967)</u>	
	<u>Without Recruit Training</u>	

Training Site Location: Lansing Community College*

Lansing Community College was selected because it has an on-going certificate program in law enforcement. The regional boundaries follow the established criteria.

<u>Region VI</u>	<u>Number of Officers</u>	
	1967	1971
Huron		
Tuscola	543	672
Sanilac		
*Genesee		
Lapeer		
St. Clair		
	63	
	<u>Number of Officers (1967)</u>	
	<u>Without Recruit Training</u>	

Training Site Location: Flint Junior College*

Flint Junior College was selected because it has an on-going program in law enforcement. The regional boundaries follow established criteria.

<u>Region VII</u>	<u>Number of Officers</u>	
	1967	1971
Jackson		
Hillsdale	453	682
Lenawee		
Monroe		
*Washtenaw		
	<u>Number of Officers (1967)</u>	
	<u>Without Recruit Training</u>	

Training Site Location:

53

Washtenaw Community College*

Washtenaw Community College was selected as a site because of its proximity to Region X. The greater police demand in Region X can be served readily in addition to the needs of the five-county Region VIII area. It also meets educational, area, and administrative criteria.

Region IX	Number of Officers	
	1967	1971
Livingston *Oakland	903	1,332

Training Site Location: Oakland Community College* 68

Oakland Community College was selected since it has an on-going law enforcement program. It meets all other criteria.

Region X	Number of Officers	
	1967	1971
**Wayne *Macomb	6,487	8,266

Training Site Locations: 193

- Macomb Community College*
- Schoolcraft Community College**
- Henry Ford Community College**
- (Detroit Police Department Academy)

The Wayne/Macomb area, due to the number of officers to be served and the congested conditions for travel, requires a minimum of three training sites. The three suggested sites (Macomb Community

College, Schoolcraft Community College, and Henry Ford Junior College) have established law enforcement programs. In addition to these three, the Detroit Police Department operates its academy in the region.

Chart 9 provides a further insight into the development of the regional delineations.

CHART 9

Region	Number of Sites	Number of Officers 1971	Number of Officers 1967	Number Without Recruit Training 1967	Percent Without Recruit Training 1967	Number Trained 1967
I	1	383	263	120	45.6	7
II	1	388	245	91	37.2	18
III	1	345	271	35	12.9	32
IV	1	1,012	704	97	13.8	45
V	1	672	459	93	20.2	50
VI	1	672	543	63	11.6	59
VII	1	929	676	111	16.4	91
VIII	1	682	453	53	11.7	77
IX	1	1,332	903	68	7.5	96
X	3	8,266	6,487	193	3.0	331

It must be recognized that in rural areas the primary training facility will have to provide training and academic programs to smaller, less sophisticated groups. This will require much more work to raise the professional level of the officers to that of a state-wide average. Thus it was felt that these areas should be

developed with a smaller number of officers initially included. In the more urban areas of the state (e.g. Wayne, Macomb, Oakland counties) the primary facilities are supplementary to the departmental academies for training purposes. In specialized training and academic programming, the regions include a reasonable number of officers.

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

This final chapter of the study can be divided into three sections:

1. Regional delineations
2. Alternative recommendations
3. Regional committees

I. REGIONAL DELINEATIONS

It is recommended that the Michigan Law Enforcement Officers Training Council adopt the ten regional areas presented in Chapter V and pictured in Map 14. It is further recommended that the twelve primary training facilities be adopted.

II. ALTERNATIVE RECOMMENDATIONS FOR LAW ENFORCEMENT TRAINING

The plans which are listed here are presented in a descending order of acceptability and workability. While all are based on Regional Delineation, the implementation and administration within the regions vary. It is recommended that of all alternatives listed, Plan A be adopted as a basis for a comprehensive law enforcement training program within Michigan.

Plan A

Regional delineation. Regional areas should be developed on the basis of all demographic and socio-political data available. This includes police strength, projection, and training needs, availability of educational facilities, and instructors. It is recommended that the regions shown in Map 14 be utilized for training planning purposes.

Coordinated educational programs. It is recommended that:

1. The MLEOTC coordinate all training and vocational education certificate programs offered through community and junior colleges. Michigan Law Enforcement Officers Training Council has the authority to give direction to the Department of Education, Vocational-Technical Education Division on curriculum, facility, and instructional standards. Arrangements should be made to integrate certificate Vocational Education programs into an academic framework to allow officers to obtain college credits in addition to earning a law enforcement Vocational-Educational certificate. The training certificates being issued at this time are not covered by this recommendation and should be given for basic and advanced training.
2. A state-wide coordinated program of two- and four-year law enforcement education should be established. Representatives of four-year law enforcement programs (Michigan State University and Wayne State University) should specify a set of criteria for credit acceptability from two-year

law enforcement programs within the state. These standards should be discussed with the Department of Education, Higher Education Division, MLEOTC, and community college representatives so that law enforcement courses and possibly some Vocational Educational certificate courses would have uniform acceptance at all junior, community, and universities within the state. This is not possible now.

Community college law enforcement training. It is recommended that all training be conducted in conjunction with junior and community colleges only. For the most part, all vocational-technical educational programs are conducted through junior and community colleges. Since the Vocational Education Department has regulatory authority over this type of instruction, it appears practical to locate all training sites in this type of atmosphere. Such location would further serve to introduce an academic orientation to programs offered via training and possibly stimulate officers to advance themselves through a coordinated certificate-degree program.

Locating law enforcement training at these institutions would provide a fixed location facility for all training in the region. Availability of needed space, instructor resources, housing, and scheduling would thus be greatly facilitated.

Combine certificate-degree program. It is recommended that steps be taken to develop a coordinated vocational education terminal certificate program with an associate degree program for law enforcement. There are two alternatives in this area:

1. Combine the two so that officers can take a series of courses, some of which can be applicable to the degree (e.g., Introduction to Law Enforcement, Criminal Investigation, etc.) but in a certificate program. If, after completing the certificate program, an officer decides to begin work on a degree (A.A. or A.S.), the designated courses would apply toward college credits. He would then be required to complete college degree requirements. These courses could be determined by a committee comprised of representatives from Vocational Education, Higher Education (Department of Education), MLEOTC, and MSU and Wayne State Police Administration Schools.
2. The Vocational-Technical Education Terminal Certificate program for law enforcement be eliminated. It could be incorporated into a coordinated program as outlined above. Officers could enroll in an associate degree program on a provisional basis and take law enforcement courses and receive a certificate from the Law Enforcement Department after completing the program. He could also take both law enforcement and academic courses together and seek admission on a regular student basis.

Establish regional law enforcement training committees. It is recommended that training committees be established in all designated regional areas. These committees would be chaired by a member of the MLEOTC and have members representing the regional law enforcement community. These committees would have the duties and responsibilities outlined in this chapter.

State-wide scheduling. It is recommended that training be scheduled so that programs begin on staggered dates in various regional areas throughout the year. This would enable all departments to insure that new officers receive the basic course prior to beginning work. If proper scheduling was utilized, a new program would begin every month, somewhere within the state. The same type of scheduling should be done for in-service, supervisory, staff, and specialty courses.

Adequate law enforcement training facilities. It is recommended that all regional training facilities be adequate for the types and amount of training to be done in the region (TV utilization, etc.). The adequacy of the facilities are to be determined in accordance with the standards specified in the Facility Standards report prepared by the MLEOTC.

Arrange reciprocal payments. It is recommended that coordination be accomplished between representatives of community colleges, MLEOTC, and Department of Education establishing an agreement allowing officers

to attend training programs anywhere in the state (at junior or community colleges) without paying additional tuition costs.

Plan B

Regional delineation. Same as Plan A.

Coordinated educational programs. Same as Plan A.

Establish regional law enforcement training committees. Same as Plan A.

State-wide scheduling. Same as Plan A.

Adequate training facilities. Same as Plan A.

Arrange reciprocal payments. Same as Plan A.

Alternate training facilities.

1. It is recommended that training be conducted at police departments which have adequate facilities (as outlined in the Facility Standards Manual) and at junior or community colleges. The training offered at the departments would be limited to non-academic, non-certificate programs which would only be offered at the regional training facility (junior or community college). Departmental training would be limited to basic and in-service programs; all others at the college.

2. It is recommended that in large metropolitan areas, metropolitan training facilities be established to service all involved communities for non-academic, non-certificate police training courses. This would prevent needless duplication and expense. Scheduling and courses of instruction could be arranged to permit mixing of officers taking any MLEOTC minimum required courses or longer departmental programs. Again, all other law enforcement courses would be taught only at training programs at colleges.

3. It is recommended that a state-wide training academy be established to provide all non-degree, non-certificate training to police officers within the state.

- a. Regional areas would be utilized for planning and coordinating purposes only.
- b. Metropolitan facilities could be utilized in conjunction with the state-wide academy for all officers from other than metropolitan areas.
- c. All certificate and degree programs would be offered only at regional law enforcement training facilities (colleges).

Plan C

Regional delineation. Same as Plan A.

Coordinated educational programs. Same as Plan A.

Training teams. It is recommended that state-wide training teams be developed to give non-degree, non-certificate, training by schedule in various areas around the state on a regular basis. These programs could be given in training facilities (colleges) within the designated regions.

Plan D

Regional delineation. Same as Plan A.

Coordinated educational programs. Same as Plan A.

Television instruction. It is recommended that instructional television programs be developed by the MLEOTC, University, or Department of Education, and made available on a closed circuit basis to regional training facilities for training purposes in degree or non-degree programs.

Plan E

Regional delineation. Same as Plan A.

Coordinated educational programs. Same as Plan A.

Local initiative. It is recommended that local initiative develop training facilities as needed with MLEOTC assistance and advice.

III. REGIONAL LAW ENFORCEMENT TRAINING COMMITTEE CRITERIA

The needs of law enforcement in the area of training are best served at the local level, but coordinated regionally. The quality of service offered to communities by their police is directly related to the amount and quality of training received by the officers. While the general principles and theories of law enforcement do not vary extensively, the conditions under which they are applied are quite flexible. Due to the diverse social and economic conditions across the state, things that are severe police problems in one area are insignificant in another. These local differences in emphasis are best known to those involved in local law enforcement.

In establishing regional areas, an attempt was made to keep these areas as homogeneous as possible and still be meaningful. It is envisioned that within each region a Law Enforcement Training Committee would be formed. This committee would be charged with coordination, planning and programming of all training within the region. These committees would be coordinated and assisted in their functions by the MLEOTC and its staff.

Initially, these regional committees would be voluntary and made up from interested groups within area law enforcement, education, judiciary, citizen groups, etc. It is hoped, however, that as the program develops, the pooling of training funds of the region's various agencies might eventually be sufficient to staff a full-time training facility. This should be in conjunction with a junior or community

college program with possibly the law enforcement program coordinator being hired as the training coordinator for the region to provide both academic and practically oriented pre- and in-service courses.

IV. REGIONAL LAW ENFORCEMENT TRAINING COMMITTEE COMPOSITION

Regional training committees should be representative of the regional law enforcement community. Representatives of various areas of law enforcement should have a voice in development of training programs and needs.

The following list represents a minimum selection of types of groups which should be considered for inclusion on these committees:

1. Chiefs Police Association representative
2. County Sheriffs' Association representative
3. Fraternal organization representative
4. Community college/university representatives
5. Probation/correctional representatives
6. Judicial members
7. MLEOTC member (if available)

Selection of Committee Members

There are no statutory provisions for regional Law Enforcement Training Committees in the state. It is, however, necessary that representatives of all groups involved either in giving or receiving training be attained. Since some regions contain as many as 16 counties, the number of members on the committee must be limited so that constructive action might occur.

It is recommended that two representatives each from the Michigan Association of Chiefs of Police, Michigan Sheriffs' Association, Fraternal Order of Police, local community colleges, one chief each from two major cities, a municipal judge, a court prosecutor, and a MLEOTC member be appointed to each committee. The initial appointment would be for two years. The sponsoring organization would replace one of their members every second year so that no member would serve more than four years. The chairman would be selected by the members and would serve for a one-year term.

The MLEOTC would assist in the establishment of regional committees and give advice and council to help insure a successful program within each region. The committee would be free to develop programs as necessary, but would be required to cooperate with the state-wide scheduling of pre-service (recruit) and in-service training programs of the MLEOTC. It would also be required to meet all minimal standards in the areas of facilities, curriculum, and instructors. It would also be required to provide such information on programs and activities as the Council might direct.

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President's Commission on Law Enforcement Administration of Justice. Challenge of Crime in a Free Society. U. S. Government Printing Office, Washington, D. C., February, 1967.

This list represents the information obtained as a result of a survey conducted by MLEOTC during July, 1967, to determine the extent of regional training in the United States.

<u>State</u>	<u>Regions</u>	<u>Facilities Used</u>
Ohio	Yes	
California	Yes/No	
Florida	No	Central Academy
Iowa	No	Central Academy
Illinois	Yes	
Kentucky	No	
Wisconsin	No	
Oregon	Yes	
Colorado	No	Central Academy
Maryland	No	
New York	Yes	
Oklahoma	No	University
Washington	No	

There are only five states (Ohio, California, Illinois, Oregon, and New York) which are known to have some form of regional designations for police training purposes.

APPENDIX A

STATES WITH REGIONAL DESIGNATIONS

FOR POLICE TRAINING

CALIFORNIAInitially

Provide school for greatest need areas in a region, based on geographic/topographic factors.

Originally latitude was granted to department non-academic facilities but now would like to consolidate in well-equipped regional facilities. (See attached list.)

No centralized academy now, but one is being considered for the future.

STATE OF CALIFORNIA

Department of Justice

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

CERTIFIED COURSES

The courses presented by the following academies, colleges and junior colleges have been certified by the Commission in accordance with provisions of the regulations. The list consists of three sections which indicate the type of course which has been certified to be presented at each of the designated schools.

BASIC COURSE (46)

The academies and colleges listed below have been certified to teach the 200-hour basic course as prescribed in Section 1005(b) of the Commission's regulations.

D Alhambra Police School Police Department 220 West Woodward Avenue Alhambra, California 91801	D California Highway Patrol Academy 3100 Meadowview Road Sacramento, California 59832
D Bakersfield Police School 1620 Truxton Avenue Bakersfield, California 93301	C Central Coast Counties Police Academy Gavilan College P. O. Box 126 Hollister, California 95020
D Berkeley Police Department Basic Training School 2171 McKinley Avenue Berkeley, California 94703	DC Central Valley Peace Officer Academy Stanislaus County Sheriff's Department 805 Twelfth Street Modesto, California 95353
D Beverly Hills Police School Police Department 450 N. Crescent Drive Beverly Hills, California 90201	DC Chabot College--Alameda County Sheriff's Academy P. O. Box 787 Pleasanton, California 94566

KEY:

D = Department Operated; non-affiliated academy. Wholly department financed.

DC = Department Operated; college-affiliated academy. Department and College financed.

C = College Operated; wholly college financed.

- C College of the Redwoods Academy
College of the Redwoods
1040 Del Norte Street
Eureka, California 95501
- D Compton Police Training School
Police Department
100 West Almond Street
Compton, California 90220
- DC Feather River Peace Officer Academy
Oroville Police Department
1887 Arlin Rhine Drive
Oroville, California 95965
- D Fullerton Police Training School
237 West Commonwealth Avenue
Fullerton, California 92632
- DC Imperial Valley Peace Officer Academy
1107 Broadway
El Centro, California 92243
- DC Kern County Sheriff's Training School
Sheriff's Department
P. O. Box 2208
Bakersfield, California 93301
- D Long Beach Police Academy
400 West Broadway
Long Beach, California 90801
- D Los Angeles Police Academy
1880 North Academy Drive
Los Angeles, California 90012
- D Los Angeles Sheriff's Academy
Biscailuz Center
1060 North Eastern Avenue
Los Angeles, California 90063
- C Monterey Peninsula College
Peace Officer Academy
P. O. Box 1231
Monterey, California 93940
- C North Bay Peace Officer Academy
Solano College
Whitney at Mini Drive
Vallejo, California 94590
- C Northern California Peace Officers' School
Diablo Valley College
Concord, California 94523
- D Oakland Police Academy
Oakland Police Department
455 Seventh Street
Oakland, California 94607
- C Orange County Peace Officers' Academy
Orange Coast College
2701 Fairview Road
Costa Mesa, California 92627
- D Orange County Sheriff's Training Academy
P. O. Box 449
Santa Ana, California 92702
- D Palo Alto Police Training School
450 Bryant Street
Palo Alto, California 94301
- C Pasadena Peace Officer Training School
Pasadena City College
1570 East Colorado Boulevard
Pasadena, California 91106
- DC Pomona Police Academy
Police Department
490 West Fifth Street
Pomona, California 91766
- C Rio Hondo Junior College Basic Recruit School
3600 Workman Mill Road
Whittier, California 90601
- C Riverside City College Course 51AB
Riverside City College
3650 Fairfax Avenue
Riverside, California 92506
- D Sacramento Police Academy
3301 H Street
Sacramento, California 95816
- DC San Bernadino Sheriff's Academy
Sheriff's Department
P. O. Box 569
San Bernadino, California 92402

- DC San Diego Police Academy
San Diego Police Department
801 West Market Street
San Diego, California 92101
- DC San Diego Sheriff's Training School
222 West C Street
San Diego, California 92112
- D San Francisco Police Academy
San Francisco Police Department
850 Bryant Street
San Francisco, California 94103
- C San Jose City College
2100 Moorpark Avenue
San Jose, California 95114
- C College of San Mateo
1700 West Hillsdale Boulevard
San Mateo, California 94403
- DC Santa Barbara Peace Officer Academy
Santa Barbara Police Department
P. O. Box 327
Santa Barbara, California 93101
- DC Santa Clara Sheriff's Academy
Santa Clara County
180 West Hedding Street
San Jose, California 95110
- C Santa Rosa Junior College Law Enforcement Academy
1501 Mendocino Avenue
Santa Rosa, California 95404
- D South Gate Police School
8620 California Avenue
South Gate, California 90280
- C Southern California Peace Officers' Basic Training School
Riverside City College at
Riverside Sheriff's Academy
109 East Box Springs Boulevard
Riverside, California 92500
- C State Center Peace Officer Academy
Fresno City College
1101 East University Avenue
Fresno, California 93705
- DC Stockton Police Training Center
Stockton Police Department
Stockton, California 95202
- D Sunnyvale Public Safety Officer Training School
515 South Mathilda Avenue
Sunnyvale, California 94086
- C Tulare-Kings County Peace Officers' Training Academy
College of the Sequoias
Visalia, California 93277
- C Ventura College
4667 Telegraph Road
Ventura, California 93003
- D Ventura Sheriff's Academy
Sheriff's Department
501 Poli Street
Ventura, California 93001

SUPERVISORY COURSE (38)

The academies and colleges listed below have been certified to teach the 80-hour supervisory course as prescribed in Section 1005(c) of the regulations.

Berkeley Police Training School Berkeley Police Department 2171 McKinley Drive Berkeley, California 94703	Foothill College 12345 El Monte Road Los Altos Hills, California 94022
California Highway Patrol Academy 3100 Meadowview Road Sacramento, California 95832	Fullerton Junior College 321 East Chapman Avenue Fullerton, California 92632
Central Coast Counties Police Academy Gavilan College P. O. Box 126 Hollister, California 95020	Allan Hancock College 8005 College Drive Santa Maria, California 93454
Central Valley Peace Officers' Training School Stanislaus County Sheriff's Department 805 Twelfth Street Modesto, California 95353	Imperial Valley College P. O. Box 158 Imperial, California 92251
Gerritos College 1110 East Alondra Boulevard Norwalk, California 90650	Kern County Sheriff's Academy Sheriff's Department Bakersfield, California 93301
Chabot College 25555 Hesperian Boulevard Hayward, California 94545	Los Angeles Police Academy 1880 North Academy Drive Los Angeles, California 90012
Chaffey College 5885 Haven Avenue Alta Loma, California 91701	Los Angeles Sheriff's Academy Biscailuz Center 1060 North Eastern Avenue Los Angeles, California 90063
Diablo Valley College 321 Golf Club Road Pleasant Hill, California 94523	College of Marin Kentfield, California 94904
East Los Angeles College 5357 East Brooklyn Avenue Los Angeles, California 90022	Monterey Peninsula College 980 Fremont Monterey, California 93940
El Camino College El Camino College, California 90506	Mount San Antonio College 1100 North Grand Avenue Walnut, California 91789
	Oakland Sergeant's School Oakland Police Department 455 Seventh Street Oakland, California 94607

Orange Coast College Peace Officers'
Supervisory Training Course
2701 Fairview Road
Costa Mesa, California 92627

Pasadena City College
1570 East Colorado Boulevard
Pasadena, California 91106

College of the Redwoods
1040 Del Norte Street
Eureka, California 95501

Rio Hondo Junior College
Police Science Department
3600 Workman Mill Road
Whittier, California 90601

Riverside City College
3650 Fairfax Avenue
Riverside, California 92506

Sacramento Police Academy
3301 H Street
Sacramento, California 95816

San Diego City College
1425 Russ Boulevard
San Diego, California 92101

City College of San Francisco
50 Phelan Avenue
San Francisco, California 94112

San Joaquin Delta College
3301 Kensington Way
Stockton, California 95204

San Jose City College
2100 Moorpark Avenue
San Jose, California 95128

College of San Mateo
1700 West Hillsdale Boulevard
San Mateo, California 94403

Santa Barbara City College
Cliff Drive and Leadbetter Road
Santa Barbara, California 93105

Santa Rosa Junior College
1501 Mendocino Avenue
Santa Rosa, California 95404

College of the Sequoias
Mooney Boulevard
Visalia, California 93277

Solano College
Whitney at Mini Drive
Vallejo, California 94590

State Center Peace Officer Academy
Fresno City College
1101 East University Avenue
Fresno, California 93705

Ventura College
4667 Telegraph Road
Ventura, California 93003

PRE-SERVICE COURSE (46)

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The college and junior colleges listed below have been certified to teach the pre-service police science program as provided in Section 1005(a) of the regulations. This course may be accepted in lieu of the 200-hour basic course.

Cabrillo College
6500 Soquel Drive
Aptos, California 95003

Cerritos College
11110 East Alondro Boulevard
Norwalk, California 90650

Chabot College
25555 Hesperian Boulevard
Hayward, California 94545

Chaffey College
5885 Haven Avenue
Alta Loma, California 91701

Compton Junior College
1111 East Artesia Boulevard
Compton, California 90221

Contra Costa College
2600 Mission Bell Drive
San Pablo, California 94806

Diablo Valley College
321 Golf Club Road
Pleasant Hill, California 94523

East Los Angeles College
5357 East Brooklyn Avenue
Los Angeles, California 90022

El Camino College
El Camino College, California 90506

Foothill College
12345 El Monte Road
Los Altos Hills, California 94022

Fresno City College
1101 University Avenue
Fresno, California 93705

Fullerton Junior College
321 East Chapman Avenue
Fullerton, California 92632

Gavilan College
P. O. Box 126
Gilroy, California 95020

Grossmont College
8800 Grossmont College Drive
El Cajon, California 92020

Allan Hancock College
800 South College Drive
Santa Maria, California 93454

Imperial Valley College
P. O. Box 158
Imperial, California 92251

Long Beach City College
4901 East Carson Street
Long Beach, California 90808

Los Angeles City College
855 North Vermont Avenue
Los Angeles, California 90029

Los Angeles Harbor College
1111 Figueroa Place
Wilmington, California 90744

Los Angeles Valley College
5800 Fulton Avenue
Van Nuys, California 91401

College of Marin
Kentfield, California 94904

Merritt College
5714 Grove Street
Oakland, California 94609

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Mira Costa College
Barnard Drive
Oceanside, California 92054

Modesto Junior College
Modesto, California 95350

Monterey Peninsula College
980 Fremont
Monterey, California 93940

Mount San Antonio College
1100 North Grand Avenue
Walnut, California 91789

Orange Coast College
2701 Fairview Road
Costa Mesa, California 92627

Pasadena City College
1570 East Colorado Boulevard
Pasadena, California 91106

College of the Redwoods
1040 Del Norte Street
Eureka, California 95501

Rio Hondo Junior College
3600 Workman Mill Road
Whittier, California 90601

Riverside City College
3650 Fairfax Avenue
Riverside, California 92506

San Bernardino Valley College
701 South Mt. Vernon Avenue
San Bernardino, California 92403

San Diego City College
1425 Russ Boulevard
San Diego, California 92101

City College of San Francisco
50 Phelan Avenue
San Francisco, California 94112

San Joaquin Delta College
3301 Kensington Way
Stockton, California 95204

San Jose City College
2100 Moorpark Avenue
San Jose, California 95128

San Jose State College
San Jose, California 95114

College of San Mateo
1700 West Hillsdale Boulevard
San Mateo, California 94403

Santa Barbara City College
Cliff Drive and Leadbetter Road
Santa Barbara, California 93105

Santa Rosa Junior College
Santa Rosa, California 95404

College of the Sequoias
Mooney Boulevard
Visalia, California 93277

Shasta College
2500 Eureka Way
Redding, California 96002

Solano College
Whitney At Mini Drive
Vallejo, California 94590

Southwestern College
5400 Otay Lakes Road
Chula Vista, California 92010

Ventura College
4667 Telegraph Road
Ventura, California 93003

West Valley College
51 East Campbell Avenue
Campbell, California 95008

COLORADO

Central Academy

FLORIDA

Nothing as yet.

No -- any outdoor recreation department. Regions.

ILLINOIS

Regional of sorts.

Utilizes state universities around state on a rotating basis.

Regional locations, but state-wide attendance.

In addition:

Chicago Police Department -- own men -- full time.

Skokie Police Department

Cook County Sheriff's Department Intermittant basis

Evanston Police Department

Considering: One central academy

IOWA

Central police training academy.

KENTUCKY

No programs on regional basis as yet.

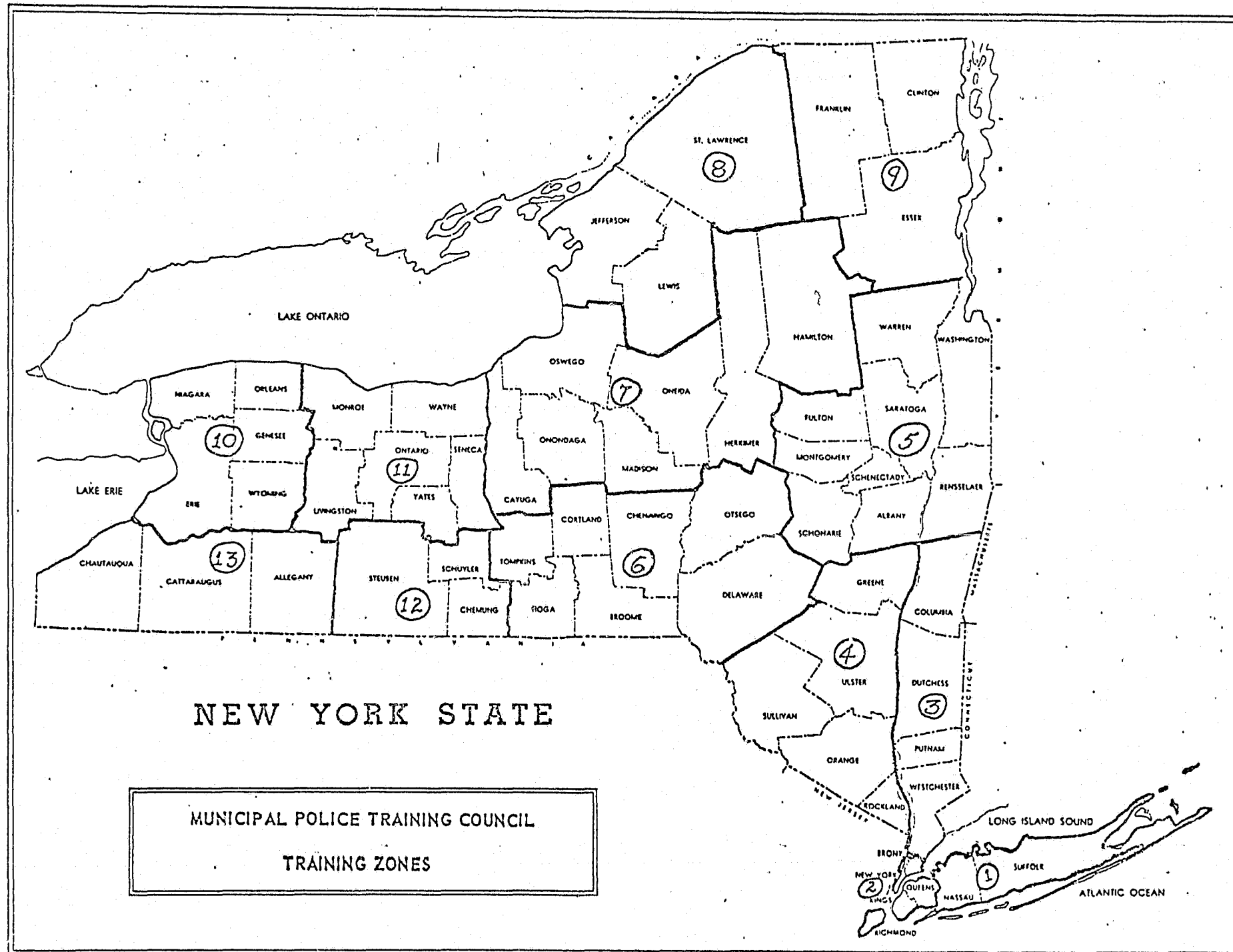
MARYLAND

Still in planning stages. Only using large department facilities
for training officers from small departments.

NEW YORK

13 training zones. Coordinator for each zone.

Uses all community colleges except in three zones where a
department had a functioning academy. (See map on following
page.)



NEW YORK STATE

MUNICIPAL POLICE TRAINING COUNCIL
 TRAINING ZONES

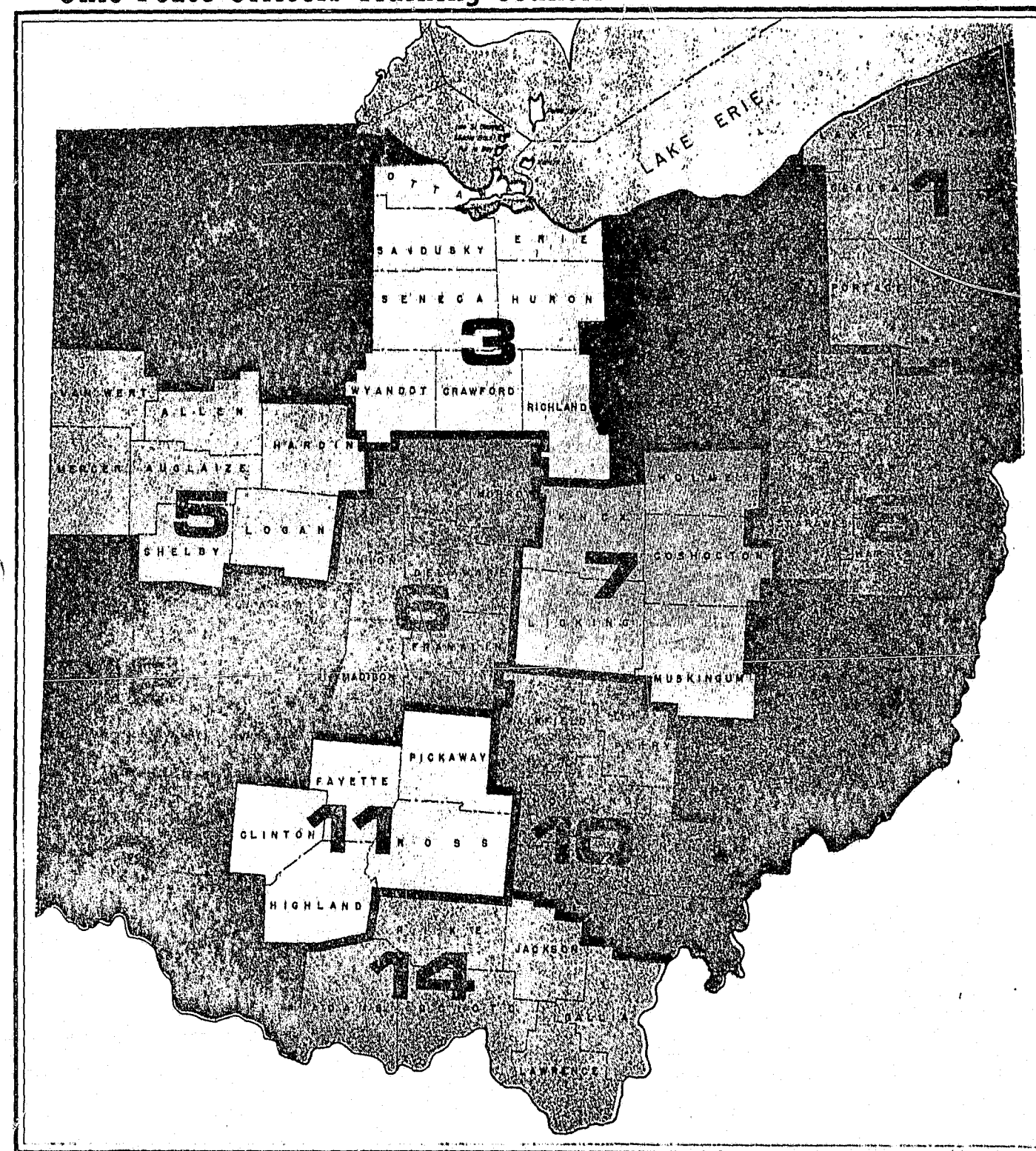
OHIO

Regions determined by:

1. Zone coordinator should not have responsibility for more than 5 to 8 counties.
2. Not more than 50 miles one way to a school.
3. Population not a factor.
4. Availability of police training school coordinators.

(See map on following page.)

Ohio Peace Officers Training Council



Training Zones

OREGON

Existing facilities utilized but coordinated in eight (8)
training regions. (See map on following page.)

Central academy utilized by state agencies.

Large departments operate academies.

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WISCONSIN

No Training Council as yet.

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Clowers, Norman I. Patrolman Patterns, Problems and Procedures. Springfield, Illinois: Thomas, 1962.

Heffron, Floyd N. Evidence for the Patrolman. Springfield, Illinois: Thomas, 1958.

Holcomb, Richard L. Police Patrol. Springfield, Illinois: Thomas, 1952.

Kenney, John P. and John B. Williams. Police Operations. Springfield, Illinois: Thomas, 1961.

Payton, George T. Patrol Procedure. 2nd edition. Los Angeles: Legal Books, 1966.

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