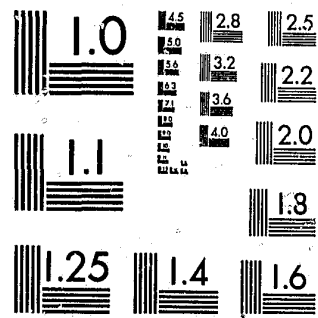


MF1

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National Institute of Justice
United States Department of Justice
Washington, D. C. 20531

7-6-82

INNOVATIONS IN SOUTH CAROLINA LAW ENFORCEMENT 1979

Sponsored By



College of Criminal Justice
University of South Carolina
Columbia, South Carolina



Division of Public Safety
Office of the Governor
State of South Carolina
Columbia, South Carolina

76293
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June 25, 1979

76294

MODULAR TRAINING:
LEXINGTON COUNTY SHERIFF'S DEPARTMENT

Law enforcement training directors can use the principles of behavior theory, cybernetics, and systems analysis to develop individualized, self-paced programs which permit trainees to accomplish the desired objectives. Instructional media, such as slide/tapes or video cassettes can be used to effectively replace training lectures.

Modular Training: (1) alleviates scheduling problems by permitting individual training in place of group lectures; (2) requires trainees to achieve minimum standards, (3) allows the trainee to learn at his own rate, (4) permits the instructor to use his time more flexibly, (5) provides stable training content, and (6) provides immediate feedback to trainees.

The training module demonstrated teaches officers proper procedures for processing a rape victim through the medical system in accordance with procedures which obtain maximum physical evidence.

For further information on the process of developing training modules, or other training module subjects, contact:

James R. Metts, Sheriff
or
Steve Mason, Research Analyst
Lexington County Sheriff's Department
Lexington, South Carolina
Phone: 356-8228

X SOUTH CAROLINA LAW ENFORCEMENT INNOVATIONS 1979

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NCJRS
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ACQUISITIONS

DESIGNING MODULES FOR LAW ENFORCEMENT TRAINING

In order to meet the ever-increasing challenges of our contemporary society, police training administrators must continuously seek out methods of improving the delivery of training services. Yesterday's methods, although adequate in their time, soon become outdated and shopworn, and fail to meet present demands.¹

The purpose of police training should be to help the officer develop the operational knowledge and specific task skills for better job performance. While the importance for well-developed training programs might seem obvious, it is often a low priority activity in many law enforcement agencies. Law enforcement administrators frequently will not send groups of men to training when it requires evacuating posts or units and leaving the public unattended. Thus, many law enforcement agencies do not take the time to conduct the training which should be provided.

One answer to this problem is to make the training more efficient. To increase the efficiency of a training program, most traditional approaches, such as the lecture, would involve adjustments in officer scheduling. Therefore, there must be ways of providing training for law enforcement personnel which permit innovative scheduling. Compounding the problem of program scheduling is the need of departments to ensure that trainees meet conventional instruction, particularly acceptable minimum criteria to perform police work.

¹Charles G. Vanderbosch, "Thematic Modular Programming," The Police Chief 44 (August 1977): 52.

Lecture formats have tended to be unsuccessful with students who need extra time to meet course objectives.

It should also be apparent that the most effective way of teaching is by doing. However, time and expense prevent us from teaching all subject matter by this doing method, therefore, we regress into other methodologies which are not as effective. The key point...is that the lecture method, while certainly the most efficient, is generally the most ineffective method. It is estimated that in police training 80 percent of the instruction is by the lecture method. If we learn nothing else from the principles and psychology of learning, we should learn that there is² a better way and it is our responsibility to find it.

The most effective way to apply current instructional technology to the "unique" problems of law enforcement training would seem to be an individualized, programmed basic training program. This type of program should: (1) alleviate the problem of administrative scheduling (the trainee can progress through the program on his own), (2) allow the trainee to achieve minimum standards, (3) allow the trainee to progress at his own rate, (4) allow flextime and a minimum of instructor interaction, (5) provide stable content, and (6) allow for immediate feedback for the trainee (Module tests, etc.).

DESIGNING MODULES

Training modules should be developed systematically with the process following these steps:

1. Behavioral Task Analysis
2. Development of Terminal Performance Objectives
3. Development of Criterion - Referenced Tests
4. Synthesis of Terminal Performance Objectives

²Edward Tully, "Principles and Psychology of Learning" (FBI National Academy, Washington, D.C., 1976), p. 10.

See appendix for sample module

5. Development of Instructional Strategies
6. Development of Materials and Media
7. Development of Evaluation Instruments
8. Field Test and Revision

BEHAVIORAL TASK ANALYSIS

The task analysis approach, combining the logic of systems design and the knowledge of subject matter experts, results in a systematic and sequential listing of all task and sub-tasks required for mastery of a terminal performance objective. Based on the ideas of the experts and available texts on the subject, tasks, sub-tasks, and sub-sub-tasks are listed. The task analysis describes all elements required to properly respond to the given situation.

These "enabling objectives" are submitted to the subject matter experts to review them for accuracy, establish minimum criterion levels for each task, and estimate task learning times. Each enabling objective is scrutinized to make sure that it validly and accurately describes the performance required by the Terminal Performance Objectives.

The next step in this analysis is to identify the cognitive, psychomotor, and affective components of each task and sub-task. This analysis is used to guide the development of instructional strategy and criterion test items. This "behavioral analysis," designed by the training experts, describes the separate behaviors which must be mastered in each of the following areas:

1. Cognitive Domain: The hierarchy of intellectual functioning.
 - A. Recall: recall represents the lowest level of intellectual functioning where the trainee parrots the information when requested.
 - B. Recognition: the second step in the hierarchy is recognition. At this level of knowledge, the trainee recognizes the essential implication and limitations in order to translate or interpret them; for example, an officer could quickly recognize evidence at a crime scene.

- C. Multiple Discrimination: the third level of functioning is multiple discrimination. Given a number of possibly confusing stimuli, an officer could identify the one correct answer, such as determining that the first of three crime scenes depicts larceny while the second and third depict burglary.
 - D. Concept: at the conceptual level, an officer demonstrates the ability to group or categorize objects into their proper class. When faced with a variety of crimes ranging from minor to capital offenses, the recruit determines that each fits the concept of a criminal act.

Writing skills include the ability to organize information in brief, concise, and complete statements as is required in police report writing. These skills involve the ability to frame oral expressions in the vocabulary and jargon of the profession.
 - E. Principles: the formation of principles refers to the ability to correlate two or more concepts that are interdependent. If an officer were told certain acts were committed (crime concept), then he should know the probable cause.
2. Psychomotor Domain: these skills relate to tasks which have a physical sense.
 - A. Visual skills: visual skills include the ability to discern or identify common objects in unique circumstances or to focus attention on unusual occurrences, such as a vehicle parked behind a liquor store with its motor running.
 - B. Auditory Skills: auditory discrimination involves the ability of an officer to identify unseen events or objects by their sounds alone. The sound of breaking glass in a business district should be cause for further investigation.
 - C. Touch: touch is the ability to discriminate objects through the tactile senses alone, such as the discovery of a dangerous weapon during a pat down.
 3. Affective Domain: this skills domain relates to necessary psychological activity involving attitude, motivation, and value judgments.
 - A. Initiative: initiative refers to the motivation behind the doing of an act that could be delayed or ignored. Checking the crime map every day requires initiative.
 - B. Responsibility: responsibility involves the acceptance of duties that need to be performed. An officer on patrol could selectively ignore a suspicious person or activity and hereby act without responsibility.

- C. Bearing and Behavior: bearing and behavior include the ability to demonstrate proper attitude, emotional control, conduct, and dress befitting the immediate situation.
- D. Resourcefulness: resourcefulness refers to the willingness of an officer to undertake alternate measure to complete a task effectively. A resourceful officer when administering first aid would use any available material to seal off an open chest wound.
- E. Leadership: leadership includes both the desire and the act of assuming control when demanded by the situation. An officer exerting leadership is one who recognizes that a situation requires control and direction and initiates appropriate action until an authorized leader assumes command.³

TERMINAL PERFORMANCE OBJECTIVES

The development of Terminal Performance Objectives should be accomplished by answering the following questions:

1. What will the trainee have to do on the job?
2. Under what conditions will he have to perform these tasks?
3. What level of performance is necessary for the trainee to successfully complete the tasks?

These questions should be answered by experts on the subject.

This task analysis is then used to develop the Terminal Performance Objectives. The Terminal Performance Objectives are then used to guide the writer in course content, media selection, test development, and instructional strategy development. The terminal performance objectives are used for both the traditional instruction and the systems approach.

SYNTHESIS OF TERMINAL PERFORMANCE OBJECTIVES

The next step in this training system is the synthesis of the terminal performance objectives into modules. Terminal Performance Objectives are selected for a particular module on the basis of:

³Peter Esseff, "Basic Officer Training System Design," (Washington, D. C., 1972), p. 1.

1. Commonality of content
2. Learning time
3. Feasibility of testing as a unit

In order to test the effectiveness of this system to another system, a module can be selected "before-the-fact." Terminal Performance Objectives can be designed for a module rather than the other way around. The Terminal Performance Objectives can be divided into various modules relating to different aspects of the task. Within the module(s), Terminal Performance Objectives and their enabling objectives can be arranged into hierarchies that accurately represent the learning relationships between the objectives. A course outline sequence chart can also be developed from the objectives hierarchy.

DEVELOPMENT OF INSTRUCTIONAL STRATEGIES

The instructional strategies, media, and materials are selected and designed in accordance with a cybernetic learning model. The cybernetic model represents the learning process as a "closed-loop" system from stimulus to response to feedback. Trainees are presented with learning stimuli requiring a measurable response. The response is then evaluated and provides the trainee with immediate feedback as to the adequacy of his performance. For each objective, appropriate instructional strategies, response (feedback) nodes, response (feedback) media, learning environment, media and materials are chosen on the basis of the results of the task analysis and behavioral analysis. One should decide on the type of instructional sequence and the learning environment. The necessary forms of stimuli are then determined; verbal, motion, or color.

The entire module is shaped by systematic decision making.

Trainees are provided with written explanation of everything that must be done to successfully complete the module. In keeping with cybernetic approach, response and feedback components are similarly developed. These components can be provided in written, oral, and performance formats. The media chosen for these components is dependent on the media chosen for the instructional (stimulus) component.

MEDIA DEVELOPMENT

Although the systems approach makes reference to reliance on multi-media, the position taken by the writer is to allow the instructional effectiveness and the cost to determine the medium used. If, for example, a concept could be effectively learned through the medium of printed materials, it is difficult for the writer to justify spending large sums of money to develop the same concept in a more expensive format.

Once the medium is selected, the format for the presentations can be developed consistent with the philosophy of mastery learning, that the trainees have the prerogative of reviewing the materials presented.

DEVELOPMENT OF EVALUATION INSTRUMENTS

Training experts have identified three essential characteristics of an individualized module which has a high level of instructional effectiveness:

1. A complete set of behavioral objectives
2. A set of student exercises which contribute to attainment of the objectives.
3. Active student involvement throughout.

The evaluation guidelines should consist of three parts:

- | | |
|-------------|---|
| Part I -- | Evaluation of the course materials, including course design and structure implementation. |
| Part II -- | Technical evaluation of the subject matter: accuracy and adequacy. |
| Part III -- | Course tryouts, feedback analysis, and revision recommendations. |

Part I should be evaluated by a course manager or an instructional technologist. The course evaluator investigates the instructional design of the course for the following five sections:

- A. Course Objectives and Testing
- B. Unit or Module Objectives and Testing
- C. Media
- D. Administrative and Developmental Information
- E. General Course Characteristics

Part II should be evaluated by a subject-matter expert. The questions in Part II guide the evaluator through an investigation of the accuracy and adequacy of the course content. Part II has two sections:

- A. Overview of Course Content
- B. Detailed Review of Selected Units

If a course tryout is recommended after Part I and Part II are completed, then Part III, "Field Test Procedures," should be used to develop and implement a customized tryout plan. The tryout determines from students how well the course satisfies their needs and, assuming it does meet students' needs, verifies the course evaluation result.

The procedures for the course Field Test can be presented in three sections:

1. A Field Test
2. Implementation of a Field Test

3. Evaluation and Reporting of The Field Test

The law enforcement administrator should appoint people to staff the following functions necessary to a course tryout:

Field Test Administrator--formulates the field test plan, conducts the test, and reports on the result. Typically, the field test administrator is the test developer.

Field Test Manager--assists students with problems during the course tryout.

Instructional Technologist--observes interactions between each Field Test student and the test manager and debriefs each student to identify and record instructional strategy problems.

Subject-Matter Expert--observes the interactions between each test student and the test manager and interviews each student to determine problems with the technical accuracy of the course.

Course Developer or Vendor (optional)--participates in test to document (for future modification) test problems identified by observers and test managers.

Each of the above functions may be performed by different individuals or several functions may be the responsibility of one individual. The cost of staffing each function individually must be weighed against the benefit of increased observer objectivity and feedback variety.

CONCLUSION

The material presented in this paper was based on a dissertation study by the author. The study, "A Comparison of the Systems Approach and Traditional Instruction in Law Enforcement Training" focused on the premise that training can be conducted in ways which are more efficient in the law enforcement concept, and still achieve equal or better results when actual job performance is used as a measure of training outcome.

Funding for modular training programs can be developed via LEAA grant monies. The Lexington County Sheriff's Department was awarded a substantive Inservice Training Grant in the spring of 1978. However, the modular training expenses for the dissertation study were

incurred by the author and were developed with "in-house" expertise.

The author believes that officers can be trained just as effectively through a self-paced "systems" approach as in the traditional law enforcement instruction method. The Lexington County Sheriff's Department has successfully established self-paced training areas within the department.

Modular training permits law enforcement agencies to apply current instructional technology to the basic training needs of criminal justice practitioners. During the decade of the 1980's modular training may become a much sought method of improving the delivery of training services.

SAMPLE MODULE

Booklet #1
INSTRUCTORS MANUAL

"An Explanation of the Rape Medical
Exam for Patrol Officers"

JAMES R. METTS
SHERIFF-LEXINGTON COUNTY

INSTRUCTORS MANUAL

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Identifying Information

Purpose

This individualized self-instructional learning program was developed as a source for in-service and pre-service law enforcement officers in South Carolina. The program was designed to describe the medical procedure necessary to obtain the maximum amount of physical evidence by the examining physician and also to inform the law enforcement officer on a rape scene on how to process a victim(s) through the medical systems.

Produced by:

James R. Metts, Sheriff of Lexington County, South Carolina..

Narration by:

The narration of the slide/video tape was by Homer Fesperman, Creative Media, Augusta Road, Columbia, South Carolina.

References

South Carolina Hospital Association. Guidelines for the Treatment of Sexual Assault Victims, 1978. (Typewritten.)

South Carolina Criminal Justice Academy. Gathering the Evidence: Checklist in Sex Crime Cases, 1977. (Typewritten.)

Lexington County South Carolina Sheriff's Department. The Medical Exam for Rape Victims, 1978. (Typewritten.)

Entering Behaviors

1. The learner is a pre-service or in-service law enforcement officer in South Carolina.
2. The learner can identify a rape scene and has had prior experiences with investigating rape.
3. The learner can recite statutory definitions from the South Carolina Criminal Sexual Conduct Statutes.
4. The learner can identify the sensitivity required in interviewing the victim of a rape to obtain medical evidence.
5. The learner can identify and apply the principles of crime scene search management.
6. The learner can identify and/or use the following: Camera (self-developing is permissible), consent forms for examination, treatment and release of information; laboratory request forms for all requested tests (blood, urine, (vaginal, oral, rectal aspiration), cultures), evidence collection kits (paper bags, envelopes, plastic comb, cotton swabs, woods lamp, microscopic glass slides, I.D. tags-etc.) rulers, pencil, and paper.
7. The learner can operate the Fairchild Synchro Slide 35 projector.

Terminal Objectives

Cognitive - The learner will demonstrate his understanding of the Rape medical exam by scoring one hundred percent on the criterion reference post-test written evaluation taking no more than thirty minutes to complete the instrument. Upon the completion of this program the learner will:

1. Describe the medical procedure necessary to obtain the maximum amount of physical evidence from a rape victim by the examining physician.
2. State the responsibilities of the first law enforcement officer on the scene of a rape regarding the processing of the victim through the medical system.
3. Identify the importance of a rape medical examination from a list of choices.
4. List with 100% accuracy at least four items or observations the examining physician should collect and/or record from the examination of the rape victim.
5. Describe in writing with 100% accuracy the responsibilities of the law enforcement officer in processing a rape victim through the medical system.

Psycho-motor - The learner, with the appropriate equipment, will process an alleged rape victim through a simulated medical examination. He will complete this within a one-hour time span.

Affective - Eighty percent of the learners will demonstrate their enthusiasm for this instructional program by voluntarily completing a course questionnaire with positive evaluation.

Required Materials and Equipment

- 1 Rape medical examination kit including but not limited to the following items:
 - a. Camera (self-developing is permissible)
 - b. Paper bags for individual items of clothing
 - c. Sealable paper envelopes (2) for fingernail scrapings of each hand
 - d. New plastic comb and envelope for combed specimens
 - e. Envelope for known pubic hairs (pulled from victim)
 - f. Woods lamp
 - g. Vaginal speculum
 - h. Cotton swabs
 - i. New microscopic glass slides
 - j. Pap fixative
 - k. Diamond pencil
 - l. Thayer-Martin plates (3)
 - m. Empty red rubber stoppered test tubes (10)
 - n. Oxalate tubes (grey)
 - o. Urine container for pregnancy test
- 1 Sexual assault report form
- 1 Consent form for medical examination and/or treatment
- 1 Laboratory request form for all requested tests and cultures
- 1 Fairchild Synchro Slide 35 projector

All the required forms are in your learning packet. You can check out a Rape Medical Examination Kit from your course manager. The media equipment is located in the self learning lab.

Procedures for the Instructor

Why Use It?

This program is to be used as an instructional resource for the training of in-service and pre-service law enforcement officers in South Carolina. This program can be used in isolation or as a part of total program on investigating criminal sexual assault incidents.

The program can also be used to instruct doctors, nurses, lab technicians and others involved in the rape medical examination process.

How To Use It?

The program can be used for either individuals or groups.

For Groups

The instructor would begin the course by administering the pre-test. After the completion of the pre-tests, the instructor should introduce the course objectives. Present the program using the enclosed narration. After the completion of the lecture, the instructor should illustrate the objectives by having the students participate in an alledged simulated rape medical examination. Administer the post-test and course evaluation questions.

For Individuals

The instructor should follow similar procedures to the above except that the student will proceed through the materials on his own. The instructor will act as a course manager and answer questions for the student(s).

A total time of 1 hour should be allocated for this program in the following manner:

- | | |
|--|------------|
| 1. Instruction | 5 minutes |
| 2. Pre-test | 10 minutes |
| 3. Post-test | 10 minutes |
| 4. Course presentation for
Group/Individual | 20 minutes |
| 5. Course evaluation | 5 minutes |
| 6. Simulation | 10 minutes |

Script

Medical Examination

Visual

Audio

1. Title Slide "Your Response to Criminal Sexual Assault"
2. Credit Line Lexington County Sheriff's Department Seal
3. "South Carolina Law" Superimposed on outline of state.
4. "Medical Examination" superimposed on red/black background.
5. "Personal Physician" superimposed on medusis.
6. "Written Report" "Testify" and "Sign Consent" superimposed on black background.
7. Wide shot of physician and police officer.
8. Close-up shot of physician placing a specimen on a glass slide.

Although corroborating evidence is not a legal necessity in sex cases in this state, the more evidence available, the greater the chance will be that the offender will be caught and convicted.

A crucial part of the evidence collection process is the medical examination. See that the victim has a thorough medical examination as soon as possible. She will need treatment for shock and any physical injuries she sustained.

If the victim insists on being treated by her own physician, accompany her. Before she is examined, tell the doctor that you will need a written report from him.

Add that he will probably have to testify in court. Then have the victim sign a written consent for the doctor to report his findings to the police.

Try to have these examinations performed by a doctor with experience in sex cases. They'll understand what evidence to look for and how to collect it. They'll also know how to interpret the evidence and report it. Finally, they'll be able to testify effectively in court.

Make sure the physician knows that the examination must be thorough. Close scrutiny of the vaginal and rectal areas is essential. Physical injuries must be reported in minute detail. Vaginal smears are needed to check for the presence of semen. When sodomy is suspected, oral and rectal smears should be taken as well.

9. Over the shoulder shot of physician sketching victim's injuries.

All abrasions, lacerations, and bruises should be included in the examination report. If blood is found on the victim, samples will be needed for the lab. The victim's own blood should be typed.

10. Close-up shot of hair and test tube.

Microscopic examination of hair may offer circumstantial evidence of identity. Hairs from the assailant's head and pubic region may have been transferred to the victim's body. So may have fibers from his clothing. These can be important evidence. Have the examiner attempt to recover these, and make sure that he understands the proper technique.

11. Wide shot of physician removing hairs from the scalp of the victim.

Two clean combs are needed. One is used to comb the victim's scalp. If it picks up any loose hairs--either from the attacker or the victim--it should be sealed in a clean envelope. Explain that the examiner must mark the envelope with his name, the name of the victim, the date and the hour, and the fact that the hairs were recovered from the scalp.

12. Medium shot of physician removing hairs from the scalp of the victim.

As you may find hairs from the victim on the attacker or his surroundings you'll need samples for comparison. Have the examiner gently pull a dozen or so hairs from the victim's scalp and pubic areas. The lab will need complete hairs that include the roots. Head and pubic hairs should be sealed in separate envelopes. These must be signed and labeled by the examiner.

13. Wide shot of "rape kit."

A rape kit like the one shown here greatly facilitates the collection of evidence from the victim's person. The kit contains all the necessary equipment for collecting evidence. It also provides forms and labels that simplify record keeping and minimize the chance that any important facts will be overlooked.

14. Over-the-shoulder shot of physician interviewing victim.

The examiner's report should also include his opinion of the complainant's mental status. If the report shows that she was badly upset, distraught, or hysterical, it will go a long way to prove that she didn't consent to intercourse with the defendant.

15. Over-the-shoulder shot of police officer photographing injuries to victim.

Colored photographs of any injuries that the victim has sustained will also show lack of consent. Some departments prefer to take photographs the day after the rape. Bruises are more often visible at that time.

16. Credit Line Lexington County Sheriff's Department Seal

Criterion Referenced Posttest

1. The Actor enters the Victim's home through an unlocked window and jumps on the victim who was sleeping in her bed. Physically overpowering her, he forces her to have sexual intercourse with him and then he leaves. Possible evidence you should be aware of includes:

- | | |
|-----------------|-----------------------|
| I. fingerprints | a. I and II |
| II. semen | b. III and IV |
| III. hair | c. I, III, and IV |
| IV. clothing | d. I, II, III, and IV |

2. The Victim of a brutal sexual assault is sitting in her home; clothes torn, bloody, and wet with semen and urine. As the first officer on the scene, she asks you if she can "freshen up" in the bathroom. You should:

- a. let her
- b. let her but ask her to avoid destroying too much evidence
- c. let her but collect evidence from her body and her clothes first
- d. don't let her

3. Medical examination of the victim is important because:

- I. medical proof of recent intercourse is required by law to convict the Actor of Criminal Sexual Conduct
- II. evidence may be present on the body of the Victim which is hidden by clothing
- III. semen present in or on the victim's body can conclusively identify her offender.
- IV. evidence obtained through the medical examination is required by law

a. II	c. I and III
b. III	d. II and IV

4. The medical examination of the victim of a sexual assault should include:

- I. Physical injuries
- II. The examiner's opinion of the victim's mental condition
- III. Vaginal and/or oral smears
- IV. Hair Samples
- V. Blood samples

5. As the first officer on the scene, you are told by headquarters to process the victim through the medical system. You should always:

- I. Contact the hospital
- II. Explain to the Victim what will happen and why
- III. Contact the Victim's personal physician to meet you at the hospital
- IV. Have all appropriate forms filled out
- V. Transport, or arrange to have transported, all evidence and the examiner's report from the hospital

a. I, II, III, IV, and V	c. I, II, IV, and V
b. I, III, IV, and V	d. I, II, III, and V

Program Pretest

1. A medical examination of the victim is important because: (circle one or more letter(s)).

- a. Medical proof of recent intercourse is evidence of penetration.
- b. Evidence may be present on the body of the victim which is hidden by clothing.
- c. Semen present in or on the victim's body can conclusively identify the offender.
- d. Medical corroboration is required by law in order to prosecute the offender.
- e. None of the above.

2. The medical examination of the sexual assault victim must be thorough. List at least four items and/or observations that should be collected and/or recorded by the examination.

3. You are the first officer on the scene of the Sexual Assault incident and have been advised by headquarters that you are responsible for processing the victim through the medical system. What actions will you take?

KERSHAW, LEE, AND SUMTER COUNTIES:
REGIONAL CRIME PREVENTION UNIT

This multi-agency crime prevention unit serves a tri-county area, and is staffed by officers from three sheriff's departments and one police department. A three year LEAA grant supported the development of this unit, which expanded the Metro Crime Prevention Unit of Sumter. Additional information is available from:

Captain James Paulus
107 E. Hamton Avenue
Sumter, SC 29150
Phone: 773-1561 ext. 283/284

76295

KERSHAW, LEE, AND SUMTER COUNTIES:
REGIONAL CRIME PREVENTION UNIT

The Regional Crime Prevention Unit is staffed by four crime prevention officers, one each from the Kershaw County Sheriff's Office, Lee County Sheriff's Office, Sumter County Sheriff's Office, and the City of Sumter Police Department. This unit is an expansion program of the first multi-agency crime prevention unit formed in the State of South Carolina, the Metro Crime Prevention Unit of the City and County of Sumter, South Carolina.

The Sumter Metro Crime Prevention Unit became a reality on January 1, 1976 through the foresightedness and dogged determination of city and county administrators, particularly Sheriff I. Byrd Parnell. The need for a crime prevention program had been realized for quite some time, however, funding for the unit was not available until a grant was approved through the Office of Criminal Justice Programs (OCJP) utilizing funds from LEAA for a period of three years.

Through the grant, one officer each from the city police department and sheriff's department attended a four-weeks course at the National Crime Prevention Institute, University of Louisville, Louisville, Kentucky for a well-rounded curriculum in crime prevention theory and practice.

Upon return from the National Crime Prevention Institute, a study was made by the two officers of the crime problems in Sumter and Sumter County to formulate a plan of action to be taken by the crime prevention unit. Upon completion of the study, a determination was made to concentrate their major activities on crimes against property for two reasons; (1) housebreaking and larceny was the greatest crime problem by far, almost doubling the number of incidents in 1975 from 742 offenses in 1974 to 1320 offenses in 1975, and (2) the greatest success in crime prevention can be accomplished through target hardening of homes and businesses.

The first year of operation, 1976, was devoted to an all out effort in educating the public and soliciting their support in our crime prevention efforts. Through the facilities of the National Crime Prevention Institute, many visual aids such as lock kits from major lock companies, and neighborhood watch materials published and printed by the National Sheriff's Association were received and used during lectures and demonstrations to local civic, fraternal and church groups on how to improve the security of homes and businesses. These lectures generated many requests from homeowners and businessmen for security surveys, resulting in many homes and businesses being target hardened before they were victimized, which was, and still is the primary objective today.

Funds from the grant were used to purchase a van completely equipped with bar lights, electronic siren, and radio. A bicentennial theme was used in a distinctive paint job on the van using a red, white

and blue shield on each side of the van and the placement of the shields of the city police department and sheriff's office on each side giving the unit high visibility wherever it may be. With the van, all visual aids, brochures, pamphlets and other handouts were readily available at all times. Each officer was outfitted in a red blazer and red, white and blue checked trousers to carry out the bicentennial theme and extended the high visibility desired for the unit.

During the planning stage, it was determined that approximately 82% of the target crimes were committed by young people 25 years of age and under and 70% of the target crimes were committed by juveniles 16 years of age and under. With this in mind, a visitation program in the schools was undertaken by the officers. When visits were made to the schools, both officers appeared in the uniforms of their respective departments. Receptions in the elementary schools and kindergardens were generally enthusiastic with an occasional child being fearful of police officers. These were won over by paying special attention to them with only one failing to be reached. An entirely different atmosphere prevailed in the high schools sometimes to the point of open hostility at the beginning. Both officers were quite candid in their remarks and talks with the students and brought about a complete change in the attitude with students requesting the unit to make return visits to the schools. On numerous occasions, the officers would take charge of classrooms for an entire day which really opened up a line of communications between the students and the officers.

The Metro Crime Prevention Unit began receiving many requests for services outside their jurisdiction which were honored as often as possible. Adjacent counties of Clarendon, Kershaw and Lee County could not qualify for a grant to establish a crime prevention unit of their own under the established criteria and many hours were spent with local governments in these counties discussing ways of establishing a Regional Crime Prevention Unit with the Metro Crime Prevention Unit as a nucleus.

The City of Camden and Kershaw County were favorable to the idea, the town of Bishopville would join in the program with Lee County only if a Bishopville police officer was chosen to be the crime prevention officer for that area. A Lee County deputy sheriff was selected to be the representative and the town of Bishopville elected not to participate in the program. Clarendon County declined to join in the program so the Regional Crime Prevention Unit was formed on April 1, 1978, with a Kershaw County deputy sheriff representing Kershaw County and the Town of Camden, and a Lee County deputy sheriff representing Lee County. Again, a grant from the Office of Criminal Justice Programs (OCJP) with LEAA funds made it possible to activate the Regional Crime Prevention Unit on a three year grant renewable annually. This grant applied to the representatives from Kershaw and Lee Counties and a secretary. The representatives from the City and County of Sumter were not eligible under this grant since they were under a three year grant which expired on December 31, 1978. The City and County of Sumter have assumed all costs locally on their representatives in the Regional Crime Prevention Unit.

Upon their initial assignment to the Regional Crime Prevention Unit, the officers from Kershaw and Lee Counties were given on-the-job-training by working with the Sumter and Sumter County officers and subsequently attended a two-weeks basic course in crime prevention theory and practice at the Criminal Justice Academy. After becoming proficient in crime prevention practices, each officer was given the responsibility for his own area of jurisdiction on the belief that people would be inclined to more readily accept and utilize crime prevention theory and practice brought to them by their own law enforcement representative. Each officer wears the uniform of his respective department and the automobile is compatible to those of his department in color, style, and department emblem except it carries the logo of the Regional Crime Prevention Unit across the trunk and crime prevention on each side. The van was modified by adding the department shields of the Kershaw County and Lee County Sheriff's Departments and adding the Regional Crime Prevention Unit logo on each side.

A Regional Crime Prevention Committee was formed, consisting of the department heads of each law enforcement agency participating in the Regional Crime Prevention Unit. As the governing body, policies and priorities are established during quarterly meetings by the committee. Quarterly reports submitted by the commander are used by the committee to discuss the activities and progress of the unit and projected activities. Copies of the quarterly report are submitted to each member of the committee for their presentation to their local governing bodies.

As previously stated, funding of the Metro Crime Prevention Unit and the Regional Crime Prevention Unit was made possible by a grant through the Office of Criminal Justice Programs with LEAA funds. The grants were for a three year period, renewable annually upon receipt of satisfactory completion of the guidelines established by the Office of Criminal Justice Programs (OCJP). The grants made possible the purchase of the van and two automobiles to include radios, bar lights, and electronic sirens, uniforms and equipment for the officers, office furniture and equipment such as typewriters and a calculator and salary and fringe benefits for the officers and secretary, office supplies, etc. The first year of the grant was 90% federal funds, the second year of the grant was 80% federal funds and the third year of the grant was 65% federal funds. The grants terminate upon completion of the third year and subsequent costs are to be assumed by local governments. The Regional Crime Prevention Unit is now in the second year of operation and functioning well. Hopefully, when the third year is completed under the grant, local governments will continue to fund the program.

PROJECT U.F.O.
GREENVILLE CITY POLICE DEPARTMENT

Project U. F. O. (Undercover Fencing Operation) was an LEAA funded project conducted by the Greenville City Police Department from June of 1977 to February of 1978 which resulted in over 100 arrests and \$250,000 worth of stolen goods recovered with all traceable items returned to the rightful owners.

Paying 5% or 10% of actual value, undercover police officers made purchases ranging from frozen steaks to shoes to a Cadillac Eldorado.

To date, the conviction rate for U. F. O. has been 100% with only six to eight cases pending. Since all transactions were videotaped, the majority of the defendants have pled guilty because their identity was unmistakable.

Overall, property crimes dropped by 14% as compared to 1977 data and U.F.O. was an unqualified success.

For further information, contact:

Chief Harold Jennings
Greenville City Police Department
4 McGee Street
Greenville, South Carolina 29601
271-5310

PROJECT U.F.O.
GREENVILLE CITY POLICE DEPARTMENT

INTRODUCTION

The Greenville City Police Department operated an LEAA Undercover Fencing Operation, code named Project U.F. O., from June of 1977 to February of 1978. The project was designed to have a major impact on housebreaking crimes in the City, which were averaging some 4.5 per day. These crimes were resulting in a considerable amount of property loss in Greenville, a City of 58,000 people. A contributing factor in the high rate of housebreakings was found to be the number of "fences" in Greenville, making it easier for thieves to sell their "loot" for quick cash. The best strategy, it was determined, to combat this problem was to infiltrate the criminal network in the City and catch as many thieves as possible in the act of selling stolen goods, thus recovering stolen property simultaneously.

THE STRATEGY

Since it had been determined that the vast majority of thieves sold their stolen property to fences in the City, the Greenville Police Department, headed by Chief Harold C. Jennings, determined an LEAA funded undercover police fencing operation would be most effective in attacking the property crime problem. Following several months of careful planning, Industrial Services, Inc. opened as a licensed business in the City, supposedly specializing in moving heavy equipment. In fact, the business only had one specialty: purchasing stolen goods. The City hired one undercover police officer to work with an agent of the U. S. Treasury Department, Bureau of Alcohol, Tobacco and Firearms. These two agents ran "Industrial Services, Inc." and shortly became known in the underworld as buyers of stolen goods. The first transaction came in August of 1977, as undercover

agents at Industrial Services bought 50 pair of shoes. Following the first "buy" a flood of stolen property came to Industrial Services, Inc. including cars, televisions, microwave ovens, stereos, etc. Unknown to the thieves who were selling the stolen goods, a hidden video tape camera was recording every detail of every transaction. The camera, operated by an officer of the City's Tactical Unit, focused on the faces of those involved in the sale of the stolen goods and recorded the money changing hands during the transaction.

Project U.F.O. was designed to make a major impact on property crimes, departing from the traditional strategies of increasing routine patrol personnel in an effort to reduce crime. The project not only gave officers a chance to deal with the criminal element as part of the crime network, but also allowed those involved an opportunity to glean intelligence information regarding illegal activities in the area.

Simultaneous with the operation of the undercover project, Tactical Officers were also assigned the task of tracing recovered property and identifying suspects from videotapes. These officers worked in close cooperation with the office of 13th Circuit Solicitor William W. Wilkins in preparation of cases. The use of video tapes taken by the hidden camera on the premises was an invaluable tool in strengthening cases for court presentation. Each tape clearly showed defendants entering the storefront operation with the stolen property in their possession, negotiating a selling price and transacting business. (Fences generally pay between 5% and 10% of the actual value of property. For example, the City's undercover operatives purchased a new Cadillac Eldorado for \$800.00) A replay of the videotape can leave no doubt as to the identity of the suspect(s) involved and the amount of property stolen. Identification of suspects was often made easier when the suspects filled out dummy job applications for "Industrial Services" supplied by the undercover officers. The "application" secured information about the suspects

such as name, address, etc. Further, suspects often made no secret of where they had stolen the property, often voluntarily giving such information. The successful operation of Project U.F.O. was due largely to interagency cooperation. The Greenville City Police Department received excellent cooperation from the Office of Criminal Justice Programs, the Division of Alcohol, Tobacco and Firearms and the 13th Circuit Solicitor's Office. Each of these agencies did their part to make U.F.O. work, and the degree of success is a measure of the quality of that teamwork.

THE GRAND FINALE

On February 14, 1978, Industrial Services, Inc. ceased operation after some 250 transactions and the roundup of suspects began. Law Enforcement agencies from four counties were briefed as to the nature of the project and a dragnet began in the Up Country of South Carolina. Shortly, over 100 suspects had been rounded up and 488 charges, ranging from Auto Theft to Housebreaking to Larceny, had been filed. Two days later, the media was advised of what had happened and public reaction to the project was overwhelmingly positive, as one newspaper editorial hailed Project U.F.O. as a "masterpiece of police work".

EVALUATION

Prior to the operation of Project U.F.O., housebreakings averaged 4.5 per day and larcenies averaged 10 per day in the City. After the project was completed, and arrests made, housebreakings dropped to 3 per day and larcenies fell to 9 per day. Overall, property crimes dropped by 14% in 1978 as compared to 1977. (It should be pointed out that property crimes did not increase during the project period, since Industrial Services, Inc. was just one of many fences in the City, the only difference being that Industrial Services was operated by the police.)

Over \$250,000.00 worth of stolen property was recovered by the project, including eight cars and numerous television sets, C.B. radios, stereos, typewriters,

etc. Most of this property has been returned to the rightful owners. By comparison, it should be noted that the dollar amount of buy money was some \$27,000 and total direct project costs amounted to just over \$50,000.00, including \$46,654.00 in LEAA funds.

To date, the conviction rate for U.F.O. defendants has been 100%, with some six or eight cases pending. The majority of defendants have pled guilty, largely because of the videotapes of transactions made the identity of defendants unmistakable. Sentences for defendants charged in U.F.O. related cases have ranged as high as 35 years.

The benefits of the project have been numerous. The arrest and conviction of so many career criminals made a lasting impact on the number of property crimes in both the City and surrounding unincorporated areas. (Many of the "customers" of Industrial Services came back repeatedly with more stolen property, indicating that they were habitual offenders).

Public confidence in the Greenville Police Department and the Criminal Justice system reached an all time high in the area. Following the operation of the project, the department established a "hot line" for persons who had recently been victims of property crimes. These people were encouraged to call in and describe the property they had lost, assisting officers in identifying recovered property that had not as yet been traced. The people that called in were enthusiastic about the project, and many provided tips as to other illegal activities, one stating that he had come forward only because he felt the police had done a public service with Project U. F. O.

Crime Prevention activities were also enhanced. Media coverage pointed out that none of the property recovered by Project U.F.O. had been marked by the owner with an engraver. As a result, the demand for engraving private property was so great that each patrol car was equipped with an engraver.

In sum, the project was an unqualified success, owing largely to the team effort undertaken by all agencies involved.

The Assessment Centered Promotional System:
Columbia Police Department

ABSTRACT:

The Columbia Police Department has recently revised its promotional procedure. The new system uses a three phase evaluation process. Supervisors grade eligible candidates on ten specific job-related elements. An assessment board of community members grade candidates on their ability to solve problematic situations. The Chief makes the final assessments and promotions.

For further information contact Chief Arthur Hess or Deputy Chief Robert Wilbur, 1401 Lincoln St., Columbia, S. C. 29201 or phone (803) 779-2100.

The Assessment Centered Promotional System:

An Examination

The Columbia Police Department has recently revised its promotional procedure for the ranks of corporal, investigator, sergeant, and lieutenant in an attempt to resolve certain inadequacies inherent in the previous system. Some of the process has been retained; however, the revision does modify the promotional procedure substantially. While several ranks above the level of lieutenant exist within the department, promotional procedures for these ranks differ and are not discussed herein.

The essence of any promotional process is the determination of the eligibility of candidates followed by a process of elimination. The department composes a list of eligible candidates by establishing certain germane prerequisites that aspirants must meet. Subsequently, the field of candidates is narrowed further by the elimination of some prospective candidates. This elimination requires comparing the candidates by some method and ranking them according to suitability. These processes cannot be arbitrary to be valid. On the contrary, they should be so structured that each candidate is scrutinized to determine his relative suitability to fill specified job-related

requirements. Further, these processes must be free of factors that would place one candidate ahead of another for reasons other than competence.

The purpose of this examination is to delineate areas in which these problems were encountered in this department's previous promotional system and how the new Assessment Centered Promotional System (A. C. P. S.)* addresses these and to present an overview of the new system with some comparisons to the old.

Eligibility

Each employee of the City of Columbia is periodically evaluated by his immediate supervisor(s) on an Employee Performance Evaluation form (see Appendix 1). The employee is evaluated on the basis of twelve factors (sixteen for supervisors) as they pertain to the employee's position. From this evaluation is derived a numerical score or performance evaluation grade (P. E. G.). This grade is taken into account when the employee is being considered for retention or dismissal and for merit pay increases. Under the former promotional system, only those with a specified minimum P. E. G. could be eligible for promotion. Several

*The Assessment Centered Promotional System is the brainchild of educators from the College of Criminal Justice at the University of South Carolina and administrators at the Columbia Police Department with the consultation of an organization and management survey of the Columbia Police Department.

indicia showed that this last use was inappropriate. First, there was obvious disparity in the ways in which supervisors evaluated employees. This disparity implied a lack of standardized guidelines for employee evaluation, a lack of preparation of supervisors to execute this task, and a need for narrow definitions of the factors considered for evaluation.

Another matter was the using of the P. E. G. for determining the propriety of merit wage increases. At one point an increase in an employee's P. E. G. was necessary for him to receive a wage increase. This requirement fostered the practice of customarily inflating the employee's P. E. G. to show he was making proper progress and deserved a wage increase. Consequently, the P. E. G. of an "average" officer after several years of service could portray a gross misrepresentation of the officer's performance. The wide disparity of grading practices also renders the use of an employee's P. E. G. invalid for promotional eligibility.

Under the A. C. P. S. the performance grade is not made a criterion for promotional eligibility. However, a minimum time of police service is required and continued service with the department is contingent upon the P. E. G.; therefore, the evaluation grade still indirectly influences the promotional process.

In addition to the performance grade, the following criteria were prerequisites for aspired ranks:

CORPORAL AND INVESTIGATOR: Patrol officers having two years experience in that position with the Columbia Police Department.* High school education or equivalent.

SERGEANT: Employees from the rank of Investigator or Corporal having five or more years with the Columbia Police Department.*

LIEUTENANT: Employees from the rank of Sergeant having two years in that grade. To be eligible for promotion to Investigative Lieutenant, an employee must first serve two years or more as a Patrol Sergeant.

*Five or more years demonstrably equivalent experience with a law enforcement agency in the local area may satisfy the length of service requirement.

Under the A. C. P. S. these prerequisites were revised:

CORPORAL AND INVESTIGATOR: Patrol officers with two years in that position.

SERGEANT: Employees holding the permanent rank of Corporal or Investigator and patrol officers with three years experience in that position, holding a Bachelor of Arts or Sciences Degree in Criminal Justice, Police Science, or directly related field.

LIEUTENANT: Employees holding the permanent rank of Sergeant.

The high school education requirement presently is a prerequisite for employment as a police officer. All officers meeting the above requirements are placed on an eligibility list to be considered in a three-phase evaluation procedure (see Appendix 2, p. 2).

Phase 1

Phase 1 of the evaluation procedure involves a job element assessment by three supervisors who have worked closely in a field capacity with the candidate for promotion. In order to avert the problem of disparity in evaluation practices, the job elements are more narrowly defined than in the performance evaluation (see Appendix 3, pp. 2 and 3). Additionally, Supervisors participating in the candidate evaluation were instructed in the procedure by being required to evaluate hypothetical profiles of promotional candidates. The evaluating supervisors were instructed regarding the appropriate evaluations of such profiles. With these training sessions, supervisors evaluated profiles similarly without collaborating. Similarity in evaluations of actual candidates affirmed the reliability of Phase 1 evaluations.

Phase 2

Phase 2 assures some objectivity in the A. C. P. S. by utilizing an assessment board comprised of individuals outside the department (see Appendix 2, p. 2). Phase 2 began with ranking officers from the same rank to which the candidates were applying submitting descriptions of situations they had encountered that required supervisory or other job-related skills. Candidates, segregated into groups of four or five (depending on the number qualified for Phase 2), fielded these problematic situations, analyzed them, and

feedback impromptu solutions. Assessment board members viewed videotapes of officers' participation and graded each according to five elements (see Appendix 4). Comparative scores were then used to further narrow the field of eligible candidates.

In addition to incorporating an element of objectivity, Phase 2 afforded the community an opportunity to participate in a police program. The community in this way influenced the department toward selecting the type of supervisory personnel it wanted, and the department benefited by promoting good public relations.

Phase 3

Phase 2 complete, the field of candidates is narrowed to a final "pool" (see Appendix 2, p. 2) to be considered in Phase 3. In this final phase the Chief selects those to be promoted. The Chief may use all sources of information for his assessments including grading sheets used by assessors in Phases I and II. Each person promoted undergoes a one year probationary period.

CITY OF COLUMBIA, SOUTH CAROLINA
Employee Performance Evaluation

Date: _____
Name: _____ Dept: _____
(first) (initial) (last)
Classification: _____ Range: _____ Step: _____
(title)
Report Period: From _____ To _____
Type Report: 1st Probation () Annual Regular ()
2nd Probation () Special ()
Recommend Retention: Yes () No ()

The employee's immediate supervisor should weigh, mark and justify each factor below. Refer to the instruction manual for an explanation of the factors.

	JOB REQUIREMENTS					
	Weight	Does Not Meet	Partially Meets	Meets	Exceeds	
1. Knowledge of Work						
2. Initiative & Creativity						
3. Quantity of Work						
4. Quality of Work						
5. Ability to Learn / Versatility						
6. Cooperation & Attitude						
7. Dependability						
8. Housekeeping						
9. Safety						
10. Punctuality & Attendance						
11. Physical Condition						
12. Appearance						

The following additional factors should be rated for those who supervise others.

	JOB REQUIREMENTS					
	Weight	Does Not Meet	Partially Meets	Meets	Exceeds	
13. Planning, Scheduling, and Organization						
14. Training and Instruction						
15. Supervision & Controls						
16. Leadership						

Justification:

- 1. Knowledge of work _____
- 2. Initiative & Creativity _____
- 3. Quantity of work _____
- 4. Quality of work _____
- 5. Ability to learn / versatility _____
- 6. Cooperation & Attitude _____
- 7. Dependability _____
- 8. Housekeeping _____
- 9. Safety _____
- 10. Punctuality & Attendance _____

Justification: (Cont'd)

11. Physical Condition _____

12. Appearance _____

13. Planning, Scheduling and Organization _____

14. Training and Instruction _____

15. Supervisory Controls _____

16. Leadership _____

I certify that this report represents my best judgements of this employee.

Signature

Title

Date

Reviewers:

Signature

Title

Date

Comments:

Signature

Title

Date

Comments:

Employee's Signature:

I certify that this report has been discussed with me. I understand my signature does not necessarily indicate agreement.

Comments:

Employee's Signature

Date

PROMOTIONS WITHIN THE POLICE DEPARTMENT

Promotions within the Police Department shall be made based upon demonstrated and projected qualifications of eligible candidates. These qualifications shall be determined by a review of job elements by each candidate's supervisors and an assessment of the candidates by a panel of persons representing a broad spectrum of government, law enforcement and the community.

Eligibility for each promotional level shall be as follows:

LIEUTENANT: All persons holding a permanent rank of sergeant.

*SERGEANT: All persons holding the permanent rank of corporal or investigator and patrol officers with three years experience in that position, holding a BA or BS degree in Criminal Justice, Police Science, or directly related field.

*CORPORAL & INVESTIGATOR: All patrol officers with two years experience in that position.

Positions above the rank of lieutenant shall be selected for the assignment at the discretion of the Chief of Police.

Notice of promotional eligibility shall be posted at least ten days prior to closing of the examination. Any person, believing that he is eligible, whose name does not appear on the eligible list, shall immediately, but, in any case, within the ten-day period, notify the Chief of Police, in writing, detailing the factors that he believes have been overlooked in determining his eligibility.

All eligible candidates, wishing to compete for promotion, shall so designate, before the closing date, by affixing their signature to the official eligibility list maintained in the office of the Chief of Police.

(*Service experience shall be determined as of the first day of the month in which the examination for promotion is announced.)

PROMOTIONS WITHIN THE POLICE DEPARTMENT

The first phase of the promotional process shall be a job element assessment by the supervisor of the promotion candidate. That assessment shall cover a broad scope of elements, as determined by the Chief of Police, which are considered desirable of persons advancing through the rank structure of the Police Department. To successfully complete this phase, the candidate must score in the upper 50 percent of competing candidates. Successful candidates shall advance to the next stage.

The second phase of the promotional process shall consist of a review by a Board of Assessors, based upon factors determined important for persons seeking the position being examined. Members for the Board shall be selected from one or more persons of the following groups:

- (1) - A representative of the City of Columbia.
- (2) - A representative of higher education.
- (3) - A representative of police management or administration.
- (4) - Representatives from the community at large.

The Board of Assessors shall be charged with the responsibility of determining whether the candidate is capable and suited for the position sought. Candidates successfully passing the assessment by the Board shall have their name listed in a "Pool of Eligible Candidates for Promotion." Persons in the "Pool" shall remain eligible for a minimum period of one year or a maximum period of two years, as determined by the Chief of Police.

Promotions shall be made from the "Pool of Eligible Candidates for Promotion", based upon the recommendation of the Chief of Police. In making his recommendation, the Chief may consider any available material and information, including recommendations from the previous phases of examination.

All promotions shall be for a probationary period of one year from time of appointment.

POSITION: _____

APPLICANT: _____

DATE: _____

Instructions: Each applicant shall be rated on each element on the following scale. (Explain extreme ratings, either weak or strong, by number, on reverse side.)

0 - 2 = Inadequate

7 - 8 = Strong

3 - 4 = Weak

9 - 10 = Outstanding

5 - 6 = Acceptable

(See Element Rating Guide for a definition of each element.)

<u>ELEMENTS</u>	<u>SCORE</u>
1. Leadership	_____
2. Adaptability	_____
3. Judgement and Decisiveness	_____
4. Communication Skills	_____
5. Loyalty and Dependability	_____
6. Attitude and Personality	_____
7. Quality of Work	_____
8. Initiative	_____
9. Job Knowledge and Skills	_____
10. Community Relations	_____

TOTAL SCORE _____

CONVERTED SCORE (AVERAGE) _____

RATER'S SIGNATURE _____

1. LEADERSHIP

The ability of this officer to constructively influence, control and direct the actions of others. Do others accept and respect this officer or does he "turn people off"? Is he a positive influence on morale or does he generate the negatives? Can he be assertive and imaginative or is he a "follower"? Does this officer remain calm and maintain control when facing a crisis or does he become emotional?

2. ADAPTABILITY

The extent to which this officer can adapt to unfamiliar situations and find an adequate solution to problems encountered. Is he flexible or is he rigid and dogmatic? Is he at ease with general policy or does he require narrow structure? Can he accept progressive change or does he cling to old methods?

3. JUDGEMENT AND DECISIVENESS

The ability of this officer to reach sound decisions in a timely fashion. Does he consider all relevant factors or does he jump to conclusions based upon personal bias and scant information? Can he face a hard decision or does he attempt to avoid it and "pass the buck"?

4. COMMUNICATION SKILLS

The extent to which this officer is capable of being understood and understanding others. Are his oral and written communications clear and concise or do people have difficulty understanding? Can he "listen" and "read" people or does he misunderstand others often? Can he communicate with others without being offensive or does he arouse hostility?

5. LOYALTY AND DEPENDABILITY

The extent to which this officer can be relied upon to perform his duty and uphold applicable policies and department objectives. Can this officer be a teamworker or does he "do his own thing"? Does he support his superiors, department and the local government or does he "undermine" at every opportunity?

6. ATTITUDE AND PERSONALITY

The extent to which this officer possesses a positive attitude, poise and congeniality. Does this officer have a bright outlook or is he "picked on" by others? Does he have a pleasant, even temperament or is he moody and unpredictable? Is his approach positive and confident or does he act depressed and respond slowly?

7. QUALITY OF WORK

The extent to which this officer's performance is thorough, accurate and effective. Does the officer perform well in all phases of the job or does he have glaring deficiencies? Does he divide his effort to correspond with workload or does he emphasize only those duties he likes?

8. INITIATIVE

The manner in which this officer applies his abilities to his job. Is he a self-starter who produces a high quantity of work or does he pace his effort just above the level for criticism? Does he use his time well or does he waste time and loaf?

9. JOB KNOWLEDGE AND SKILLS

The extent to which this officer possesses the knowledge and skill to perform at a high level. Is he capable of performing any assignment or does he require close supervision? Is his knowledge and skill appropriate for promotion or is he "pressed" to perform at his present level?

10. COMMUNITY RELATIONS

This officer's ability to effectively work with the general public. Is this officer able to interact with the public or does he try to isolate himself? Can he handle "explosive" situations successfully or does he receive citizen complaints often? Is he considerate of the feeling of others or is he tactless? Does he react to each individual problem, using imagination, or does he always do things one way?

Date _____

Group No. _____

Instructions: Each candidate should be assessed on their ability to meet each element on this form. Your individual judgment is very important. Please use the following scale:

0 - 2 = INADEQUATE

5 - 6 = ACCEPTABLE

3 - 4 = WEAK

7 - 8 = STRONG

9 - 10 = OUTSTANDING

ELEMENTS	CANDIDATES				
	A	B	C	D	E
1. PARTICIPATION (Number of points or views introduced by candidate)					
2. JUDGMENT (The degree of logic displayed by candidate)					
3. DEMEANOR (Candidate's response to and inter-action with others)					
4. COMPREHENSION (Ability of candidates to grasp the depth of the problem)					
5. PERSONALITY (How well this candidate appears to "fit the role")					
TOTAL (EACH CANDIDATE):					

Comments. (Any further points which should be considered concerning either candidate.)

Rater's Signature

THE RESIDENT DEPUTY PROGRAM:
GREENVILLE COUNTY SHERIFF'S DEPARTMENT

The Greenville County Sheriff's Department divided the county into ten patrol districts on the basis of documented service needs. This process resulted in an equitable distribution of service generally. However, some inaccessible areas could not successfully be served as parts of patrol districts. To meet the special needs of these remote areas in a cost-efficient manner, a resident deputy program was established.

The resident deputy program has been well recieved by citizens in the special service areas, and the program has had a very positive impact on the officers themselves, strengthening their sense of job satisfaction.

For further information regarding the Greenville County Resident Deputy Program, contact:

Sheriff Johnny Mack Brown
Greenville County Sheriff's Department
Greenville, South Carolina 29601
Phone: 271-5210

RESIDENT DEPUTY PROGRAM

In early 1977, the Greenville County Sheriff's Department began an evaluation of law enforcement needs in Greenville County. The first and foremost need to be identified was the delivery of adequate patrol services in the unincorporated portions of the county.

In attempting to meet that need, we divided the county into ten patrol districts to correspond with calls for service in those geographical areas. Three patrol officers were to be assigned per shift into each district. The size of the district depended upon population density and calls for service. The west side of the county, with its high rate of service calls, has the smallest districts of fourteen and fifteen square miles each.

The largest patrol districts, on the other hand, are composed primarily of sparsely populated, rural areas. The two northern districts are 148 and 215 square miles each. The southern districts are 30, 34 and 145 square miles each.

By using a calls for service listing initiated last year, we can chart the following activities in a sample time period. One northern and one southern district were selected because of their involvement in the Resident Deputy Program and one west side district was selected to illustrate the activity involved in a compact, urbanized district.

	<u>District 1</u>	<u>District 6</u>	<u>District 9</u>
Square miles	215	30	15
Population	32,000	20,000	26,000
<u>Calls for service:</u>			
October, 1978	147	293	600
December, 1978	144	301	569
March, 1979	118	319	641

In the smaller area of district 9, the heavy concentration of population also produces a very high ratio of calls for service, averaging 23 calls per month, per 1,000 population. This identified hard data with which to justify our decision to keep this patrol district small, thus giving it a high concentration of patrol services.

The northern patrol district 1 averages only 4.2 calls per month per 1,000 citizens, and District 6 in the south averages only 5.2 calls for service per 1,000 population per month.

Such a low ratio of calls for service per 1,000 persons is fairly typical of our rural residents. They are a hearty and independent class of people with a low crime rate. Another aspect of their independence is that even when they experience crime or other difficulties, they are very reluctant to call in authorities unless the situation is beyond their ability to resolve it themselves.

Because of the extreme financial constraints which are placed on our agency, we are unable to provide patrol coverage evenly throughout the county. Each district, therefore, was developed in size according to the level of services required within it. This is why District 9 with 15 square miles, requires three patrol cars per shift; and District 1 is assigned only one car per shift in an area of 215 square miles.

Although District 1, along with other areas, could easily justify heavier patrol coverage, our local government is currently unwilling to provide the necessary funds. Therefore, the allocation of patrol services is an extremely serious business with priorities given to those areas already consumed with crime.

What of the other areas, however, where crime is beginning to grow and spread with the population? Should these areas be punished through inadequate patrol services because they do not, as of yet, have a "history" of criminal activities?

Within District 1, there is a concentrated residential area around the Lake Lanier area, which is in the far northern area of the district, adjoining the state line with North Carolina. The residents of this section have certain requirements for law enforcement services as this is a thriving summer resort area. Their location, however, made it extremely difficult to provide regular patrol services there. This was due in part to the natural geographical barriers (mountains, lakes, rivers, etc) and very limited access roads. A major factor, however, was the volume of service calls generated in the lower section of District 1. This is located just above the Municipality of Greer. Our patrol cars, by necessity, remained on duty in this area, to be prepared to answer calls there. Normally, a patrol car did not go into the Lake Lanier area unless he was assigned a call there. Mainly, he knew that if he patrolled in the northern area of his district, as soon as he got there, he would receive a call in the southern portion, about 18 miles away.

This practice, however, did nothing to allieviate citizen discontent in the residential areas around Lake Lanier. If anything, their complaints grew more vocal, and in most circumstances justified. The response time to their calls for service were high and preventive patrol was almost non existent.

After examining the service problems in this district, we closely reviewed citizen expectations, and their attitude towards services provided. Our

conclusions were that the expectations voiced by these citizens were not unreasonable, that as county taxpayers they were not receiving their fair share of law enforcement services and were justifiably upset over the situation.

On the other hand, we felt that we could not create another patrol district and staff it with even one car per shift, as there was, and still exists, a critical shortage of manpower. Therefore, other higher crime areas had priority on manpower that was available.

The solution to this dilemma seemed to revolve around the concept of a resident law enforcement officer, one residing in the affected area who could work a regular shift there, and be on call to the residents when needed off duty. In this manner, one officer could concentrate his duty hours during the times in which he could be most effective answering calls and providing patrol services. During off duty hours he would live in the community and be available for calls of a serious nature requiring a quick response. Low priority calls would still be answered through regular patrols during the resident officer's off duty hours.

The key to success in this program would be the officer selected. This officer would have to be well known in the community, highly motivated, experienced in all phases of law enforcement, and an ever present ambassador of good will for our department.

After a careful search for such an individual, a person was found who was currently in law enforcement, a resident of this northern community, and highly motivated towards this particular duty. After a training period with our department, this officer was placed on duty in the northern area of District 1. A radio station and a newspaper just across the state line in Tryon, North Carolina were enlisted to publicize the Resident Deputy program for their media coverage area in upper Greenville County, South Carolina.

Community organizations were contacted, and meetings between them and the resident deputy were held.

At the same time, another barrier to effective law enforcement in this area was removed. Formerly, area residents had to call long distance to request a deputy. Coinciding with the Resident Deputy Program, we installed a WATTS line in our Law Enforcement Center to give these citizens easy, direct access.

The Resident Deputy was furnished with a marked four wheel drive vehicle to patrol in and a low band radio was installed in his vehicle in order to maintain radio contact with the Tryon, North Carolina Police Department. This was necessary because a number of Lake Lanier residents were accustomed to calling there so the police would relay the message to our department by way of a regional low band radio channel.

After this program was initiated, citizen response in this area was overwhelming. Their concensus was that, after long years of neglect, they were finally receiving a decent level of law enforcement services for their tax money.

The continuing presence of a patrol vehicle in their area did much to cut down on "nuisance activities" that had plagued the residents for years.

Because of the nature of his patrol district, the resident deputy has the ability to know his beat thoroughly, knowing all business owners and a majority of residents in his area. This, in turn, allows the residents to know the deputy personally also, and leads to strong bonds of trust between the two, as the residents refer warmly to "our deputy".

Another factor that comes into play is one described by the Los Angeles Police Department as the "Territorial Imperative". This phenomenon refers to the strong possessive feelings generated in an officer who is allowed to work a district as his "own", giving him a measure of independence, and a great deal of encouragement in investigating and clearing all crimes in that area. Given these opportunities to strongly identify with a specific territory and its people, the officer soon acquires a powerful inner motivation to 'protect' his territory and will willingly work the long, exhausting hours necessary to do so.

After a period of several months, the project was evaluated from two perspectives. First and most importantly, were citizens' needs and expectations met? Here, the answer came from the recipients themselves as they pronounced the program a solid success. In this aspect, the Resident Deputy Program had hurdled its most potentially critical barrier.

The second aspect concerned operational readiness. With a serious personnel shortage already facing us, we could not stand any further reduction on our operational effectiveness. Anyone placed in a Resident Deputy Program would have to be taken from a position already slotted for a regular patrol district.

Our Command Staff examined this issue very closely because such a trade off had to be justified. In terms of production, one position in any of the west side or east side districts will answer approximately 12 - 16 calls for service per shift. A resident deputy will usually answer approximately half a dozen or less. The justification here was the realization that one position more would make very little difference in the active districts. In the Resident Deputy concept, however, it has a tremendous impact.

Geographically speaking, these other, active districts had a fairly constant presence of law enforcement. Before the Resident Deputy Program, our presence in the Lake Lanier area ranged from sporadic to non existent.

Thus far, the preponderance of feeling was that, from an operational standpoint, the program was justified.

The clinching argument was that we have a basic responsibility to provide all of our citizens with the best law enforcement services we are capable of providing. If this requires unorthodox, innovative methods, then we must be prepared for the challenge and capable of producing cost effective services.

After the Resident Deputy Program had operated successfully for approximately one year, we found cause to establish a similar program in District 6 in the southern portion of the county. In this instance, a fairly large population of several thousand people reside in and around the unincorporated town of Piedmont. This area is at the far southern end of District 6. At the upper end lies a hotel/motel district which is served by the heavy traffic from Highway I-85.

This upper end by far generates the largest number of service calls in District 6. Here again, a patrol car was simply unable to answer calls in the upper part of his district, and still provide patrol functions in Piedmont some ten miles away.

Once again, this area could not support a separate patrol district, but for similar reasons as outlined in the Lake Lanier situation, it could justify and support the presence of a Resident Deputy.

After the initiation of this program in the Piedmont area, we again experienced success, both from the citizens' standpoint and from ours.

The Resident Deputy program will not fit the needs of a number of departments, nor will it even fit into a number of our patrol districts. However, the program is designed to fit the needs of an understaffed department which must cover an extremely large geographical area with a population that is a mixture of urban, suburban, and rural, with clusters of settlements in remote areas.

Certain aspects of the program can, however, be readily adapted, as we have done in our remaining patrol districts. These officers for the most part are assigned a permanent district after training, and are encouraged to become acquainted with all shopkeepers in their district and to maintain a presence in residential areas.

The 'Territorial Imperative' concept is further strengthened by making the officer responsible for the majority of follow-up investigations in his district. A supervisor screens all initial reports for follow-up and records the assignment in a master log book. The district officer must file a progress report within five days. We give the patrol officer full investigative responsibilities to get his job done. He is responsible for the initial investigation, most follow-up investigations, taking witness/victim statements, securing of search warrants, their execution, the procurement of arrest warrants and their service.

Our patrol officers compile their own case files, consult with the solicitor's office during pre-trial procedures, and carry their prepared case to court.

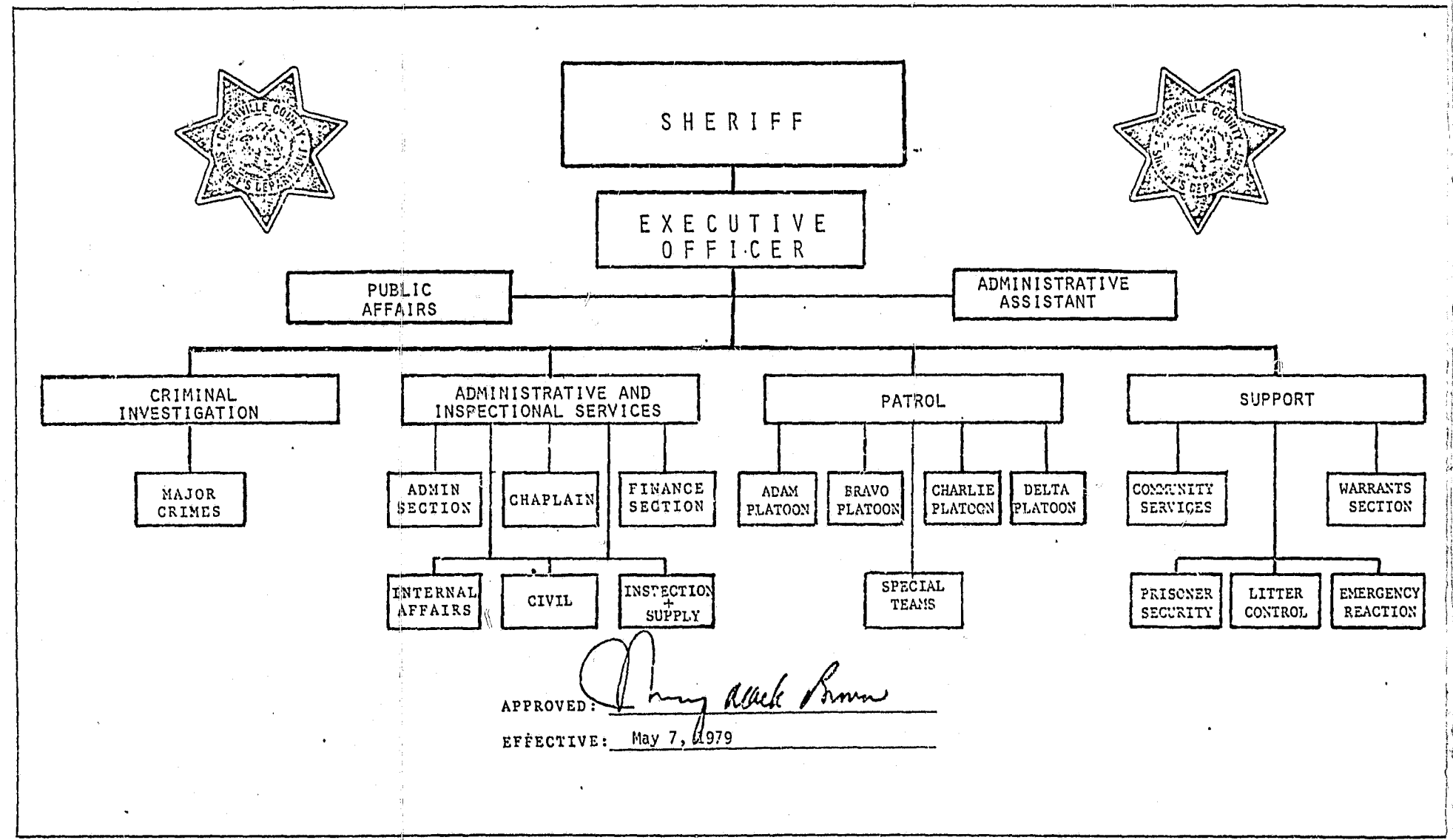
Aside from job enrichment factors, there is a certain sense of pride in being able to track down an offender in your district and carry the case completely through to its conclusion, without having to "turn it over" to another officer.

By maintaining this personal interest, we can maintain an extraordinarily high degree of motivation among our district patrol officers. We also receive the advantage of having all our officers trained and working as investigators rather than a select few. In an understaffed department, cross-training often makes the critical difference between survival and failure.

For all law enforcement agencies, however, the key to survival or to failure, will be the department's willingness and ability to adapt. To adapt to the ever changing environment of our society, and to adopt innovative methods of meeting our challenges of the present and the future.

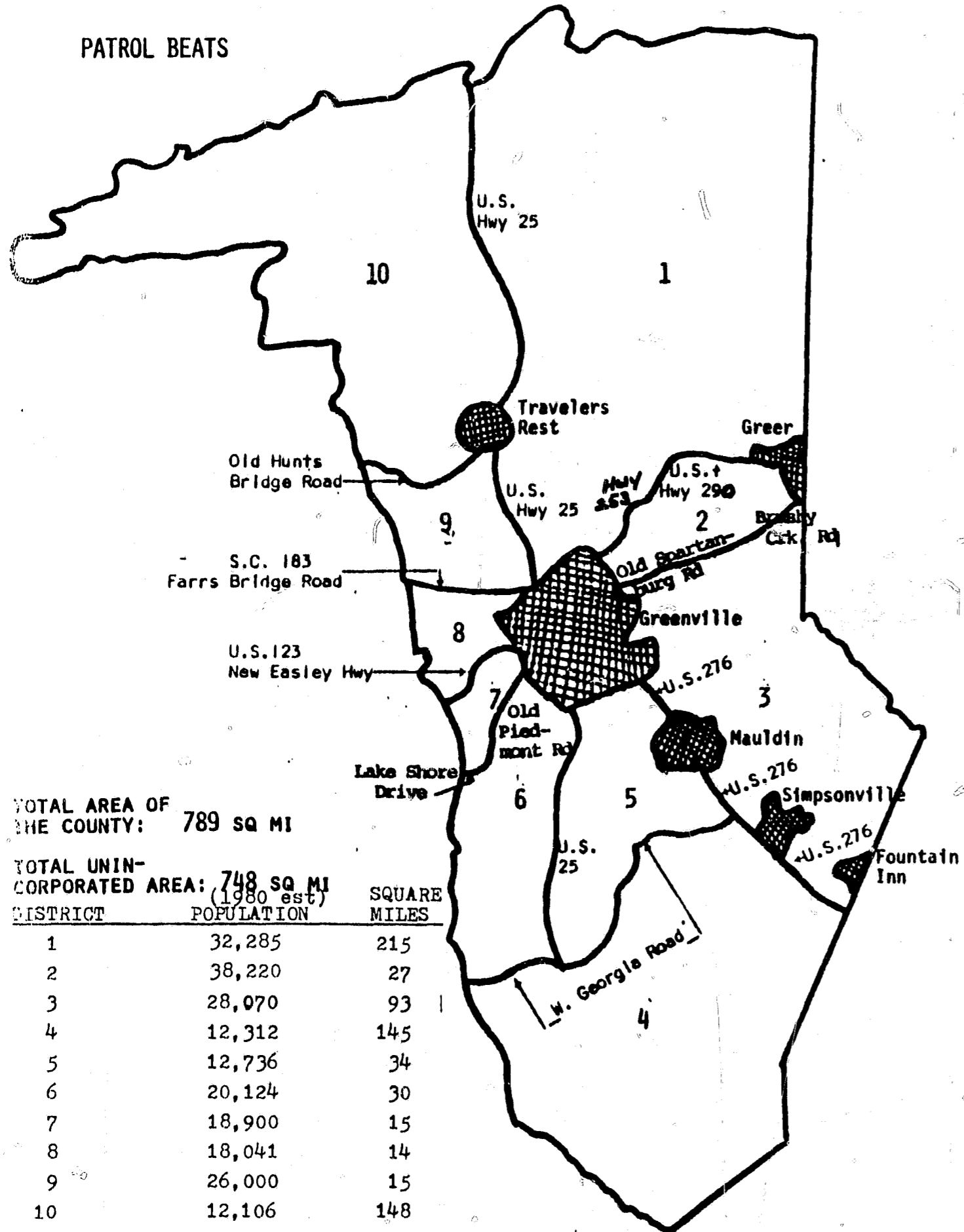
We owe this to ourselves as professional law enforcement officers and to the citizens who have given us the privilege of serving them.

-63-



APPROVED: *Henry Albeck Brown*
EFFECTIVE: May 7, 1979

PATROL BEATS

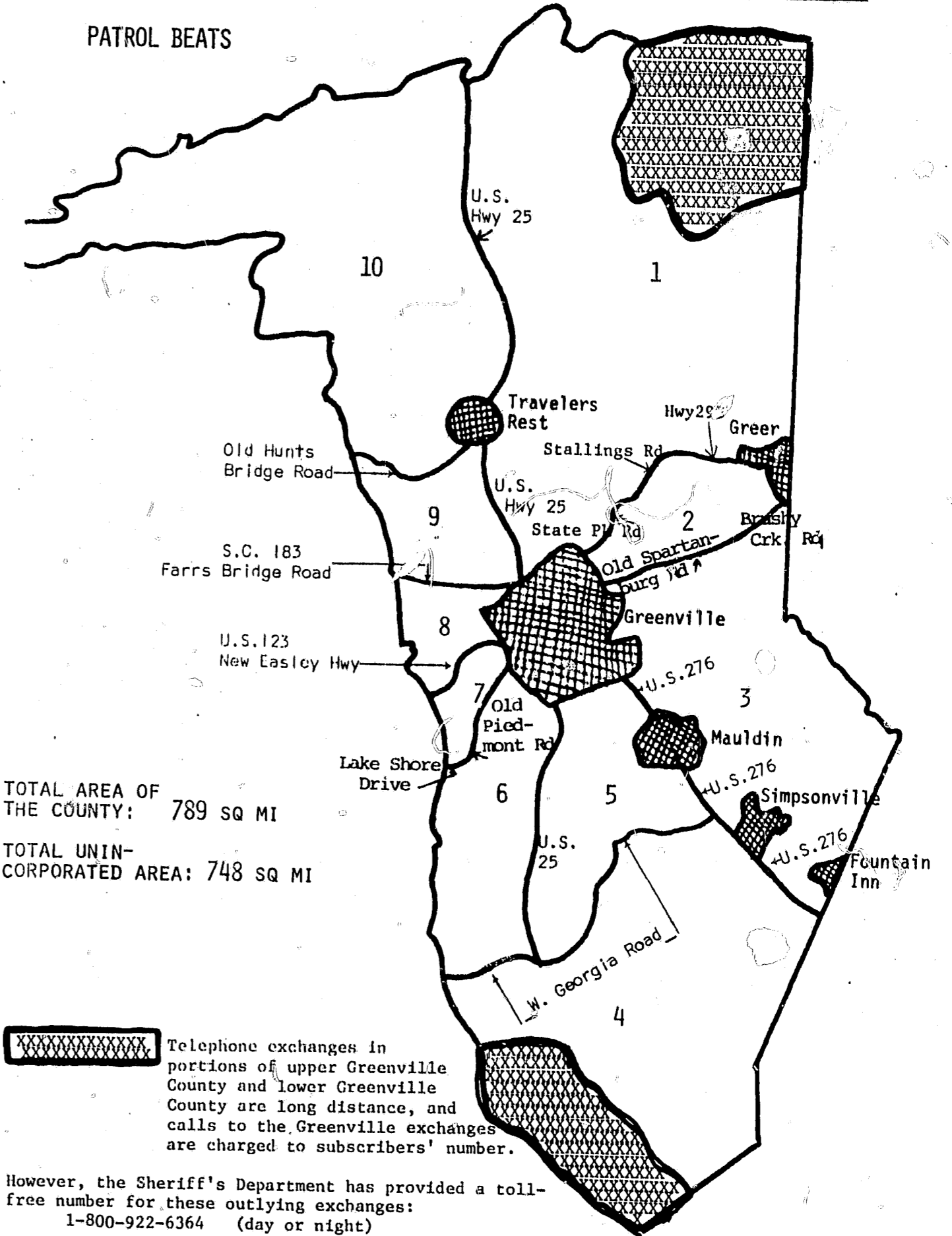


TOTAL AREA OF THE COUNTY: 789 sq MI

TOTAL UNINCORPORATED AREA: 748 sq MI (1980 est)


DISTRICT	POPULATION	SQUARE MILES
1	32,285	215
2	38,220	27
3	28,070	93
4	12,312	145
5	12,736	34
6	20,124	30
7	18,900	15
8	18,041	14
9	26,000	15
10	12,106	148

PATROL BEATS



TOTAL AREA OF THE COUNTY: 789 sq MI

TOTAL UNINCORPORATED AREA: 748 sq MI

 Telephone exchanges in portions of upper Greenville County and lower Greenville County are long distance, and calls to the Greenville exchanges are charged to subscribers' number.

However, the Sheriff's Department has provided a toll-free number for these outlying exchanges:
1-800-922-6364 (day or night)

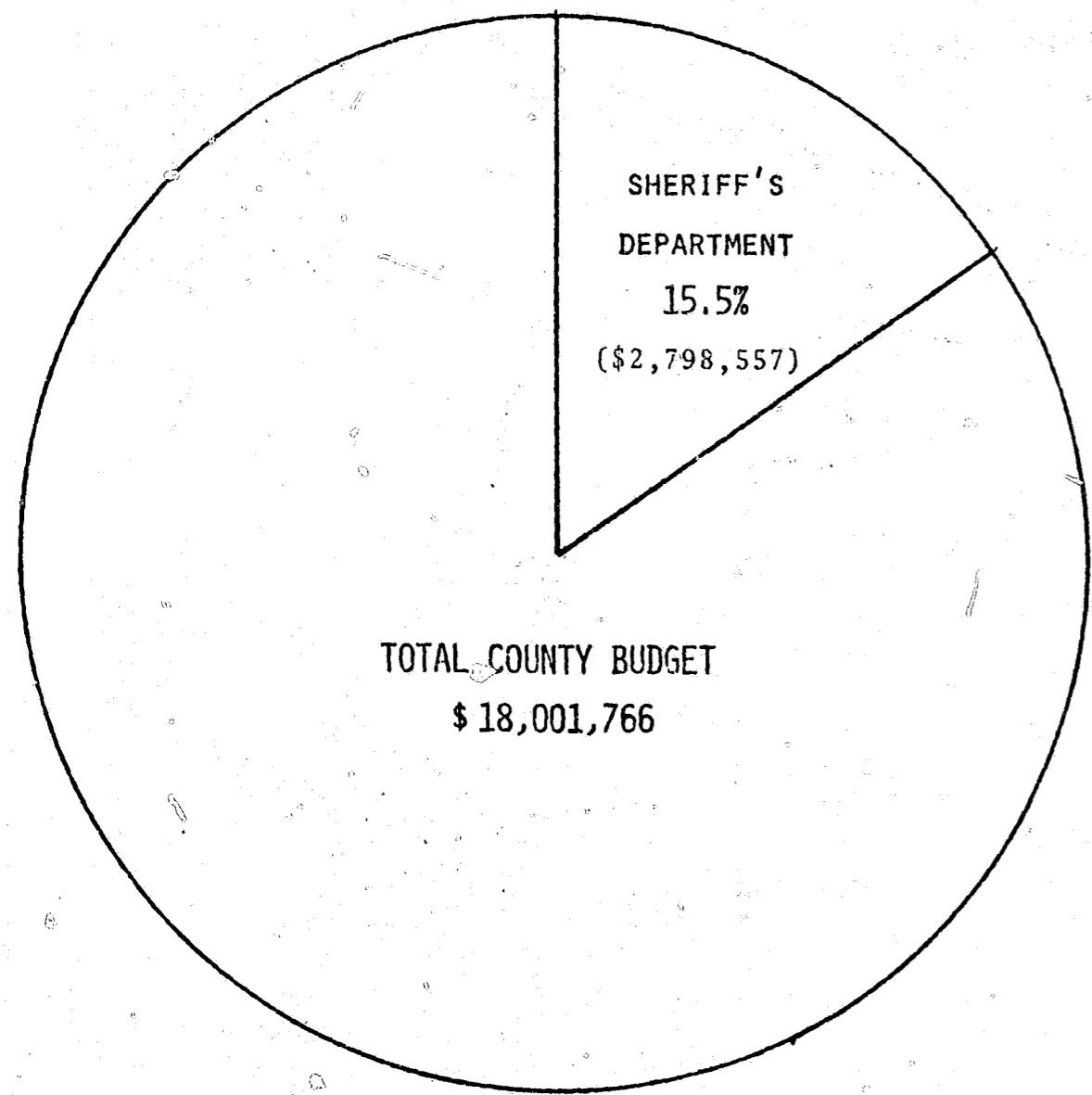
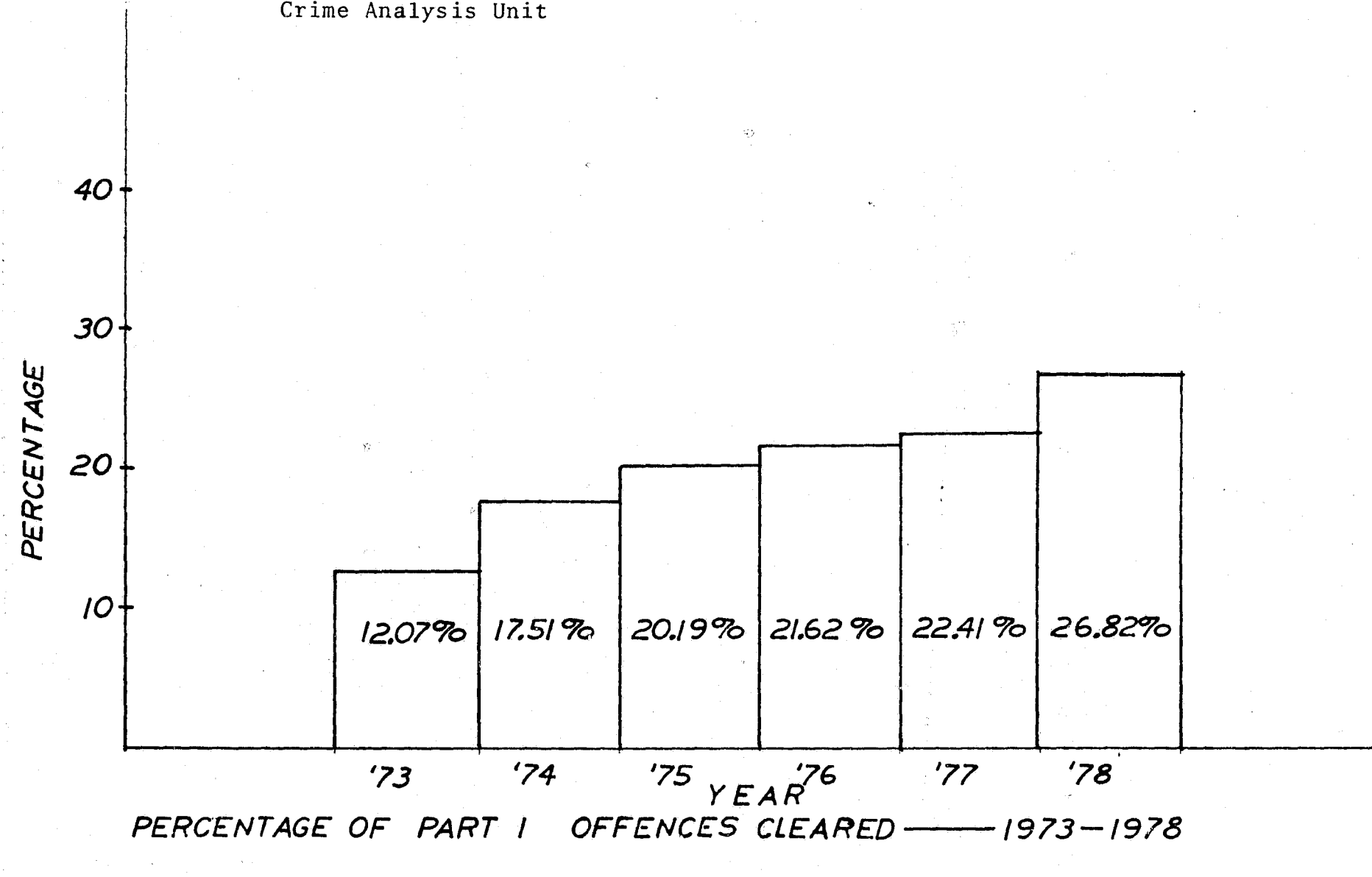


FIGURE 1: SHERIFF'S DEPARTMENT BUDGET ALLOCATION COMPARED TO TOTAL GREENVILLE COUNTY BUDGET FOR FISCAL YEAR 1979.

SOURCE: Fiscal Plan 1979
County of Greenville
South Carolina
Pages 5 & 6

FIGURE 1: CLEARANCE RATES 1973-THRU

Source: Greenville Police Service Bureau
Crime Analysis Unit



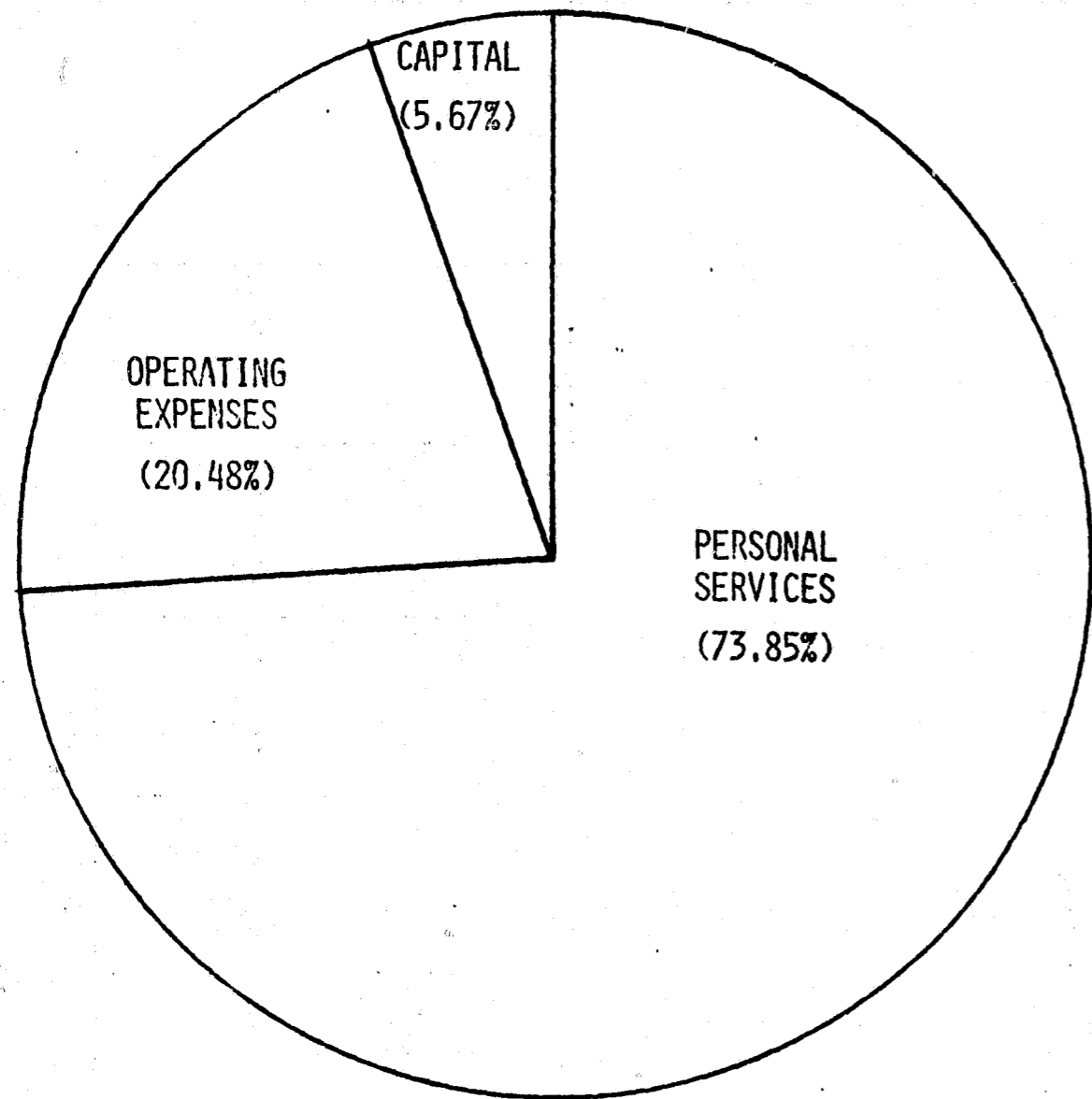
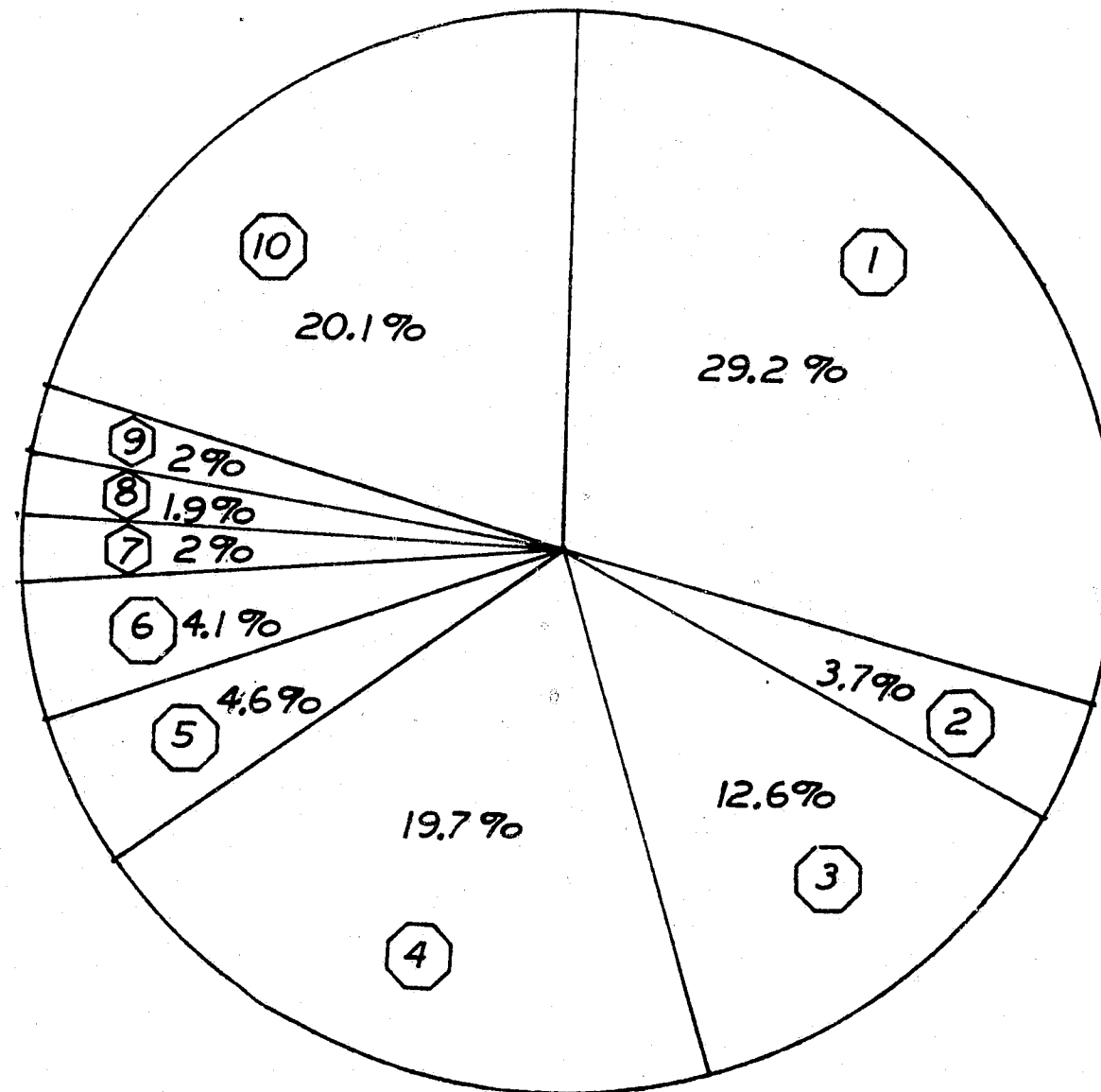


FIGURE 2: DISTRIBUTION OF SHERIFF'S DEPARTMENT BUDGET ALLOCATION FOR FISCAL YEAR 1979.

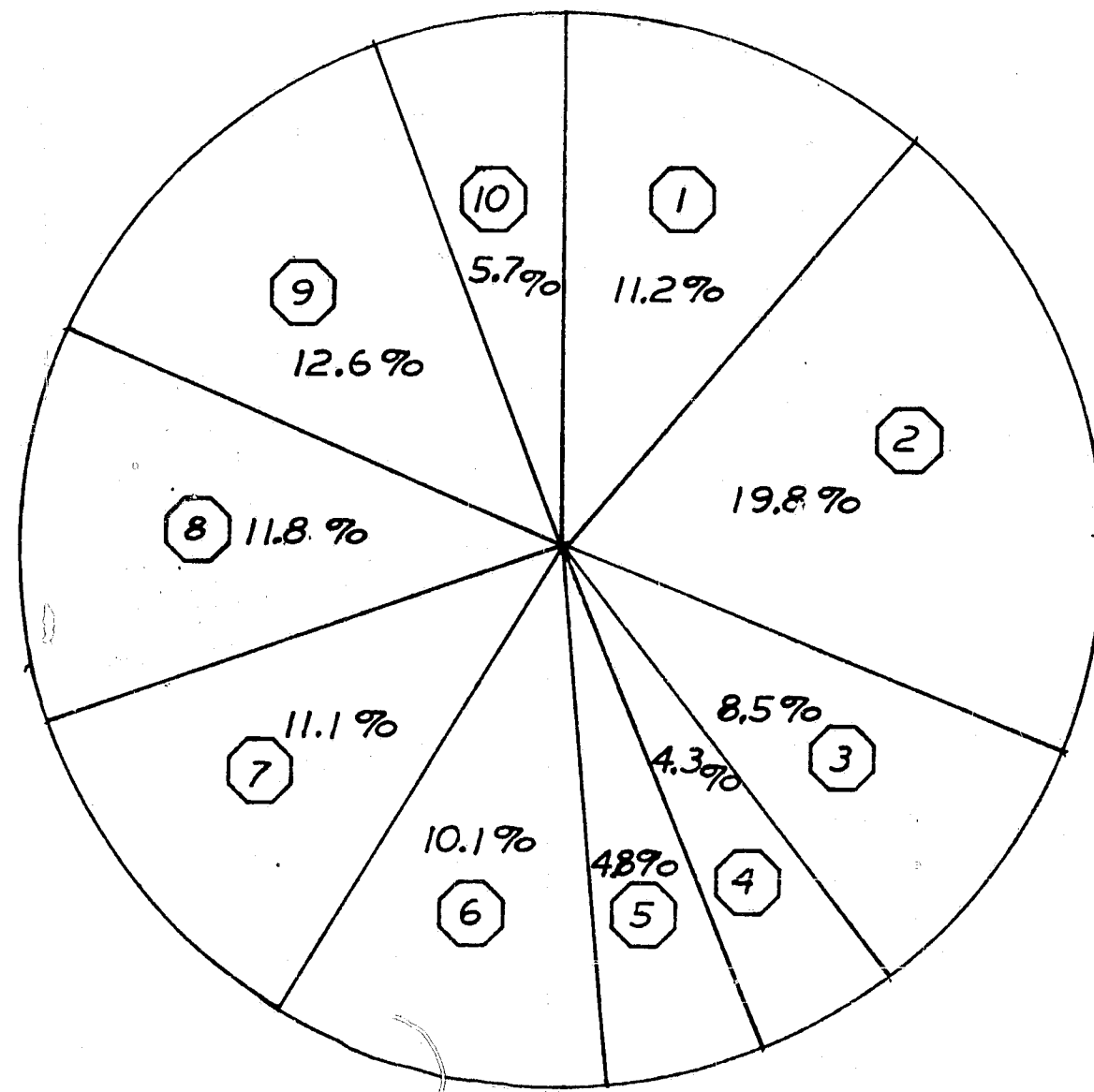
SOURCE: FISCAL PLAN 1979
COUNTY OF GREENVILLE
SOUTH CAROLINA
Page 99

FIGURE 2: PERCENTAGE OF UNINCORPORATED GREENVILLE COUNTY BY PATROL BEATS.
Source: estimates by Greenville County Planning Commission



LAND AREA BY BEATS

FIGURE 3: POPULATION OF UNINCORPORATED GREENVILLE COUNTY BY PATROL BEATS



POPULATION BY BEATS '70 CENSUS

FIGURE 4:

ESTIMATED POPULATION GROWTH
FOR GREENVILLE COUNTY, S.C.

Source: Greenville County
Planning Commission

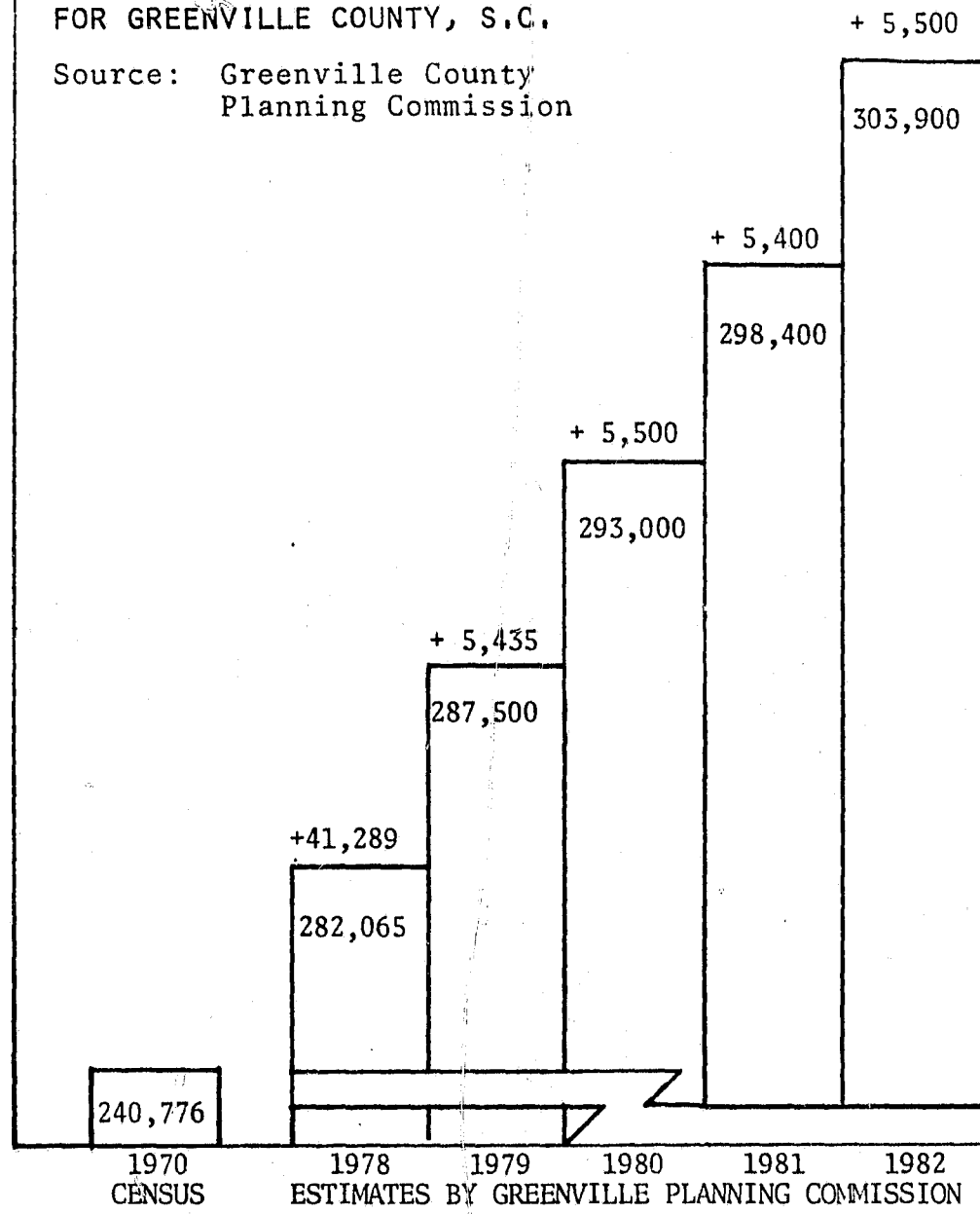


FIGURE 5: COMPARISON OF LAND AREA OF PATROL BEATS WITH CALLS FOR SERVICE.

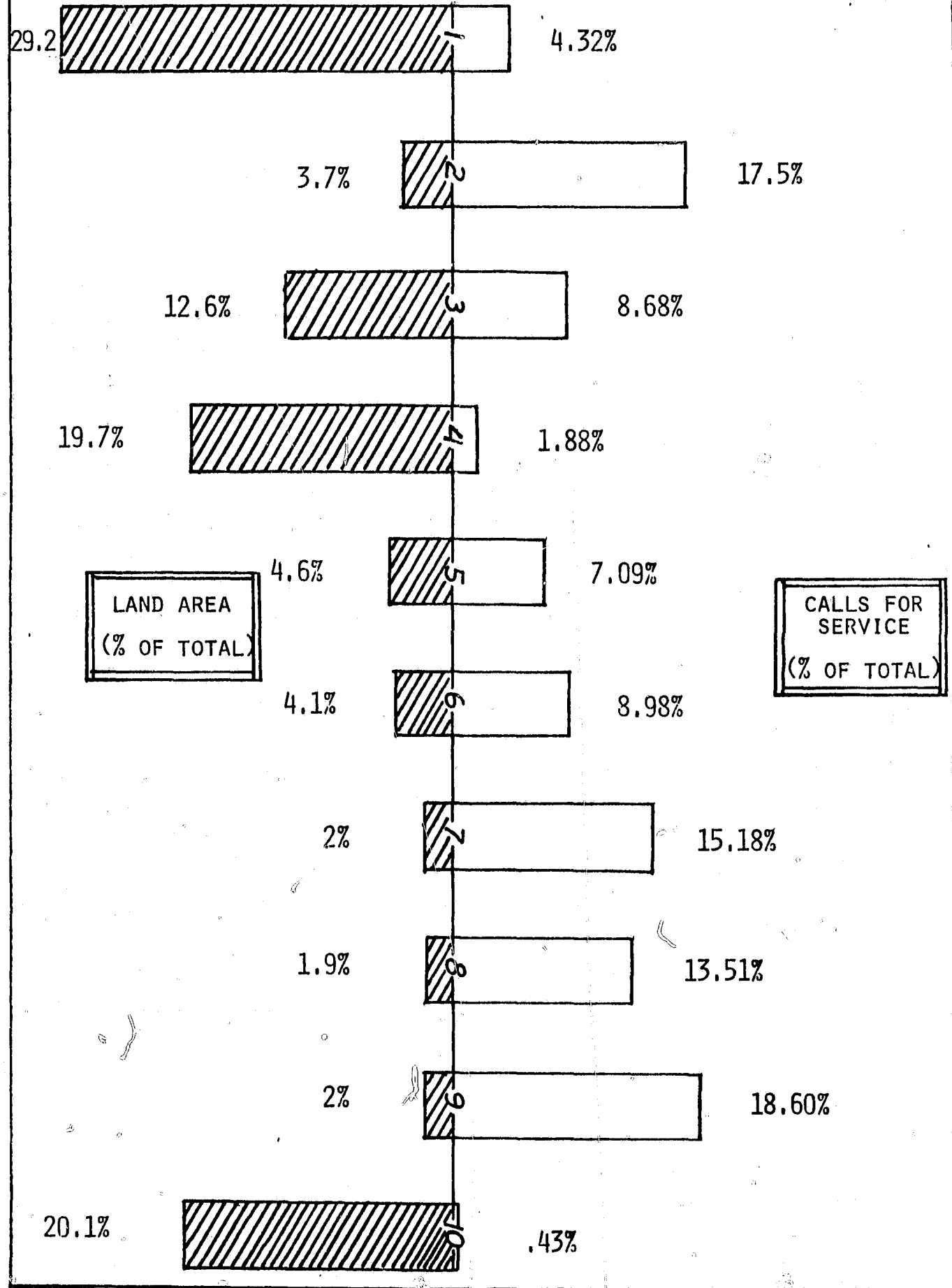
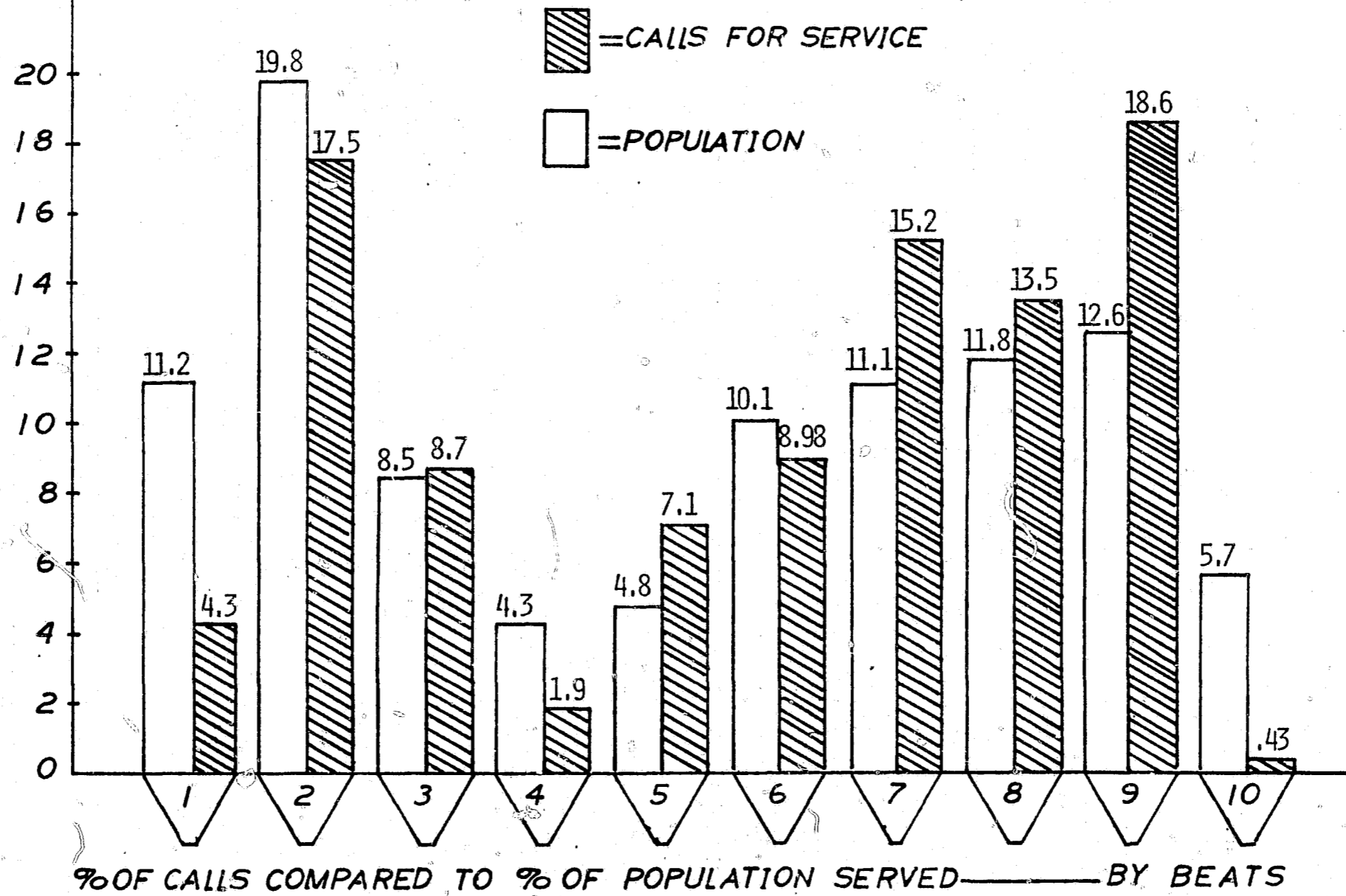
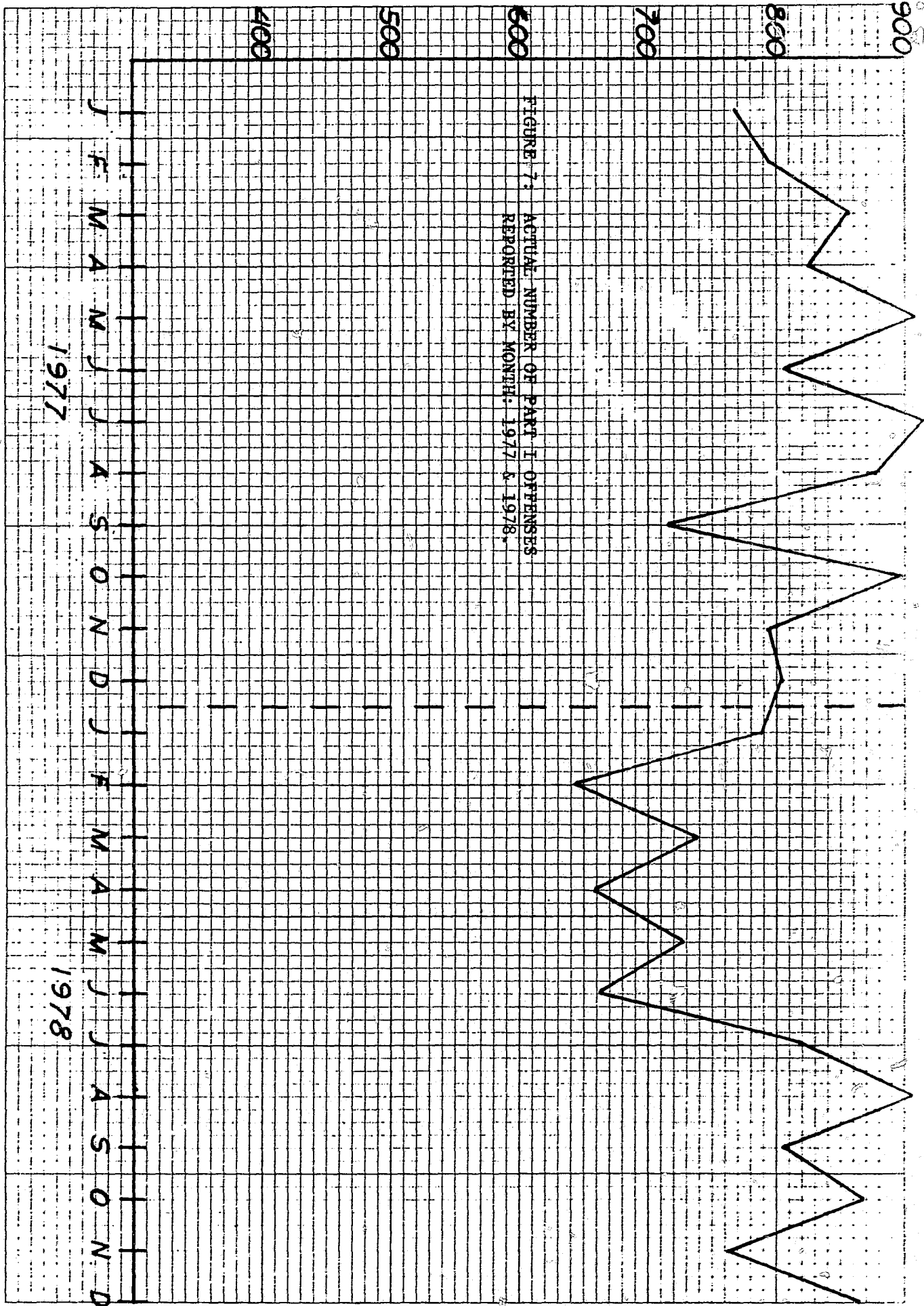


FIGURE 6: COMPARISON OF POPULATION SERVED AND CALLS FOR SERVICE IN PATROL BEATS 1 TO 10.
 Source: Greenville Co. Planning Commission (Population)
 Greenville Police Service Bureau--Crime Analysis (Calls for Service)

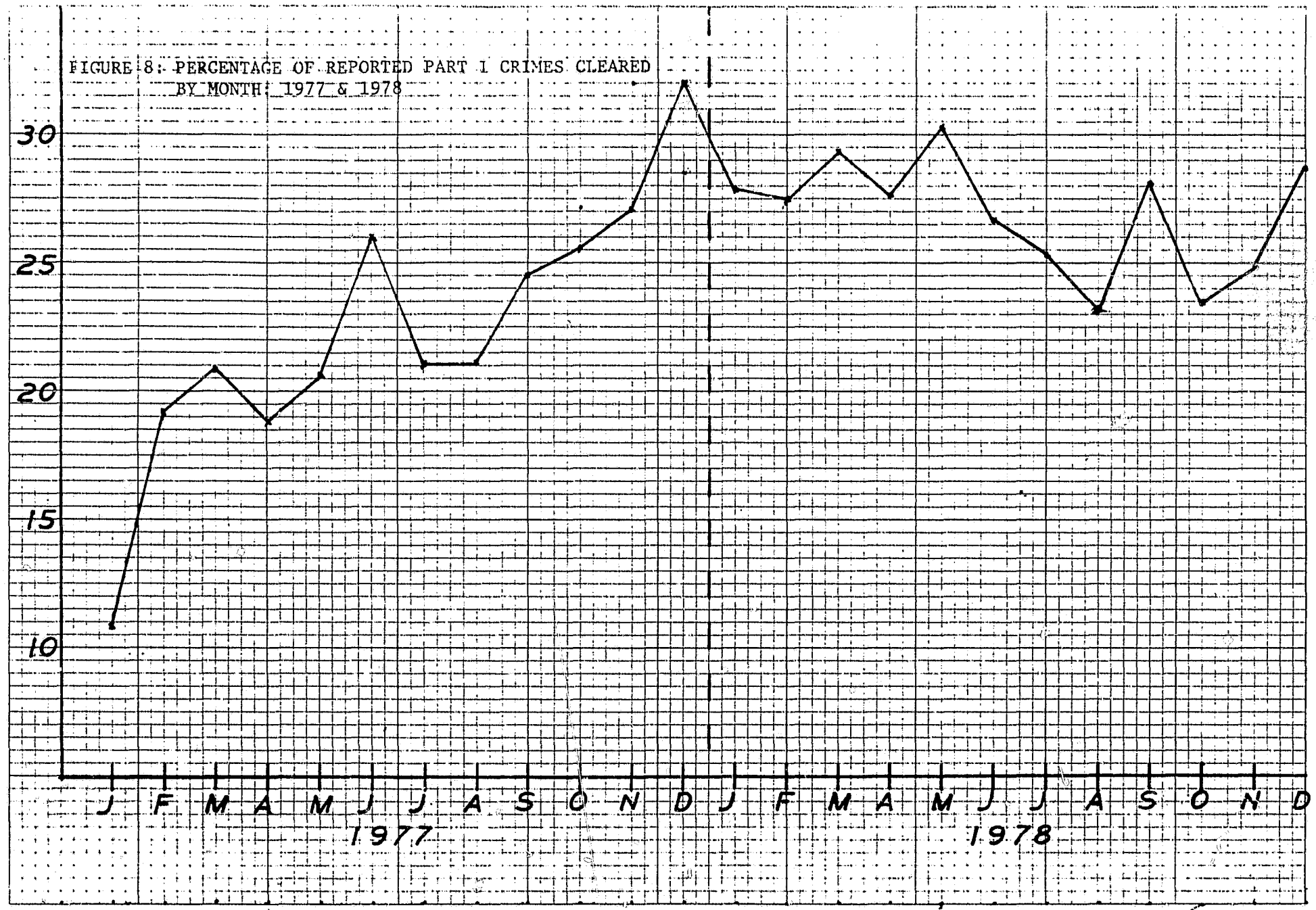


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FLORENCE POLICE DEPARTMENT

INTER-OFFICE MEMORANDUM

TO: William J. Mathias, Dean DATE: June 15, 1979
College of Criminal Justice

FROM: Roger E. Poston
Chief of Police

SUBJECT: OBJECTIVES OF FLORENCE COMPREHENSIVE JUVENILE UNIT

The Florence Comprehensive Juvenile Unit was organized June 1, 1978 under the auspices of the Florence Police Department. The city was experiencing a particular problem in the area of increased juvenile crime. The solution to this problem did not appear to be punitive incarceration, but rather meaningful diversion. It was with this idea of diversion and intervention that the juvenile unit was organized.

This project's objective is to create a meaningful diversion for those juveniles who have already committed either a criminal or status offense as well as a preventative program to reach those juveniles who have not yet committed an offense and guide them toward positive activities. With the increased requirements for intake of juvenile offenders, both status and criminal, this unit was mandatory for the largest city in Florence County. This was the first comprehensive attempt to contact juveniles in their environment, on their level, and with their language to find solutions to their problems. For it is their present problems as juveniles which grow into social and criminal problems that we will face in the future. With this realization and objective, this project functions under a three-man team:

One juvenile officer who is the coordinator is responsible for coordinating and maintaining the integrity of this project's intent. The intent of this project is to attempt to solidify the juvenile system by open communication with other agencies to include meaningful follow-up.

One juvenile officer is primarily responsible for initial case work. These cases include both criminal and status offenders. This officer makes case reports to the coordinator and para-professional.

The para-professional position is the key to our diversionary approach. The duties are:

1. to counsel each individual according to his needs
2. to make home and school visits when necessary
3. to involve parents in the activities of their child/children
4. to help juveniles select meaningful programs and activities at their prospective sites (Boys' Club & Y.M.C.A.)

bgs

OBJECTIVES OF FLORENCE COMPREHENSIVE JUVENILE UNIT

Page 2
June 15, 1979

5. to create a job-bank throughout the year to help eliminate the unemployment crisis which persists within the city.
6. to be a liaison person for referrals to other social agencies (diverting from police) as juvenile problems dictate.
7. to provide group activities that are directed at social improvement with value and goal directives. These are to include rap sessions, seminars, field trips, and parent-child activities.

bgs

This project was spearheaded by William J. Sidoran, Captain, and Project Director. Application for the grant was made to the Governor's Committee on Criminal Justice, Crime, and Delinquency, State of South Carolina. Below is budget summary for the total project. LEAA accepted and approved (minus travel) this budget.

GOVERNOR'S COMMITTEE ON CRIMINAL JUSTICE,
CRIME AND DELINQUENCY
STATE OF SOUTH CAROLINA
GRANT APPLICATION

BLOCK 8 — BUDGET SUMMARY FOR TOTAL PROJECT

BUDGET CATEGORIES (DETAIL OF FEDERAL FUNDS ONLY)	1st YEAR	2nd YEAR (PROJECTION)	3rd YEAR (PROJECTION)	TOTALS
PERSONNEL	28,939			29,939
CONSULTANT SERVICES				
TRAVEL	254			254
EQUIPMENT	19,480			19,480
CONSTRUCTION				
OTHER (SUPPLIES, TELEPHONE, RENTAL, ETC.)	2,294			2,294
TOTAL FEDERAL FUNDS REQUESTED	\$ 50,967	\$	\$	\$ 50,967
TOTAL STATE BUY-IN	\$ -0-	\$	\$	\$ -0-
TOTAL SUBGRANTEE CONTRIBUTION	\$ 5,943	\$	\$	\$ 5,943

Supporting Data

	<u>1974</u>	<u>1975</u>	<u>1976</u>	<u>Average</u>
1. Number of status offense referrals	124	178	223	175
2. Number of status offenders sent for evaluation and returned to the community with recommendations for alternative settings.	29	27	32	29
3. Number of status offenders on probation	95	151	191	146
4. Number of status offenders sent to institutions.	21	25	27	24
5. Number of status offenders placed on probation who remained in the community and recidivated.	*	*	42	42
6. Number of status offenders sent to institutions who have been returned to the community and recidivated.	**	**	**	-

Juvenile population to be served (10-16) 13,578

* Information not collected until 1976

** Unable to retrieve information since referrals for institutionalization were not made directly through the Court.

The above data is indicative of the large number of juveniles coming through the system in Florence without any program or project to deal specifically with their problems. The year (1977-78) this unit was organized, juveniles accounted for 47% of the total crime in the city. It was with this alarming fact in mind that the Police Department saw a problem and sought to solve it.

Evaluation: Prior to the implementation of the grant, figures were projected on the number of juveniles arrested or referred for criminal or status offenses (monthly). These figures were averages based on data collected from 1974-76. Enclosed is the monthly activity sheet that shows the projected number and the actual number of juveniles utilizing services of the program. This sheet also shows referrals and the number diverted from the courts.

Since diversion is the main objective of the juvenile program, figures show that for the first year the program has functioned objectively. We feel that the low percentage (4.92%) of re-arrested juveniles shows that the program has met with success.

These monthly reports plus a monthly evaluation from the para-professional on actual activities for the juveniles are submitted quarterly to the funding committee. In November of 1978, a committee from LEAA came, reviewed, and evaluated the programs.

ACTIVITY	PROJECTED ACTIVITIES (Cumulative)												ACTUAL ACTIVITIES (Cumulative)											
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
Juveniles arrested	11	22	33	44	55	66	77	88	99	110	121	132	15	29	42	46	57	65	76	82	82			
Juveniles arrested & prosecuted	5	11	17	23	28	34	40	46	51	57	62	67	9	21	27	30	41	44	48	51	51			
Juveniles diverted	6	11	16	21	27	32	37	42	48	53	59	65	6	8	15	16	16	21	28	31	31			
Juveniles to project / source of referral:																								
Family Court	4	9	14	19	24	28	33	38	43	58	53	58	1	3	3	6	6	12	19	22	22			
Schools	2	4	6	8	10	12	14	17	19	21	23	25	0	0	3	3	4	8	8	8	11			
YMCA	1	2	2	3	4	5	6	7	7	8	9	10	0	0	2	2	4	4	4	4	4			
Boys' Club	2	2	6	9	11	13	15	17	19	21	23	25	3	5	5	5	8	8	8	8	8			
DSS	1	2	4	5	6	7	9	10	11	12	13	15	0	0	0	0	1	2	2	2	2			
Parental																								
Treatment services:																								
Recreational activity	15	30	45	60	75	90	105	120	135	150	165	180	5	7	14	17	22	30	37	40	40			
Counselling	16	33	49	66	82	99	117	132	148	165	181	198	5	7	14	17	24	32	39	42	42			
Assistance in finding employment	3	6	10	13	16	18	21	24	28	32	36	40	2	3	3	3	3	4	4	4	4			
Referral to other agency.	4	8	12	16	20	24	28	32	36	40	44	48	0	0	1	4	6	9	14	19	25			
Juvenile offenders diverted by project and arrested	1	2	4	5	6	8	9	10	11	13	14	16	0	0	3	4	4	5	5	5	6			

END