



CRIME & JUSTICE RESEARCH CENTER

Year 2 Report

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



Photo Credit: The Seattle Police Department

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The logo for Seattle University, featuring the word "SEATTLE" in white and "U" in red, with a registered trademark symbol.

CRIMINAL JUSTICE,  
CRIMINOLOGY & FORENSICS

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## ACKNOWLEDGEMENTS

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# EXECUTIVE SUMMARY

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This Year 2 Report for the longitudinal evaluation of the Seattle Police Department's (SPD's) Before the Badge (BTB) Training program.<sup>1</sup> This report details findings from the first two years of data collection. The purpose of this project is to evaluate the effectiveness of SPD's BTB training program to inform training practices in SPD and Washington State and to contribute to academic literature on guardian law enforcement training, de-escalation and crisis intervention training, and alternative law enforcement training models. The study involves multiple data collection points including both surveys and face-to-face interview conducted with SPD recruits and a comparison group of recruits from other agencies enrolled in Basic Law Enforcement Academy (BLEA) at the Washington State Criminal Justice Training Commission (WSCJTC). This includes surveys and interviews conducted pre/post BTB training (SPD recruits) and pre/post BLEA, 1-year, and 3-year post-training (for both SPD recruits and non-SPD recruits).

The findings in the Year 2 Report include quantitative results collected from surveys and qualitative data from interviews with recruits and recruits enrolled in WSCJTC BLEA from September 01, 2022, through December 2, 2024, beginning with BLEA cohort 851 and continuing through cohort 911. Results are drawn from 207 pre-training surveys (125 SPD BTB and 82 non-SPD recruits), 48 post-training surveys (27 SPD BTB and 21 non-SPD recruits), and qualitative data from participants who completed interviews at pre/post/1-year - pre-training interview data from 180 recruits (144 SPD and 36 non-SPD), post-BTB training interview data from 62 SPD recruits, post-BLEA interview data from 33 SPD recruits and 8 non-SPD recruits, and 1-Year Post-BLEA interview data from 3 SPD recruits and 6 non-SPD recruits.

The surveys recorded demographic information including gender, race/ethnicity, education levels, age, and years of law enforcement experience and measured attitudes across seven key scales: Burnout/Emotional Intelligence, Negative Police Subculture, Organizational Support, Guardianship-Empathy, Guardianship-Respect, CIT Support, and CIT Organizational Value. Additionally, recruits responded to questions about handling incidents involving behavioral crisis and were presented with three detailed scenarios testing their responses to situations involving depression, schizophrenia, and dementia/Alzheimer's.

## **Key Findings:**

- SPD BTB recruits showed greater racial/ethnic diversity with 53.6% non-white representation compared to 37.8% among non-SPD recruits.
- SPD BTB recruits averaged 0.5 years of law enforcement experience compared to non-SPD recruits who averaged 1.6 years.
- About 70.8% of all recruits held a college degree, with SPD BTB recruits showing more diversity in education levels while non-SPD recruits had a higher concentration of bachelor's degrees.
- At the pre-survey baseline, SPD BTB recruits had a lower average score on the Negative Police Subculture scale (27.4 v. 37.3) and the Organizational Support scale (72.1 v. 78.0), but a higher average score on the Guardianship – Respect scale (88.1 v. 84.2) compared to non-SPD recruits.

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<sup>1</sup> The current report is the third in a series of reports produced since the evaluation started September 1, 2022. Prior reports are the Year 1 Interim Report (Helfgott et al., 2022) and the Year 1 Final Report (Helfgott et al., 2023).

- SPD BTB recruits had a lower average level of agreement with the item, "Calls involving people who are experiencing behavioral crisis are dangerous" (55.9 v. 67.7) compared to non-SPD recruits.
- SPD recruits often come from more geographically diverse locations, including out-of-state origins, while recruits from other agencies tend to have stronger local ties to the region.
- SPD recruits' motivations for joining SPD focused on wanting to make a difference in a meaningful career, agency benefits, career goals, and connection to Seattle, with strong emphasis on contributing to organizational improvement and addressing contemporary challenges in law enforcement.
- Guardian policing awareness among SPD recruits increased dramatically through training, from 13.8% pre-BTB to 64.3% post-BTB and 88.9% post-BLEA.
- By post-BLEA, 88.9% of SPD recruits demonstrated awareness of guardian policing, similar to non-SPD recruits at 87.5%.
- SPD recruits showed progression from initially emphasizing basic communication skills through to a more nuanced understanding that incorporates officer safety, professional development, and the ability to accept criticism.
- The wellness component emerged as a significant element in BTB training, with many recruits expressing surprise at both its presence and quality, particularly appreciating practical aspects like stress management tools and nutrition education.

The findings in year 2 offer insight into the backgrounds and motivations of SPD BTB recruits for joining law enforcement at the front end of the training process, with preliminary results showing the impact of the BTB training on recruits' views of guardian policing, wellness, and community engagement and recruit feedback on the training experience. At Year 2 in the data collection process, only nine recruits (3 SPD and 6 non-SPD) completed one-year follow-up surveys. Due to the low sample size, the small number of 1-Year surveys prohibit meaning quantitative analysis.

# INTRODUCTION

## Project Goals

This project seeks to evaluate the effectiveness of SPD's BTB training program and the impact of the BTB training on recruits over time, post-BTB training, post-BLEA, and 1 and 3 years post-BLEA.

The SPD BTB program is a 30-day training experience implemented May 2022.<sup>2</sup> The BTB training is required for all new SPD recruits and is completed prior to the start of the 720-hour WSCJTC BLEA. In collaboration with a diverse group of community partners, and under the professional guidance of Seattle-based educators, the BTB curricula provides opportunities for recruits to immerse themselves in "community-based, peer-based, and introspective experiences that will provide them both a lens through which to receive their BLEA training and, reinforced through post-BLEA field training, a foundation upon which to build their careers as Seattle Police Officers" (Seattle Police Department, n.d.) The goal of this research is to conduct a longitudinal evaluation of the SPD BTB training program to generate findings that: 1) Assess program content; 2) Inform program development, and 3) Are actionable for recruitment, retention, and police-community engagement.

## Research Design

The SPD BTB longitudinal evaluation employs a mixed-method research design. Data are collected at multiple points over a three-year period from surveys and interviews administered to new Seattle Police recruits and a comparison group of WSCJTC recruits from other agencies across the state. Data collection points over the three-year data collection period for SPD recruits and non-SPD recruits. SPD-BTB recruits serve as the treatment group with non-SPD recruits as the comparison group are shown below. Quantitative data is collected through the

| All Recruits                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Experimental Group: SPD                                                                                                                                                                                                                                                                                                                                                  | Comparison Group: Non -SPD                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"><li>• <b>P1: Pre-BTB training</b><br/>Survey &amp; interview</li><li>• <b>P2: Post-BTB/pre-BLEA training</b><br/>Interview only</li><li>• <b>P3: Post-BLEA</b><br/>Survey &amp; interview</li><li>• <b>P4: 1-year post-BLEA</b><br/>Survey &amp; interview</li><li>• <b>P5: 3-years post-BLEA</b><br/>Survey &amp; interview</li></ul> | <ul style="list-style-type: none"><li>• <b>P1: Pre-BLEA training</b><br/>Survey &amp; interview</li><li>• <b>P2: Post-BLEA training</b><br/>Interview only</li><li>• <b>P3: 1-yearPost-BLEA</b><br/>Survey &amp; interview</li><li>• <b>P4: 3-year post-BLEA</b><br/>Survey &amp; interview</li></ul> |

<sup>2</sup> The BTB Training Program was originally a 45-day program. Mid-year in 2024, the BTB Training Program was shortened to 30-days to increase efficiency in program content delivery to provide additional time for recruits in Pre-BLEA training to deliver additional training in areas such as report writing and role playing in preparation for BLEA.

administration of a survey instrument developed from a prior project evaluating the guardian law enforcement training delivered at WSCJTC BLEA. The survey is comprised of three sections: 1) Background, 2) General attitudes, and 3) Crisis Intervention Team Training. Additionally, quantitative and qualitative data are collected through a multi-phase interview process conducted over Zoom.

## Before the Badge (BTB) Program Components & Curriculum

The SPD BTB training program seeks to offer an "opportunity to front-load officers training with agency- specific and community-immersive training that is so often shortchanged in lieu of on-the- job demands" (Seattle Police Department, n.d.). The BTB training framework is centered around three primary tenets: 1) Relational policing, 2) officer wellness, and 3) growth mindset. The training components that reinforce these tenets consist of opportunities for police - community engagement in the form of police ride-a-longs, community events, interactions with formerly incarcerated individuals, geographical and demographic community-police dialogues, and training modules on topics including systemic racism, de-escalation, and wellness.

### Before The Badge (BTB)

Before the badge is a training program launched in 2022 that immerses all new Seattle Police Department's (SPD) recruits in community-based, peer-based, and introspective experiences that provides them with a lens on the importance of trust and relationship building with the community. During Before the Badge, SPD recruits gain a comprehensive understanding of the people they will eventually swear to serve and protect. Before the Badge allows for recruits to build meaningful relationships through conversations with community members about the history of policing in their communities, listen to citizens expectations of how officers should interact with people in those communities, and the public safety challenges those communities face.

Before the Badge is designed to provide pre-academy recruits with foundational knowledge, skills, and relationships to succeed as partners in the community and leaders within the Seattle Police Department. Grounded in principles of relational policing, officer wellness, and collaboration, BTB brings recruits together in honest dialogue with Seattle's diverse communities, department colleagues, and City leaders and reflect SPD's commitment that its officers provide a safe and supportive culture in which to grow and serve.

#### Before the Badge Program Components & Curriculum

| Community Engagement<br><i>(New recruits engage with community members on policing in Seattle)</i> | Wellness<br><i>(New recruits obtain tools on how to work through the stressors of the job)</i> | Seattle Police Department Overview<br><i>(New recruits learn about SPD precincts, officers, opportunities, and leadership)</i> |
|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| African American Advisory Council                                                                  | The Science of Relational Policing                                                             | Chief of Police                                                                                                                |
| Northwest African American Museum                                                                  | Growth Mindset                                                                                 | Law Enforcement Assisted Diversion                                                                                             |
| Fellowship Meeting                                                                                 | Outward Mindset                                                                                | Relational Policing Presentation                                                                                               |
| Rainier Beach High School                                                                          | Wellness Unit: Peer Support                                                                    | Precinct Visit: West Precinct                                                                                                  |
| IF Project                                                                                         | Yoga for First Responders                                                                      | Precinct Visit: Southwest Precinct                                                                                             |
| Suquamish Museum Tour                                                                              | Mindfulness                                                                                    | Race & Social Justice Initiative                                                                                               |
| Latino/Latinx Community Meeting                                                                    | Training Principles                                                                            | Equal Employment Officer                                                                                                       |
| Chinatown International District Tour                                                              | Goal Setting                                                                                   | Use of Social Media                                                                                                            |
| Cultural Awareness Presentation                                                                    | Mobility                                                                                       | Crime Prevention Coordinators                                                                                                  |
| Middle Eastern Community Meeting                                                                   | Functional Movement                                                                            | Deputy Mayor                                                                                                                   |
| East African Community Meeting                                                                     | Grip Strength                                                                                  | Office of Inspector General                                                                                                    |
| Filipino Community Meeting                                                                         | Nutrition                                                                                      | Office of Police Accountability                                                                                                |
| Black-Owned Businesses Tour                                                                        | Primal Movement Patterns                                                                       | Precinct Visit: East Precinct                                                                                                  |
| Juvenile Detention                                                                                 |                                                                                                | Precinct Visit: North Precinct                                                                                                 |
| The Collective                                                                                     |                                                                                                | Precinct Visit: South Precinct                                                                                                 |
| LGBTQ+ Advisory Council Meeting                                                                    |                                                                                                | Risk Management                                                                                                                |
| MCPP Meetings                                                                                      |                                                                                                | Community Service Officers Staff                                                                                               |
| LGBTQ+ History                                                                                     |                                                                                                | Domestic Violence/Sexual Assault Unit                                                                                          |
| Gender Presentation                                                                                |                                                                                                | Harbor Unit Staff                                                                                                              |
|                                                                                                    |                                                                                                | K9 Unit Staff                                                                                                                  |
|                                                                                                    |                                                                                                | Mounted Unit Staff                                                                                                             |
|                                                                                                    |                                                                                                | Traffic Collision Investigations Section                                                                                       |
|                                                                                                    |                                                                                                | Victims Services Team & Sexual Assault Unit                                                                                    |
|                                                                                                    |                                                                                                | History of Policing                                                                                                            |
|                                                                                                    |                                                                                                | Bias Free Policing                                                                                                             |

SEATTLE POLICE

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## **Module 1: Community Engagement**

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This module is built on the central tenets of relational policing: transparency, honesty, acknowledging mistakes and challenges, and collaboratively identifying areas for improvement and opportunities for growth. Recruits will learn that every encounter is an opportunity to build trust and develop skills to engage respectfully in difficult conversations. The curriculum encompasses a wide range of community engagement activities, including interactions with various advisory councils (African American, LGBTQ+, Latino/Latinx, Middle Eastern, East African, and Filipino), cultural institutions (Northwest African American Museum, Suquamish Museum), and educational facilities (Rainier Beach High School).

Recruits will participate in diverse community experiences such as the IF Project, fellowship meetings, cultural awareness presentations, and tours of the Chinatown International District and Black-owned businesses. They will engage with communities most impacted by policing, including currently and formerly incarcerated persons, persons who have experienced violence, immigrant and refugee communities, local business communities, and students.

Paired with Community Service Officers or members of the Collaborative Policing Bureau, recruits will walk beats in each of the precincts, meet with demographic and precinct advisory councils, participate in volunteer opportunities, and learn about expectations, priorities, and challenges that may be unique to each precinct. This hands-on approach includes participation in Micro-Community Policing Plan (MCP) meetings and engagement with the LGBTQ+ community through dedicated meetings and history lessons.

The module also covers topics relating to the history of policing in America and Seattle, as well as learning about brain development and the impact of childhood trauma, poverty, addiction, and other societal stressors on many with whom officers will come into contact. Through these varied interactions and learning experiences, recruits are prepared to serve Seattle's diverse communities with understanding and respect (Seattle Police Department, n.d.).

## **Module 2: Wellness**

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This module includes training on the neurophysiology of stress, identifying early warning signs, and tools to build resilience. Using tools such as the enneagram, recruits will learn about their own personality types and gain an understanding as to how their own experiences may shape how they perceive and react to others. The curriculum encompasses a comprehensive approach to officer well-being, including the science of relational policing, growth mindset, and outward mindset. Through the Wellness Unit's Peer Support program, recruits will be introduced to various practices such as yoga for first responders, mindfulness, functional movement, and nutrition. Recruits will also learn about Active Bystander for Law Enforcement training, equipping them with skills to intervene with themselves and others before their behavior may take them down a negative path. To ease their transition into the department and the law enforcement profession, recruits will be paired with volunteer "mentor" officers, fostering a supportive environment for their personal and professional growth (Seattle Police Department, n.d.).

## **Module 3: Seattle Police Department Overview**

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In this module, recruits are introduced to the administration and structure of the SPD and others in the public safety system. Recruits will meet members of both sworn and civilian command, including the Chief of Police and Deputy Mayor, and will learn about different units within the

department such as the Domestic Violence/Sexual Assault Unit, Harbor Unit, K9 Unit, Mounted Unit, and Traffic Collision Investigations Section. They will have opportunities for ride-alongs and visits to each of the precincts (West, Southwest, East, North, and South). Recruits will hear from public safety partners and learn about various initiatives and departments, including the Law Enforcement Assisted Diversion, Race & Social Justice Initiative, Office of Inspector General, Office of Police Accountability, and Community Service Officers. The curriculum also covers topics such as the history of policing, bias-free policing, and the use of social media. Particularly as public safety is re-examined, the goal of this module is to provide a welcome to the department and a baseline understanding of recruits' roles in a more holistic model of public safety in Seattle, emphasizing aspects like risk management, victim services, and community-oriented policing strategies. (Seattle Police Department, n.d.).

## METHOD

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### Participants

Participants were Seattle Police recruits and recruits from other agencies in Washington State who volunteered to participate in the study. The findings in the Year 2 Report include quantitative results collected from surveys and qualitative data from interviews with Seattle Police recruits and recruits from other agencies enrolled in WSCJTC BLEA from September 01, 2022, through December 2, 2024, beginning with BLEA cohort 851 through 911. Results are drawn from 207 pre-training surveys (125 SPD BTB and 82 non-SPD recruits), 48 post-training surveys (27 SPD BTB and 21 non-SPD recruits), and qualitative data from participants who completed interviews at pre/post/1-year - pre-training interview data from 180 recruits (144 SPD and 36 non-SPD), post-BTB training interview data from 62 SPD recruits, post-BLEA interview data from 33 SPD recruits and 8 non-SPD recruits, and 1-Year Post-BLEA interview data from 3 SPD recruits and 6 non-SPD recruits.

### Procedure

#### *Study Timeline*

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The study commenced on September 1, 2022, with initial recruit interviews, and is designed to collect data from new recruits through August 31, 2025. This three-year recruitment window for data collection follows each cohort of recruits for three years, creating a total project span of six years. Pre-BTB and pre-BLEA interviews and surveys will conclude on August 31, 2025, follow-up interviews and surveys will continue through August 31, 2028, with a final project report scheduled for December 31, 2028.

#### *Participant Recruitment*

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

With the assistance of the Seattle Police Department and WSCJTC personnel, researchers are provided with email contact information for all SPD-BTB (treatment) and Non-SPD (comparison) recruits shortly before they enter training (BTB training for SPD recruits and BLEA for non-SPD



recruits). Upon receiving recruit contact information, an individualized introductory email is distributed to all recruits where they are invited to participate in the study (see Appendix D to review email templates). Individual identifiers (first/last names, WSCJTC BLEA cohort # and emails) are necessary for the purpose of matching longitudinal data. However, individual identifiers are not presented in the results. In the introductory email to recruits, the purpose of the project is explained along with an attachment outlining the study's consent process (Appendix E) for participation. Methods of collecting data (i.e., surveys and interviews at multiple stages) are included along with a direct link to the online survey. Standing interview dates/times are provided for prospective participants to schedule their initial 30-minute interview prior to their training start date. Those interested in partaking are prompted to reply to the email disclosing their availability within the provided timeframe. Once an interview date/time is established, a calendar invite is sent to volunteers via email with a corresponding Zoom link. All invitations include a \$10 digital Starbucks gift card that is offered as part of the invitation to participate as a welcome gesture, regardless of whether the recruit chooses to participate in the study.

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

Following the initial interview, those interested in participating are prompted to reply to the email, letting them know their availability within the timeframe. This is done by coordinating with the training entities (i.e., the BLEA training administrators and BTB staff) to compile a recruit cohort list, which is used to contact recruits at their current stage in their training— post-BTB, pre-BLEA, and post-BLEA. These initial contacts are via email and are preferably sent out within five days of recruits approaching their next training threshold. Recruits that elect to continue participating undergo subsequent interviews consisting of 12 and 11 questions, respectively.

The data collected for each interview are uploaded onto a secure digital storage system accessible only by the research team. All interview related content is archived into individualized folders based on whether the individual is a SPD-BTB or Non-SPD recruit. An Excel spreadsheet is maintained by research analysts tracking each participant's training trajectory and each cohort's 1-year and 3-year post graduation dates.

Video interviews are transcribed with the assistance of Descript—an AI-based software used to format and transcribe interviews. The product is then reviewed to identify and quantify relevant themes. Thematic excerpts from each interview question are then uploaded into ATLAS.ti, where they are analyzed using an interpretivist phenomenology approach (Saksikumar, 2021) and visualized through various graphics including word clouds, word trees and the base of other graphics created in ATLAS.ti and Canva.<sup>3</sup>

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<sup>3</sup> ATLAS.ti is qualitative data analysis software: <https://atlasti.com/> . Canva is an online visual content design tool: <https://www.canva.com/> .

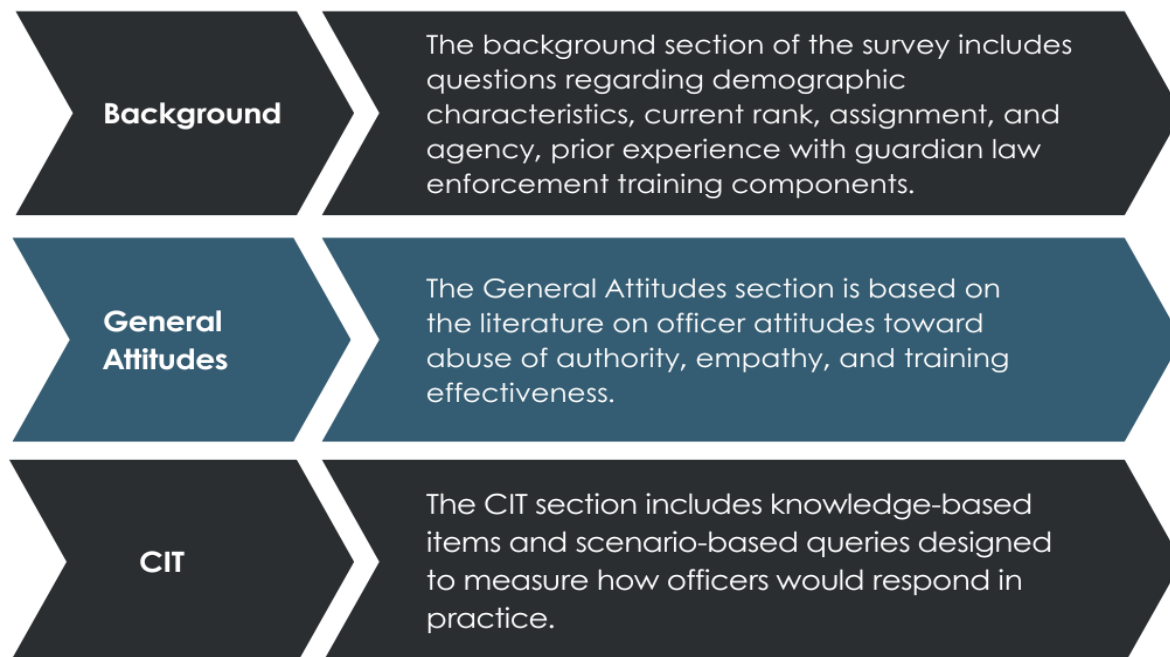
## Instruments

The longitudinal evaluation employs a mixed-method research design comprised of quantitative and qualitative data collection over a three-year period from entry into the SPD BTB training (SPD recruits) and entry into BLEA (non-SPD recruits). Quantitative data is collected through a survey instrument previously used to measure guardian components of law enforcement training at the WSCJTC BLE1A and a structured interview guides created specifically for this study for initial and follow-up data collection over the three-year longitudinal data collection period.

### Survey

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



A large blue circle with a yellow border, containing the text "Burnout/Emotional Intelligence Scale".

## Burnout/Emotional Intelligence Scale

*Taking care of myself physically by eating well and exercising is an important part of being a police officer*

*I know the indicators of PTSD and know where to find support if I experience anything like it*

*I am in good shape physically and know my skills would allow me to control any situation on the street*

*I have people I can talk to if something is bothering me*

*I generally know when I'm upset and can control it when interacting with the public*

*I practice the breathing techniques that help you control your emotions*

A large blue circle with a yellow border, containing the text "Negative Police Subculture Scale".

## Negative Police Subculture Scale

*People need to show more respect for the authority of the police*

*The law and departmental policies don't give officers enough support to use force when necessary*

*Always following the rules is not compatible with getting the job done*

*The public is overly concerned with police brutality*

*Police officers are not permitted to use as much force as is often necessary in making arrests*

*Police officers should forget what they learned in the academy because it doesn't help them survive on the street*

A large blue circle with a yellow border, containing the text "Organizational Support Scale".

## Organizational Support Scale

*My department encourages a culture where officers can learn from their mistakes rather than one where there is a need to cover them up*

*Supervisors and FTOs in my department exemplify the traits of service, respect for the law, professionalism, and courtesy*

*Police administrators concentrate on what police officers do wrong rather than what police officers do right (reverse coded)*

*My police department takes a tough stance on improper behavior by police*

*My department makes me feel important and relevant to its success*

*My department considers how policies affect officers*



## Guardianship/ Empathy Scale

*I try to imagine myself in the shoes of the subjects I'm contacting*

*I try to understand what is going on in a citizen's mind by paying attention to their nonverbal cues and body language*

*I try to think like the citizens I'm dealing with in order to render a better outcome*

*Understanding where the citizen is coming from is an important skill without which my success as a law enforcement officer would be limited*

*I consider understanding my subject's body language as important as verbal communication in the police/citizen interaction/relationship*



## Guardianship/ Respect Scale

*In most situations, officers can resolve an issue just by listening and talking to citizens*

*Sometimes the right thing to do is just listen and sympathize with an agitated citizen*

*Police should work with citizens to try and solve problems on their beat*

*I can usually respect the other person's viewpoint, even if I don't agree with it*



## CIT Support Scale

*I am familiar with the CIT concept of intervention with individuals with mental illness*

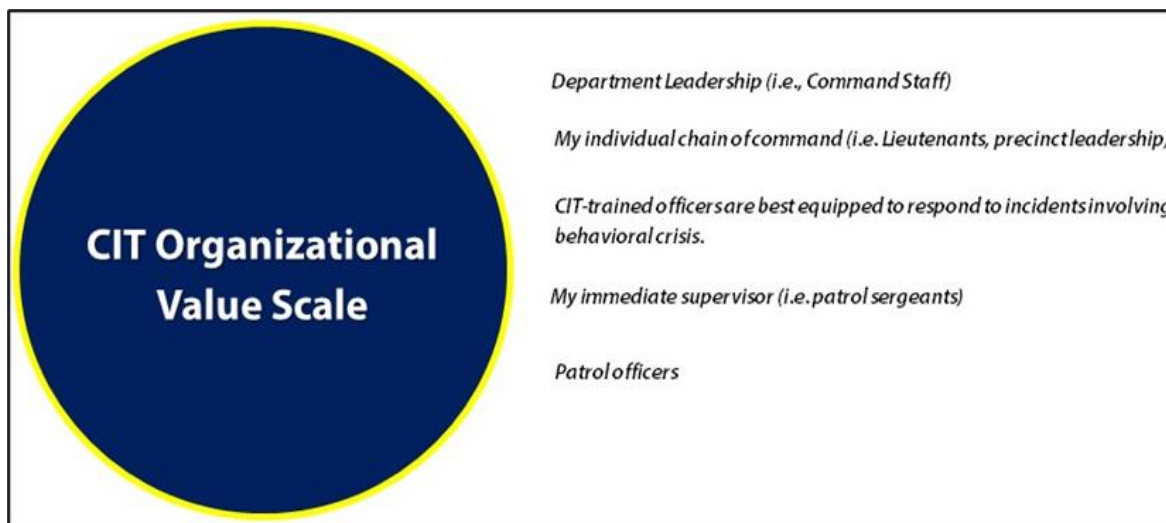
*I am supportive of utilizing the CIT concept in law enforcement*

*CIT-trained officers are best equipped to respond to incidents involving behavioral crisis*

*When I encounter an event involving a behavioral crisis the assistance of a CIT officer is important*

*I utilize CIT officers whenever possible*

*In incidents when I have requested a CIT officer, I have been satisfied with the response*



## Interview Guides

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The interview content for data collection P1 consists of 6 main components: 1) Personal and professional background, 2) Motivations for pursuing a career in law enforcement, 3) Expectations for training, 4) Goals for their career in law enforcement, 5) Most important skill for a law enforcement officer to possess, and 6) Understanding the concept of "guardian policing." P2 consists of SPD recruits' feedback from the Before the Badge training. Focusing on 3 components: 1) Personal experience of training and BTB training, 2) Biggest and most important takeaways from BTB training, and 3) Recommendations for improving the BTB curriculum. P3 compares recruits' experiences post-BLEA, seeking to identify the effectiveness of BTB training on SPD recruits compared to the WSCJTC control group. P3 consists of 4 main components: 1) Level of satisfaction that WSCJTC BLEA has prepared recruits for their position in LE, 2) Whether SPD BTB training complemented WSCJTC BLEA, 3) Most important training component learned in SPD BTB that has prepared them to date, 4) Understanding the concept of "guardian policing." The quantitative and qualitative data collected during interviews were/are analyzed using ATLAS.ti software coupled with an interpretivist phenomenology approach (Saksikumar, 2021). Interviews are conducted for the SPD BTB recruits at pre/post-BTB training, post-BLEA, and 1-year and 3-years post-BLEA. The non-SPD recruits participate in the interview pre/post-BLEA and 1-year and 3-years post-BLEA. The interview guides for the initial and follow-up interviews are included in Appendix B.

## RESULTS

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### Survey Results: Pre-BTB/Pre-BLEA

The results presented in the sections below show the demographic characteristics of the recruits who completed the initial survey administered to recruits prior to training. Tables 1-6 show the responses for the SPD BTB recruits and the non-SPD recruits who participated in the pre-survey administered to SPD recruits prior to entering BTB training and non-SPD recruits prior to entering BLEA.



## Recruit Background and Demographics

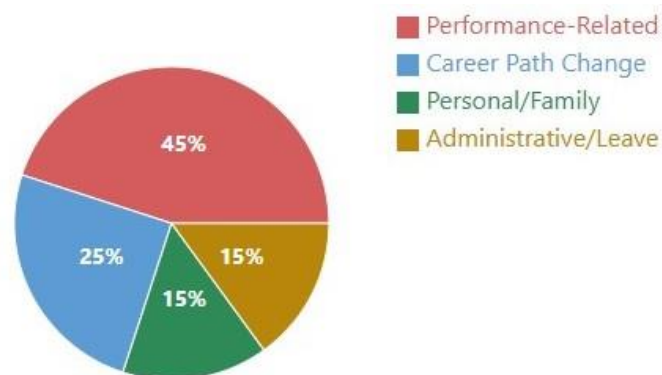
Table 1 provides demographic information on 207 pre-survey respondents, including SPD BTB recruits ( $n = 125$ ) and other recruits ( $n = 82$ ). Overall, most participants were male (80.7%), Caucasian (52.7%), and most reported completing a college degree (60.5%). The average age was 30.4, and they had approximately 0.9 years of 1 year of law enforcement experience. In the SPD BTB group, 46.4% identified as Caucasian (compared to 62.2% of the non-SPD recruits), a statistically significant difference ( $z = -2.227$ ,  $p = .026$ ). Additionally, SPD BTB recruits had less law enforcement experience (average of 0.5 years) compared to other recruits (1.6 years), a statistically significant difference ( $t(99.946) = -2.927$ ,  $p = .004$ ). Although most recruits identified as Male (80.8%), the proportion was higher in the SPD BTB group (85.6%) as compared to the other recruits (73.2%), and this difference was statistically significant,  $z = 2.210$ ,  $p = .027$ . In addition, the percentage of recruits who identified as Caucasian was lower in the SPD BTB group (46.4%) as compared to the other recruits (62.2%), and this difference was statistically significant,  $z = -2.227$ ,  $p = .026$ . Finally, the SPD BTB group had a lower average number of years in law enforcement (0.5 years) as compared to the other recruits (1.6 years), and this difference was statistically significant,  $t(99.946) = -2.927$ ,  $p = .004$ .

| Demographic Variables      | All respondents<br>( $n = 207$ ) |      | SPD BTB<br>( $n = 125$ ) |      | Non-SPD<br>recruits ( $n = 82$ ) |      |
|----------------------------|----------------------------------|------|--------------------------|------|----------------------------------|------|
|                            | n                                | %    | n                        | %    | n                                | %    |
| Gender                     |                                  |      |                          |      |                                  |      |
| Male                       | 167                              | 80.7 | 107                      | 85.6 | 60                               | 73.2 |
| Female                     | 40                               | 19.3 | 18                       | 14.4 | 22                               | 26.8 |
| Race/ethnicity             |                                  |      |                          |      |                                  |      |
| Caucasian                  | 109                              | 52.7 | 58                       | 46.4 | 51                               | 62.2 |
| African American           | 14                               | 6.8  | 9                        | 7.2  | 5                                | 6.1  |
| Hispanic                   | 29                               | 14.0 | 17                       | 13.6 | 12                               | 14.6 |
| Asian/Pacific Islander     | 22                               | 10.6 | 20                       | 16.0 | 2                                | 2.4  |
| Native American            | 1                                | 0.5  | 0                        | 0.0  | 1                                | 1.2  |
| Multi Race                 | 24                               | 11.6 | 15                       | 12.0 | 9                                | 11.0 |
| Other                      | 8                                | 3.9  | 6                        | 4.8  | 2                                | 2.4  |
| Education                  |                                  |      |                          |      |                                  |      |
| HS/GED                     | 31                               | 15.0 | 24                       | 19.2 | 7                                | 8.5  |
| Some College               | 49                               | 23.7 | 34                       | 27.2 | 15                               | 18.3 |
| AA/AS                      | 32                               | 15.5 | 17                       | 13.6 | 15                               | 18.3 |
| BA/BS                      | 79                               | 38.2 | 41                       | 32.8 | 38                               | 46.3 |
| MA/MS                      | 12                               | 5.8  | 5                        | 4.0  | 7                                | 8.5  |
| PhD/EdD                    | 2                                | 1.0  | 2                        | 1.6  | 0                                | 0.0  |
| JD                         | 2                                | 1.0  | 2                        | 1.6  | 0                                | 0.0  |
| Age – mean (sd), n         | 30.4 (7.9), 204                  |      | 30.1 (8.0), 123          |      | 30.8 (7.7), 81                   |      |
| Years in LE – mean (sd), n | 0.9 (2.5), 204                   |      | 0.5 (1.5), 123           |      | 1.6 (3.5), 81                    |      |



## Recruit Retention

Analysis of recruit separations during this reporting period reveals distinct patterns (Figure 1. Recruit Retention). Of the most recent separations, performance-related issues accounted for the largest category at 45% (6 recruits). These separations resulted from documented performance concerns during the training and probationary periods. Voluntary separations comprised 40% of departures, split between career path changes (25%) and personal/family circumstances (15%). Career path changes included recruits seeking positions with smaller departments, pursuing different career opportunities, or relocating for shorter commutes. Personal circumstances included family obligations and relocations out of state. The remaining 15% of separations were related to administrative or leave status, including workers' compensation cases, administrative leave, and parental leave. These findings highlight the importance of both performance support systems during the training process and the need to ensure proper job fit during recruitment and early training phases.



## Scales Measuring Training Components

Table 2 presents mean scores for the various attitudinal scales for all pre-survey respondents as well as the subgroups of SPD BTB recruits and other recruits. Sample sizes vary based upon scale-item completeness. Statistically significant differences were noted in the average scores for the Negative Police Subculture, Organizational Support, and Guardianship – Respect scales. Specifically, the SPD BTB recruits had a lower average score on the Negative Police Subculture scale (27.4 vs. 37.3),  $t(97) = -2.923$ ,  $p = .004$ , and the Organizational Support scale (72.1 vs. 78.0),  $t(142) = -2.560$ ,  $p = .006$ , but a higher average score on the Guardianship – Respect scale (88.1 vs. 84.2),  $t(194) = 2.148$ ,  $p = .033$ , as compared to the non-SPD recruits.

| Scales                         | All respondents<br>(n = 207) |      |      | SPD BTB<br>(n = 125) |      |      | Non-SPD recruits<br>(n = 82) |      |      |
|--------------------------------|------------------------------|------|------|----------------------|------|------|------------------------------|------|------|
|                                | n                            | mean | sd   | n                    | mean | sd   | n                            | mean | sd   |
| Burnout/Emotional Intelligence | 181                          | 83.2 | 11.3 | 109                  | 82.4 | 12.1 | 72                           | 84.4 | 10.0 |
| Negative Police Subculture     | 99                           | 31.9 | 17.4 | 54                   | 27.4 | 16.8 | 45                           | 37.3 | 16.7 |
| Organizational Support         | 144                          | 74.7 | 13.8 | 82                   | 72.1 | 14.1 | 62                           | 78.0 | 12.7 |
| Guardianship – Empathy         | 187                          | 87.1 | 13.4 | 112                  | 87.8 | 13.9 | 75                           | 86.0 | 12.6 |
| Guardianship – Respect         | 196                          | 86.6 | 12.4 | 119                  | 88.1 | 11.5 | 77                           | 84.2 | 13.3 |
| CIT Support                    | 105                          | 63.9 | 24.7 | 62                   | 62.1 | 26.0 | 43                           | 66.3 | 22.8 |
| CIT Organizational Value       | 163                          | 77.8 | 24.8 | 97                   | 78.9 | 25.3 | 66                           | 76.3 | 24.0 |

## Crisis Intervention Training

Table 3 presents responses to survey items related to incidents involving behavioral crisis. Samples sizes vary based upon item responsiveness. SPD BTB recruits had a lower average level of agreement with the second item ("Calls involving persons who are experiencing behavioral crisis are dangerous," 55.9 vs. 67.7),  $t(188) = -3.509$ ,  $p < .001$ , as compared to the other recruits.

| Items                                                                                                            | All respondents<br>( <i>n</i> = 207) |      |           | SPD BTB<br>( <i>n</i> = 125) |      |           | Non-SPD recruits<br>( <i>n</i> = 82) |      |           |
|------------------------------------------------------------------------------------------------------------------|--------------------------------------|------|-----------|------------------------------|------|-----------|--------------------------------------|------|-----------|
|                                                                                                                  | <i>n</i>                             | mean | <i>sd</i> | <i>n</i>                     | mean | <i>sd</i> | <i>n</i>                             | mean | <i>sd</i> |
| Incidents involving individuals in behavioral crisis are a standard part of patrol work.                         | 190                                  | 80.6 | 20.2      | 119                          | 80.3 | 21.9      | 71                                   | 81.2 | 17.1      |
| Calls involving people who are experiencing behavioral crisis are dangerous.                                     | 190                                  | 60.4 | 23.3      | 117                          | 55.9 | 23.1      | 73                                   | 67.7 | 21.8      |
| I am confident in my ability to handle calls involving people in behavioral crisis.                              | 188                                  | 67.9 | 27.5      | 115                          | 69.1 | 28.5      | 73                                   | 65.9 | 25.8      |
| I feel recognition and respect from the department for my skills in de-escalating behavioral crisis events.      | 178                                  | 55.2 | 31.6      | 109                          | 53.7 | 31.8      | 69                                   | 57.6 | 31.4      |
| My training indicates that it is important to resolve incidents involving people in a behavioral crisis quickly. | 176                                  | 55.2 | 31.4      | 107                          | 54.1 | 31.2      | 69                                   | 56.9 | 31.8      |
| Most supervisors expect patrol officers to resolve incidents involving people in a behavioral crisis quickly.    | 171                                  | 48.2 | 28.3      | 103                          | 49.2 | 28.8      | 68                                   | 46.8 | 27.6      |
| My agency expects officers to resolve incidents involving people in a behavioral crisis quickly.                 | 161                                  | 49.1 | 28.0      | 98                           | 50.7 | 28.1      | 63                                   | 46.4 | 27.8      |

Tables 4-6 show recruit responses to scenario questions regarding incidents involving behavioral crisis. On Scenario 1, results show no statistical difference between the samples of recruits on all items except the item asking recruits how they would respond to Mr. N. SPD recruits had a higher level of agreement with the eighth response item to Scenario 1 ("In speaking with Mr. N, it would be best not to ask him very directly if he was having thoughts about killing himself," 60.5 vs. 45.3),  $t(143) = 2.372$ ,  $p = .019$ , as compared to the other recruits.

|                                                                                                                                                                                                       | All respondents<br>(n = 207) |             |           | SPD BTB<br>(n = 125) |             |           | Non-SPD recruits<br>(n = 82) |             |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-------------|-----------|----------------------|-------------|-----------|------------------------------|-------------|-----------|
| Items                                                                                                                                                                                                 | <i>n</i>                     | <i>mean</i> | <i>sd</i> | <i>n</i>             | <i>mean</i> | <i>sd</i> | <i>n</i>                     | <i>mean</i> | <i>sd</i> |
| Mr. N is exhibiting symptoms most associated with Dementia or Alzheimer's.                                                                                                                            | 80                           | 9.9         | 16.5      | 46                   | 8.8         | 16.4      | 34                           | 11.3        | 16.9      |
| Mr. N is exhibiting symptoms most associated with Depression.                                                                                                                                         | 181                          | 91.2        | 15.0      | 116                  | 90.8        | 14.9      | 65                           | 91.9        | 15.3      |
| Mr. N is exhibiting symptoms most associated with Schizophrenia.                                                                                                                                      | 73                           | 14.0        | 20.1      | 41                   | 12.2        | 19.5      | 32                           | 16.4        | 20.8      |
| You determine there is no increased risk that Mr. N might attempt suicide.                                                                                                                            | 84                           | 14.4        | 25.9      | 51                   | 15.4        | 28.0      | 33                           | 12.8        | 22.7      |
| You determine that there is an increased risk that Mr. N might become aggressive and potentially attempt suicide-by-cop.                                                                              | 165                          | 59.9        | 30.5      | 105                  | 59.3        | 32.1      | 60                           | 61.0        | 27.7      |
| Your first priority upon arriving would be to gain entry to the garage in order to secure any weapons and to restrain Mr. N for his own safety.                                                       | 128                          | 31.4        | 31.1      | 82                   | 30.8        | 31.7      | 46                           | 32.4        | 30.5      |
| Your first priority would be to attempt to engage with Mr. N through the garage door to assess the situation and his current mental state.                                                            | 177                          | 85.2        | 21.5      | 113                  | 84.3        | 22.4      | 64                           | 86.8        | 19.9      |
| In speaking with Mr. N, it would be best not to ask him very directly if he was having thoughts about killing himself.                                                                                | 145                          | 55.2        | 37.5      | 94                   | 60.5        | 37.3      | 51                           | 45.3        | 36.2      |
| You would attempt to get Mr. N to open the door and step outside the garage so you can talk face to face.                                                                                             | 175                          | 81.0        | 24.7      | 110                  | 80.8        | 24.7      | 65                           | 81.2        | 25.1      |
| Once you assess that Mr. N is not in imminent danger of self-harm, you give him the number for the Crisis Clinic 24-hour Crisis Line and suggest that it might be helpful for him to talk to someone. | 178                          | 88.9        | 18.9      | 113                  | 90.1        | 17.4      | 65                           | 86.8        | 21.2      |

On Scenario 2, SPD recruits had a higher level of agreement with the sixth response item to Scenario 2 ("In speaking with Ms. S, it is best practice if both you and your partner engage in conversation with her," 59.5 vs. 45.9),  $t(89.383) = 2.053$ ,  $p = .043$ , as compared to the other recruits.

Table 5. Responses to Scenario 2

| You and a partner are dispatched to an apartment residence with the following information. The building manager has called the police because tenant Ms. S, aged 23 has been throwing things against the walls and will not answer the door. Upon arrival at the building, you contact the manager who informs you that Ms. S lives alone and is unemployed. Over the past several months, she has rarely been seen other than to occasionally looking out her door. It is apparent that she has lost considerable weight, and her appearance is disheveled and unclean. She rarely seems to go anywhere or see anyone. Neighbors have been complaining because they hear her walking around her room late at night and even though they know she is alone; they have heard her shouting and arguing as if someone else is in there. She has been heard yelling about people spying on her through the vents. The manager does not want her to be arrested, just wants her to quiet down. |                              |      |      |                      |      |      |                              |      |      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------|------|----------------------|------|------|------------------------------|------|------|
| Items                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | All respondents<br>(n = 207) |      |      | SPD BTB<br>(n = 125) |      |      | Non-SPD recruits<br>(n = 82) |      |      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | n                            | mean | sd   | n                    | mean | sd   | n                            | mean | sd   |
| Ms. S is exhibiting symptoms most associated with Post-Traumatic Stress Disorder (PTSD).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 116                          | 26.9 | 26.4 | 74                   | 24.9 | 25.0 | 42                           | 30.4 | 28.6 |
| Ms. S is exhibiting symptoms most associated with Depression.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 106                          | 30.9 | 29.6 | 65                   | 29.4 | 29.1 | 41                           | 33.2 | 30.5 |
| Ms. S is exhibiting symptoms most associated with Schizophrenia.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 174                          | 85.6 | 20.8 | 109                  | 85.9 | 21.5 | 65                           | 85.1 | 19.7 |
| The voices Ms. S hears in her head suggest she is experiencing hallucinations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 178                          | 78.6 | 24.7 | 113                  | 79.5 | 23.4 | 65                           | 77.1 | 27.0 |
| Ms. S's belief that people are spying on her through the air vents suggest she is experiencing delusions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 177                          | 81.4 | 21.7 | 114                  | 81.2 | 21.4 | 63                           | 81.7 | 22.5 |
| In speaking with Ms. S, it is best practice if both you and your partner engage in conversation with her.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 150                          | 54.9 | 37.0 | 99                   | 59.5 | 34.7 | 51                           | 45.9 | 40.0 |
| In speaking with Ms. S, you should keep a safe distance, physically and emotionally, keeping a blade stance and informing her what you are doing there and why.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 169                          | 71.0 | 31.0 | 108                  | 69.2 | 31.9 | 61                           | 74.2 | 29.2 |
| If Ms. S asks you if you hear the voices, you should say yes in order to build a rapport with her.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 110                          | 25.3 | 31.6 | 71                   | 26.6 | 32.4 | 39                           | 22.9 | 30.2 |
| Paraphrasing what Ms. S is saying back to her may help deescalate the situation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 169                          | 70.8 | 27.6 | 107                  | 69.0 | 28.1 | 62                           | 73.8 | 26.6 |
| You determine that Ms. S is not an imminent danger to herself or others and call the Mobile Crisis Team (MCT) to respond to do a mental health evaluation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 178                          | 84.7 | 26.2 | 113                  | 85.6 | 26.3 | 65                           | 83.3 | 26.3 |

On Scenario 3, no significant differences were observed between SPD and non-SPD recruits on any of the items.

| Items                                                                                                                                                                   | All respondents<br>(n = 207) |      |      | SPD BTB<br>(n = 125) |      |      | Non-SPD recruits<br>(n = 82) |      |      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------|------|----------------------|------|------|------------------------------|------|------|
|                                                                                                                                                                         | n                            | mean | sd   | n                    | mean | sd   | n                            | mean | sd   |
| Mr. B is exhibiting symptoms most associated with Post-Traumatic Stress Disorder (PTSD).                                                                                | 76                           | 16.4 | 21.9 | 47                   | 15.3 | 22.1 | 29                           | 18.0 | 22.0 |
| Mr. B is exhibiting symptoms most associated with Dementia or Alzheimer's.                                                                                              | 179                          | 89.9 | 19.2 | 115                  | 89.7 | 18.6 | 64                           | 90.3 | 20.4 |
| Mr. B is exhibiting symptoms most associated with Schizophrenia.                                                                                                        | 91                           | 24.2 | 28.9 | 54                   | 26.8 | 30.2 | 37                           | 20.5 | 26.9 |
| You ask Mr. B if you can sit down and ask permission before moving any items.                                                                                           | 151                          | 78.0 | 28.3 | 97                   | 80.5 | 25.2 | 54                           | 73.4 | 32.9 |
| You engage Mr. B in conversation, asking short questions to ascertain if he is oriented to time, place, and person.                                                     | 179                          | 90.8 | 16.2 | 115                  | 91.1 | 15.6 | 64                           | 90.3 | 17.4 |
| Paraphrasing Mr. B's statements helps to confirm that you understand them.                                                                                              | 170                          | 81.9 | 25.3 | 109                  | 81.7 | 25.3 | 61                           | 82.3 | 25.4 |
| You determine that most likely there has been no burglary, and you close the case and leave.                                                                            | 121                          | 29.2 | 34.2 | 74                   | 33.0 | 36.8 | 47                           | 23.3 | 29.3 |
| You determine that most likely there has been no burglary, and you arrest Mr. B for filing a false police report.                                                       | 60                           | 5.1  | 13.6 | 40                   | 4.4  | 11.2 | 20                           | 6.5  | 17.7 |
| You determine that most likely there has been no burglary but Mr. B may need some outside help. You ask him if there is a friend or family member you can call for him. | 180                          | 91.3 | 17.3 | 116                  | 90.3 | 18.2 | 64                           | 93.0 | 15.3 |
| You call the Geriatric Regional Assessment Team (GRAT) or the Mobile Crisis Team (MCT) to see if they are available to do an evaluation.                                | 177                          | 91.3 | 18.1 | 114                  | 92.2 | 16.1 | 64                           | 89.6 | 21.2 |

## Survey Results: Post BLEA

The results presented in the sections below show responses for the SPD BTB recruits and the non-SPD recruits who participated in the Post-BLEA survey administered to SPD recruits after graduation from BLEA.

### Recruit Background and Demographics

Table 7 presents demographic characteristics for all post-BLEA survey respondents ( $n = 48$ ) as well as the subgroups of SPD BTB recruits ( $n = 27$ ) and other recruits ( $n = 21$ ). Overall, the respondents who completed the Post-BLEA survey are majority Male (85.4%), Caucasian (59.6%), and about 7 in 10 held a college degree of some type (70.8%). The average age was 33 years old, and they reported an average of almost 2 years of law enforcement experience.

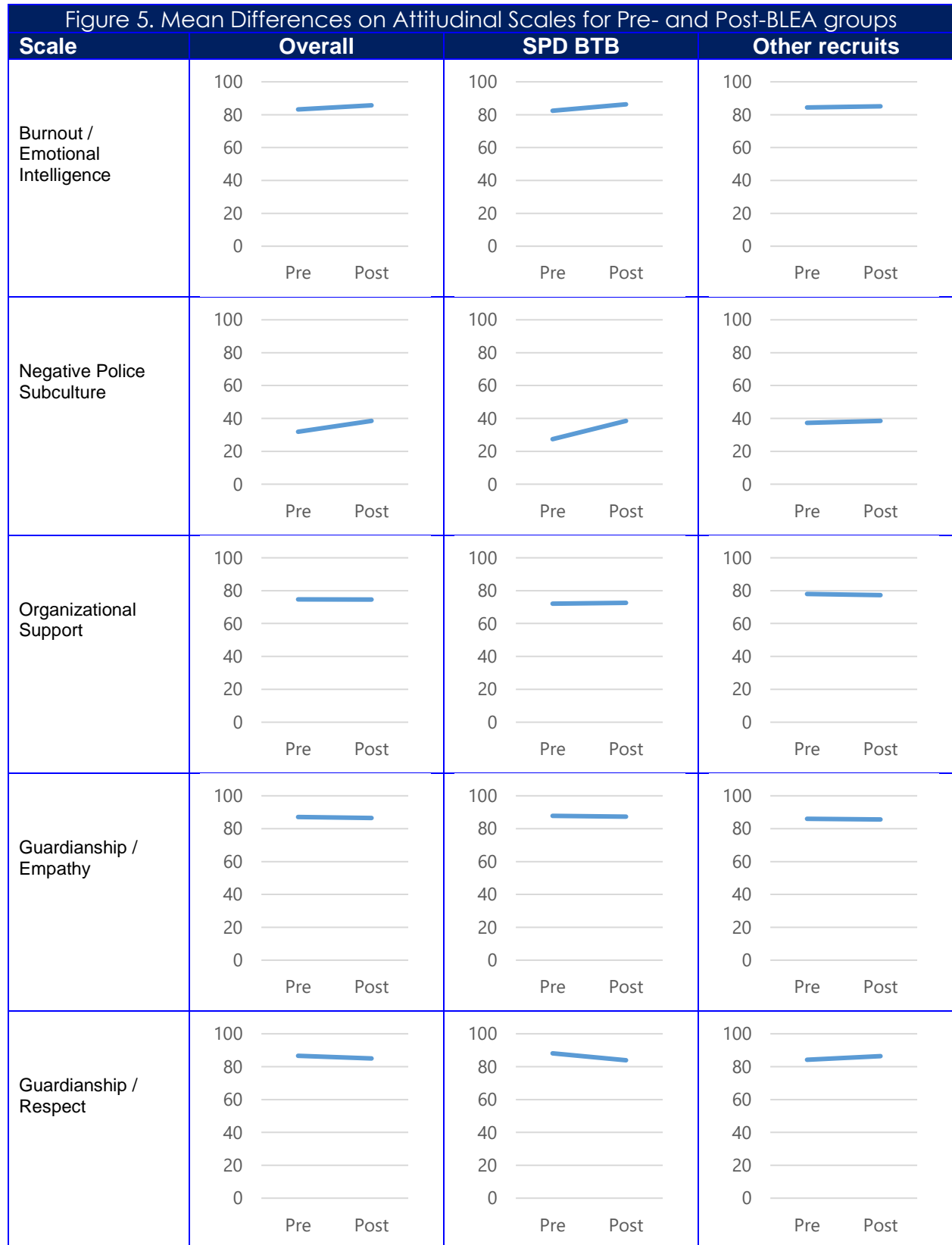
When comparing the SPD BTB group to the other recruits, the only statistically significant difference was in the average number of years in law enforcement. Specifically, the SPD BTB group had a lower average number of years in law enforcement (0.7 years) as compared to the other recruits (3.3 years), and this difference was statistically significant,  $t(23.390) = -2.253, p=.034$ .

| Table 7. Post-Survey Respondent Demographic Information (as of December 2, 2024) |                             |      |                     |      |                              |      |
|----------------------------------------------------------------------------------|-----------------------------|------|---------------------|------|------------------------------|------|
|                                                                                  | All respondents<br>(n = 48) |      | SPD BTB<br>(n = 27) |      | Non-SPD recruits<br>(n = 21) |      |
| Demographic Variables                                                            | n                           | %    | n                   | %    | n                            | %    |
| Gender                                                                           |                             |      |                     |      |                              |      |
| Male                                                                             | 41                          | 85.4 | 25                  | 92.6 | 16                           | 76.2 |
| Female                                                                           | 7                           | 14.6 | 2                   | 7.4  | 5                            | 23.8 |
| Race/ethnicity (n = 47)                                                          |                             |      |                     |      |                              |      |
| Caucasian                                                                        | 28                          | 59.6 | 16                  | 59.3 | 12                           | 60.0 |
| African American                                                                 | 5                           | 10.6 | 4                   | 14.8 | 1                            | 5.0  |
| Hispanic                                                                         | 2                           | 4.3  | 1                   | 3.7  | 1                            | 5.0  |
| Asian/Pacific Islander                                                           | 4                           | 8.5  | 3                   | 11.1 | 1                            | 5.0  |
| Native American                                                                  | 0                           | 0.0  | 0                   | 0.0  | 0                            | 0.0  |
| Multi Race                                                                       | 8                           | 17.0 | 3                   | 11.1 | 5                            | 23.8 |
| Other                                                                            | 0                           | 0.0  | 0                   | 0.0  | 0                            | 0.0  |
| Education                                                                        |                             |      |                     |      |                              |      |
| HS/GED                                                                           | 4                           | 8.3  | 1                   | 3.7  | 3                            | 14.3 |
| Some College                                                                     | 10                          | 20.8 | 8                   | 29.6 | 2                            | 9.5  |
| AA/AS                                                                            | 5                           | 10.4 | 2                   | 7.4  | 3                            | 14.3 |
| BA/BS                                                                            | 20                          | 41.7 | 10                  | 37.0 | 10                           | 47.6 |
| MA/MS                                                                            | 7                           | 14.6 | 4                   | 14.8 | 3                            | 14.3 |
| PhD/EdD                                                                          | 1                           | 2.1  | 1                   | 3.7  | 0                            | 0.0  |
| JD                                                                               | 1                           | 2.1  | 1                   | 3.7  | 0                            | 0.0  |
| Age – mean (sd), n                                                               | 32.9 (9.5), 48              |      | 33.4 (20.2), 27     |      | 32.1 (8.8), 21               |      |
| Years in LE – mean (sd), n                                                       | 1.8 (3.7), 48               |      | 0.7 (1.7), 27       |      | 3.3 (5.0), 21                |      |

### ***Scales Measuring Training Components – Pre/Post-BLEA***

Figure 5 displays the average scores on all attitudinal scales at pre- and post-BLEA measurement (cross-sectionally), for (1) all recruits, (2) SPD BTB recruits, and (3) non-SPD recruits. Only the CIT Support scale showed significant change overall,  $t(70.630) = -3.757, p < .001$ . This change was also detectable within the SPD BTB groups,  $t(37.677) = -3.328, p = .002$ , but not in the other recruit groups.





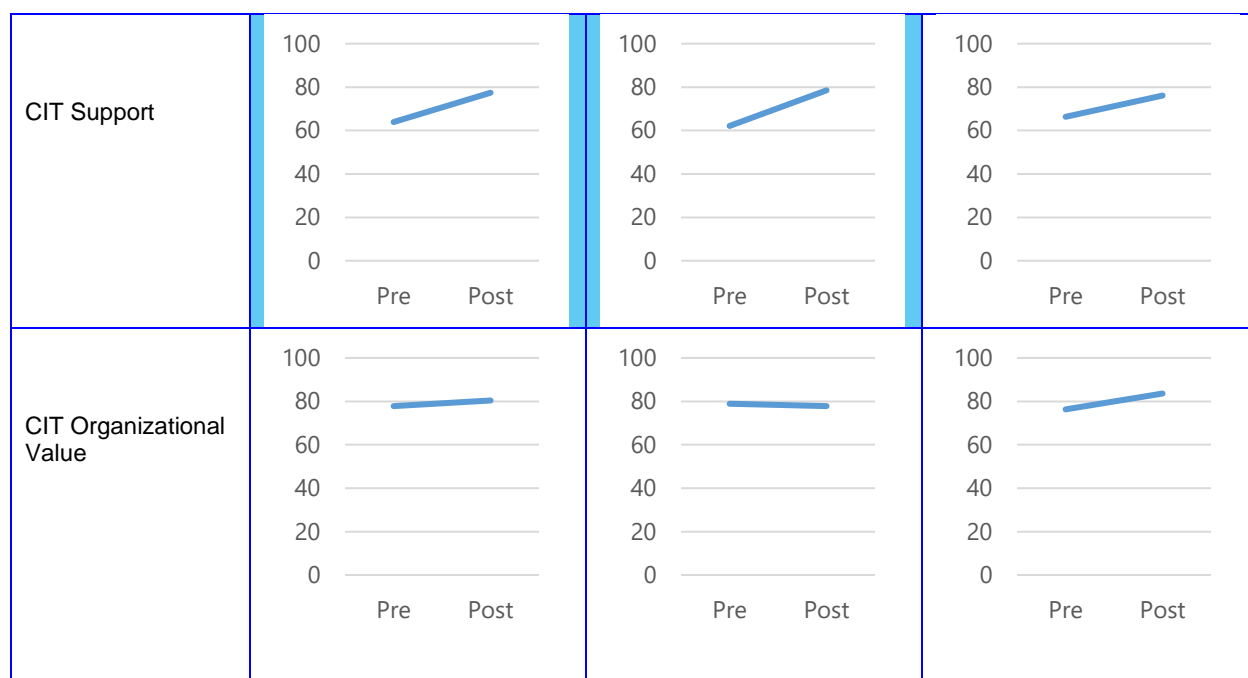
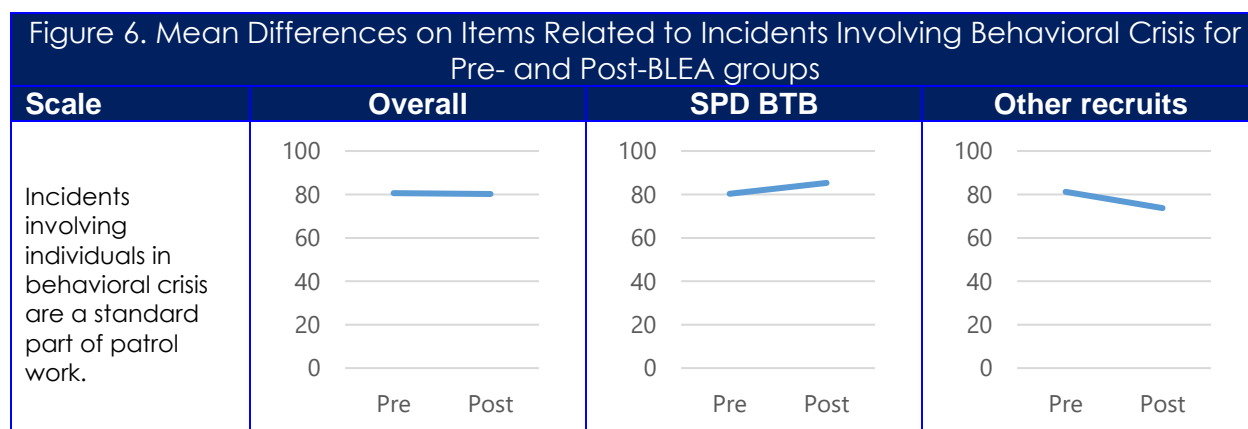


Figure 6 displays the average scores on items related to incidents involving behavioral crisis at pre- and post-BLEA measurement (cross-sectionally), for (1) all recruits, (2) SPD BTB recruits, and (3) non-SPD recruits. The mean score on the item, “Calls involving persons who are experiencing behavioral crisis are dangerous,” increased from pre- to post-measurement across all recruits,  $t(234) = -2.376, p = .018$ . This change was also detectable within the SPD BTB groups,  $t(141) = -2.983, p = .003$ , but not in the other recruit groups.

The mean score on the item, “Most supervisors expect patrol officers to resolve incidents involving persons in a behavioral crisis quickly,” decreased from pre- to post-measurement among SPD BTB recruits,  $t(118) = 2.490, p = .014$ . In addition, the mean score on the item, “My agency expects patrol officers to resolve incidents involving persons in a behavioral crisis quickly,” decreased from pre- to post-measurement among SPD BTB recruits,  $t(112) = 2.814, p = .006$ .





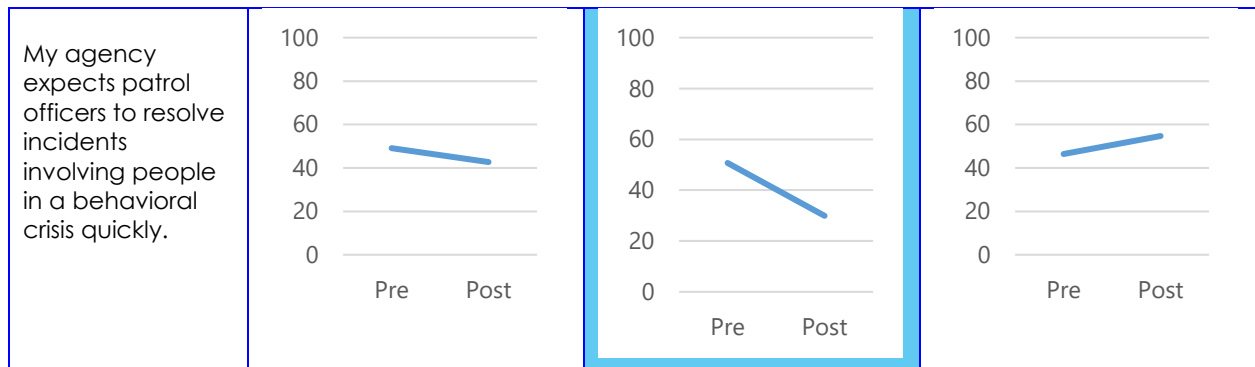
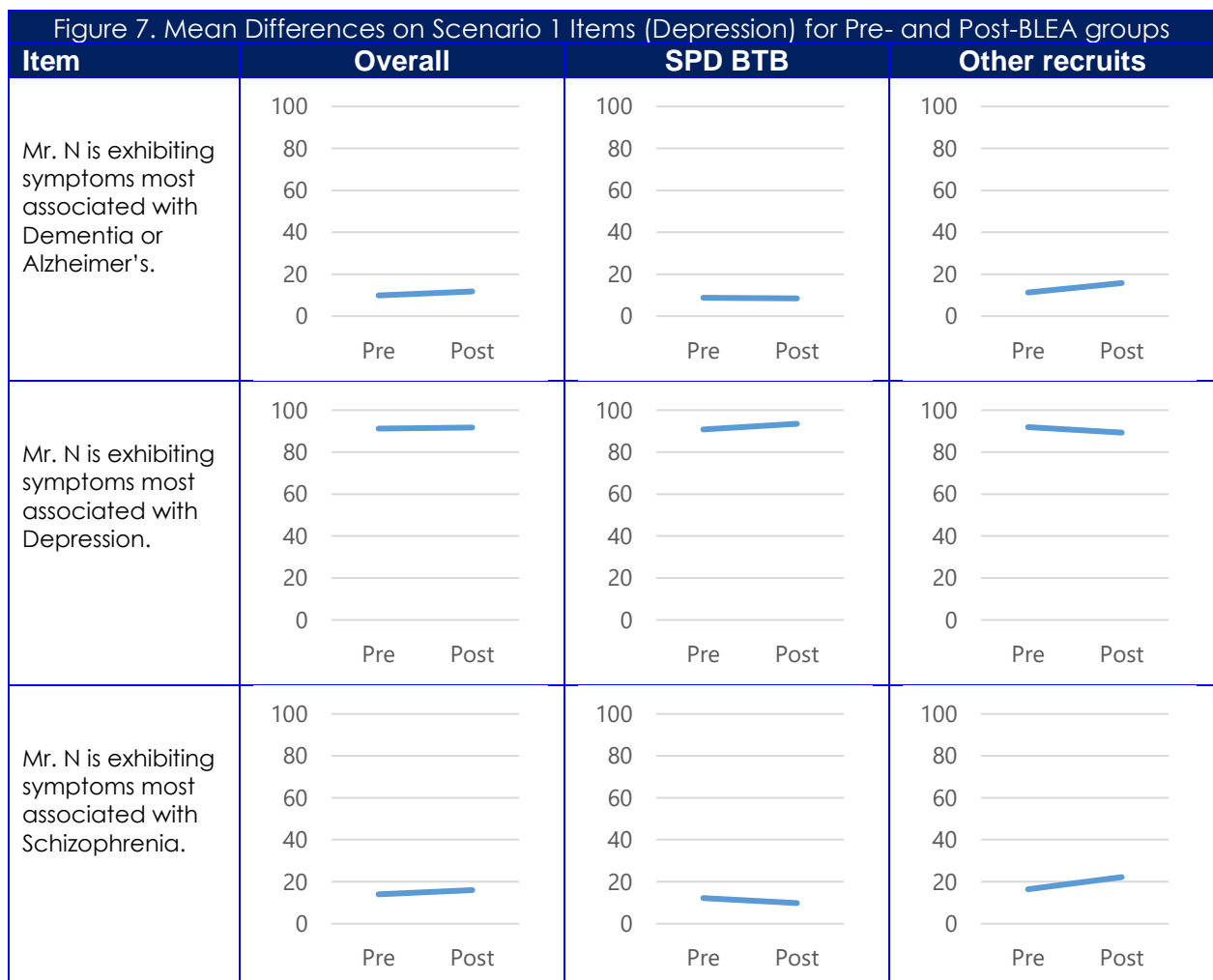


Figure 7 displays the average scores on all response items to the first scenario (Depression) at pre- and post-BLEA measurement (cross-sectionally), for (1) all recruits, (2) SPD BTB recruits, and (3) non-SPD recruits. None of the observed differences are statistically significant.





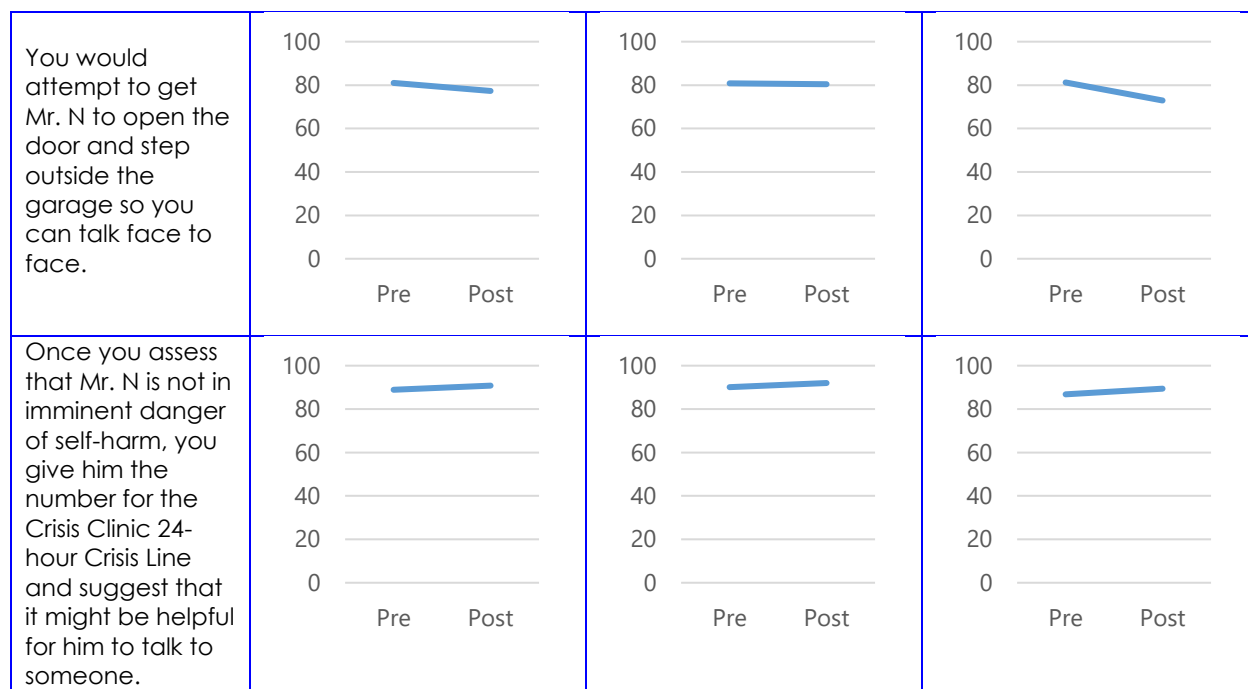
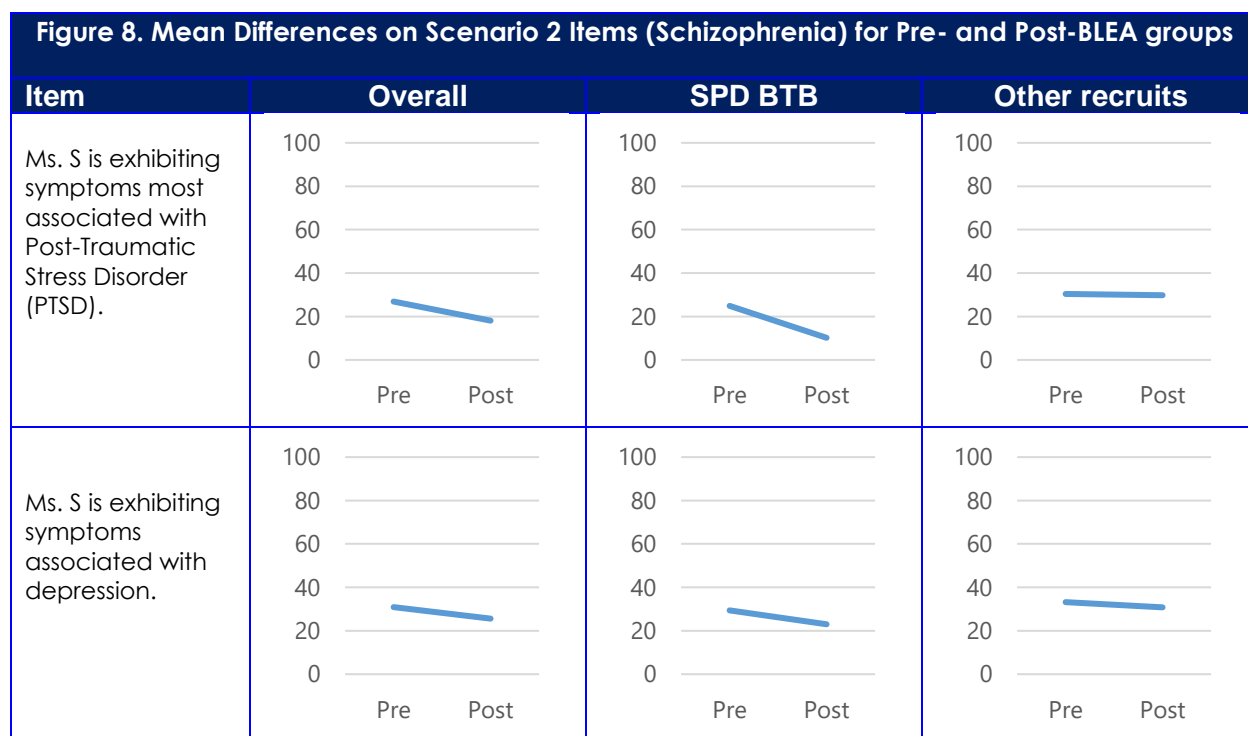


Figure 8 displays the average scores on all response items to the second scenario (Schizophrenia) at pre- and post-BLEA measurement (cross-sectionally), for (1) all recruits, (2) SPD BTB recruits, and (3) non-SPD recruits. The mean score on the item, “Paraphrasing what Ms. S is saying back to her may help deescalate the situation,” increased from pre- to post-measurement across all recruits,  $t(70.930) = -2.563$ ,  $p = .012$ . This change was also detectable within the SPD BTB groups,  $t(128) = -2.030$ ,  $p = .044$ , but not in the other recruit groups.





| Ms. S is exhibiting symptoms associated with Schizophrenia.                                                                                                    | <table><tr><th>Time Point</th><th>Value</th></tr><tr><td>Pre</td><td>85</td></tr><tr><td>Post</td><td>80</td></tr></table> | Time Point | Value | Pre | 85 | Post | 80 | <table><tr><th>Time Point</th><th>Value</th></tr><tr><td>Pre</td><td>85</td></tr><tr><td>Post</td><td>78</td></tr></table> | Time Point | Value | Pre | 85 | Post | 78 | <table><tr><th>Time Point</th><th>Value</th></tr><tr><td>Pre</td><td>82</td></tr><tr><td>Post</td><td>85</td></tr></table> | Time Point | Value | Pre | 82 | Post | 85 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------|-------|-----|----|------|----|----------------------------------------------------------------------------------------------------------------------------|------------|-------|-----|----|------|----|----------------------------------------------------------------------------------------------------------------------------|------------|-------|-----|----|------|----|
| Time Point                                                                                                                                                     | Value                                                                                                                      |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Pre                                                                                                                                                            | 85                                                                                                                         |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Post                                                                                                                                                           | 80                                                                                                                         |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Time Point                                                                                                                                                     | Value                                                                                                                      |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Pre                                                                                                                                                            | 85                                                                                                                         |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Post                                                                                                                                                           | 78                                                                                                                         |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Time Point                                                                                                                                                     | Value                                                                                                                      |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Pre                                                                                                                                                            | 82                                                                                                                         |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Post                                                                                                                                                           | 85                                                                                                                         |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| The voices Ms. S hears in her head suggest she is experiencing hallucinations.                                                                                 | <table><tr><th>Time Point</th><th>Value</th></tr><tr><td>Pre</td><td>78</td></tr><tr><td>Post</td><td>82</td></tr></table> | Time Point | Value | Pre | 78 | Post | 82 | <table><tr><th>Time Point</th><th>Value</th></tr><tr><td>Pre</td><td>78</td></tr><tr><td>Post</td><td>85</td></tr></table> | Time Point | Value | Pre | 78 | Post | 85 | <table><tr><th>Time Point</th><th>Value</th></tr><tr><td>Pre</td><td>75</td></tr><tr><td>Post</td><td>78</td></tr></table> | Time Point | Value | Pre | 75 | Post | 78 |
| Time Point                                                                                                                                                     | Value                                                                                                                      |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Pre                                                                                                                                                            | 78                                                                                                                         |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Post                                                                                                                                                           | 82                                                                                                                         |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Time Point                                                                                                                                                     | Value                                                                                                                      |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Pre                                                                                                                                                            | 78                                                                                                                         |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Post                                                                                                                                                           | 85                                                                                                                         |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Time Point                                                                                                                                                     | Value                                                                                                                      |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Pre                                                                                                                                                            | 75                                                                                                                         |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Post                                                                                                                                                           | 78                                                                                                                         |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Ms. S' belief that people are spying on her through the air vents suggest she is experiencing delusions.                                                       | <table><tr><th>Time Point</th><th>Value</th></tr><tr><td>Pre</td><td>80</td></tr><tr><td>Post</td><td>82</td></tr></table> | Time Point | Value | Pre | 80 | Post | 82 | <table><tr><th>Time Point</th><th>Value</th></tr><tr><td>Pre</td><td>80</td></tr><tr><td>Post</td><td>85</td></tr></table> | Time Point | Value | Pre | 80 | Post | 85 | <table><tr><th>Time Point</th><th>Value</th></tr><tr><td>Pre</td><td>80</td></tr><tr><td>Post</td><td>78</td></tr></table> | Time Point | Value | Pre | 80 | Post | 78 |
| Time Point                                                                                                                                                     | Value                                                                                                                      |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Pre                                                                                                                                                            | 80                                                                                                                         |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Post                                                                                                                                                           | 82                                                                                                                         |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Time Point                                                                                                                                                     | Value                                                                                                                      |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Pre                                                                                                                                                            | 80                                                                                                                         |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Post                                                                                                                                                           | 85                                                                                                                         |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Time Point                                                                                                                                                     | Value                                                                                                                      |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Pre                                                                                                                                                            | 80                                                                                                                         |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Post                                                                                                                                                           | 78                                                                                                                         |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| In speaking with Ms. S, it is best practice if both you and your partner engage in conversation with her.                                                      | <table><tr><th>Time Point</th><th>Value</th></tr><tr><td>Pre</td><td>55</td></tr><tr><td>Post</td><td>42</td></tr></table> | Time Point | Value | Pre | 55 | Post | 42 | <table><tr><th>Time Point</th><th>Value</th></tr><tr><td>Pre</td><td>60</td></tr><tr><td>Post</td><td>38</td></tr></table> | Time Point | Value | Pre | 60 | Post | 38 | <table><tr><th>Time Point</th><th>Value</th></tr><tr><td>Pre</td><td>45</td></tr><tr><td>Post</td><td>40</td></tr></table> | Time Point | Value | Pre | 45 | Post | 40 |
| Time Point                                                                                                                                                     | Value                                                                                                                      |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Pre                                                                                                                                                            | 55                                                                                                                         |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Post                                                                                                                                                           | 42                                                                                                                         |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Time Point                                                                                                                                                     | Value                                                                                                                      |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Pre                                                                                                                                                            | 60                                                                                                                         |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Post                                                                                                                                                           | 38                                                                                                                         |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Time Point                                                                                                                                                     | Value                                                                                                                      |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Pre                                                                                                                                                            | 45                                                                                                                         |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Post                                                                                                                                                           | 40                                                                                                                         |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| In speaking with Ms. S, you should keep a safe distance physically and emotionally, keeping a blade stance and informing her what you are doing there and why. | <table><tr><th>Time Point</th><th>Value</th></tr><tr><td>Pre</td><td>70</td></tr><tr><td>Post</td><td>75</td></tr></table> | Time Point | Value | Pre | 70 | Post | 75 | <table><tr><th>Time Point</th><th>Value</th></tr><tr><td>Pre</td><td>68</td></tr><tr><td>Post</td><td>78</td></tr></table> | Time Point | Value | Pre | 68 | Post | 78 | <table><tr><th>Time Point</th><th>Value</th></tr><tr><td>Pre</td><td>75</td></tr><tr><td>Post</td><td>72</td></tr></table> | Time Point | Value | Pre | 75 | Post | 72 |
| Time Point                                                                                                                                                     | Value                                                                                                                      |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Pre                                                                                                                                                            | 70                                                                                                                         |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Post                                                                                                                                                           | 75                                                                                                                         |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Time Point                                                                                                                                                     | Value                                                                                                                      |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Pre                                                                                                                                                            | 68                                                                                                                         |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Post                                                                                                                                                           | 78                                                                                                                         |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Time Point                                                                                                                                                     | Value                                                                                                                      |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Pre                                                                                                                                                            | 75                                                                                                                         |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |
| Post                                                                                                                                                           | 72                                                                                                                         |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |                                                                                                                            |            |       |     |    |      |    |

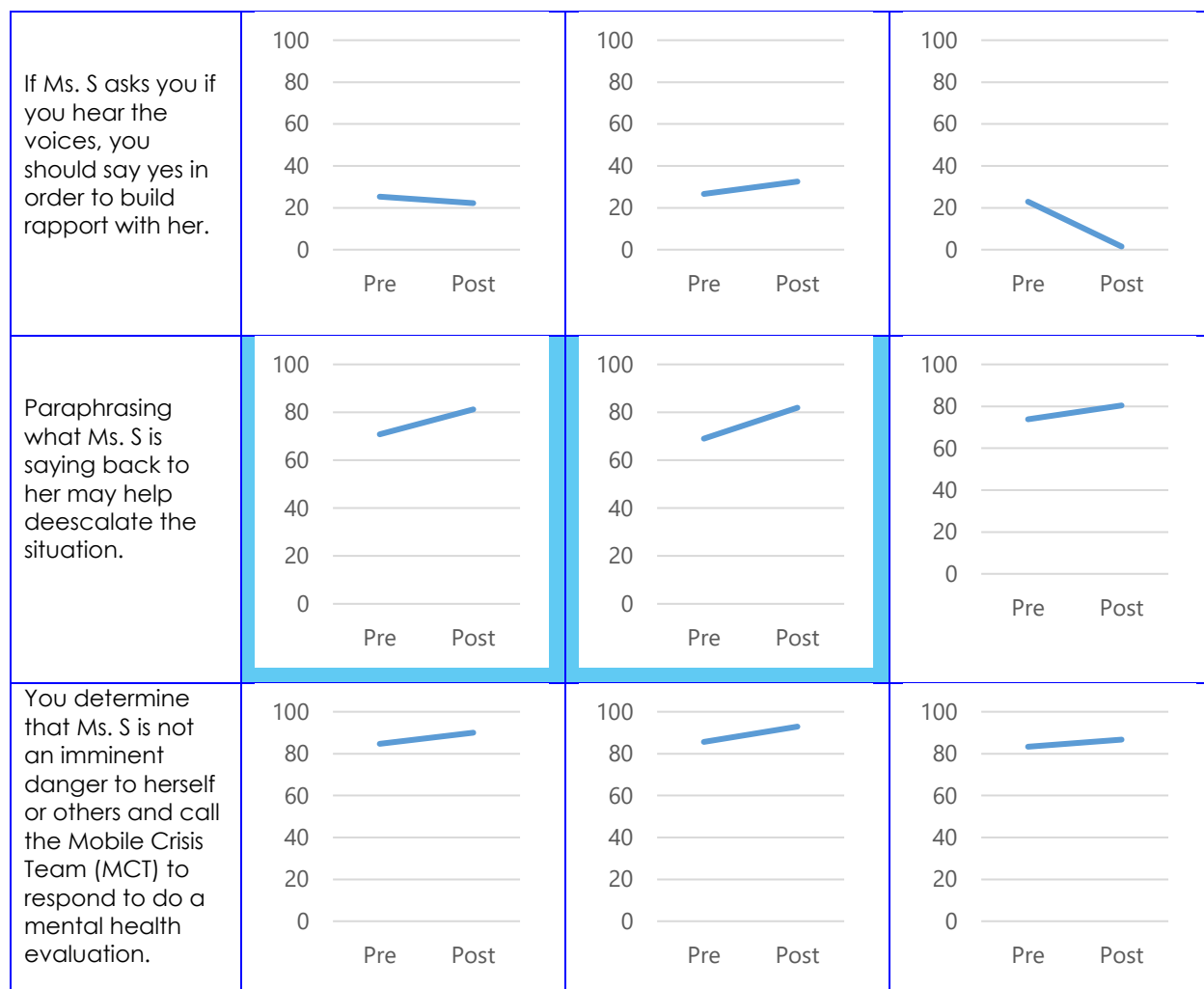
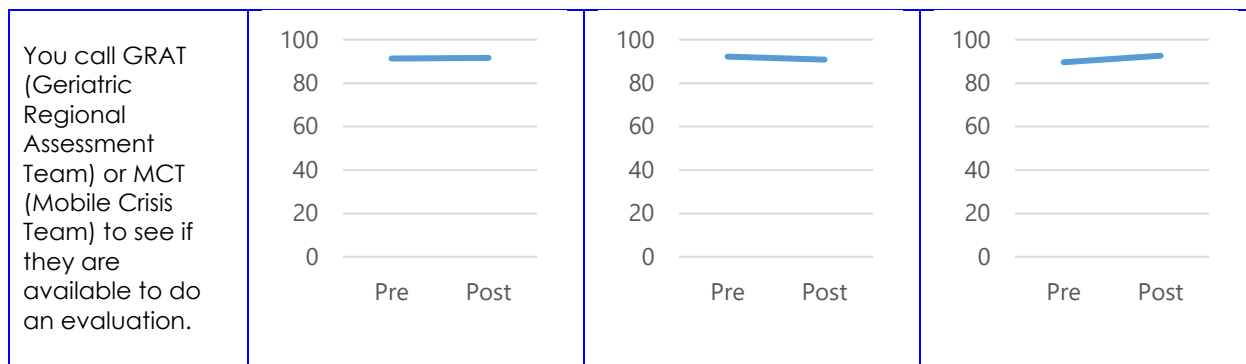


Figure 9 displays the average scores on all response items to the third scenario (Dementia or Alzheimer's) at pre- and post-BLEA measurement (cross-sectionally), for (1) all recruits, (2) SPD BTB recruits, and (3) non-SPD recruits. The mean score on the item, "Paraphrasing Mr. B's statements help to confirm that you understand them," increased from pre- to post-measurement across all recruits,  $t(91.744) = -2.621$ ,  $p = .005$ . In addition, among SPD BTB recruits, the mean score on the item, "You ask Mr. B if you can sit down and ask permission before moving any items," decreased from pre- to post-measurement,  $t(21.002) = 2.453$ ,  $p = .023$ .

**Figure 9. Mean Differences on Scenario 3 Items (Dementia or Alzheimer's) for Pre- and Post-BLEA groups**



|                                                                                                                                                                         |                                                                                                                                                                                         |                                                                                                                                                                                         |                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Paraphrasing Mr. B's statements help to confirm that you understand them.                                                                                               | <p>A line graph with a y-axis from 0 to 100 in increments of 20. The x-axis has two points: 'Pre' and 'Post'. A blue line starts at 80 at 'Pre' and rises to 90 at 'Post'.</p>          | <p>A line graph with a y-axis from 0 to 100 in increments of 20. The x-axis has two points: 'Pre' and 'Post'. A blue line starts at 80 at 'Pre' and rises to 90 at 'Post'.</p>          | <p>A line graph with a y-axis from 0 to 100 in increments of 20. The x-axis has two points: 'Pre' and 'Post'. A blue line starts at 80 at 'Pre' and rises to 90 at 'Post'.</p>          |
| You determine that most likely there has been no burglary and you close the case and leave.                                                                             | <p>A line graph with a y-axis from 0 to 100 in increments of 20. The x-axis has two points: 'Pre' and 'Post'. A blue line starts at 30 at 'Pre' and falls to 25 at 'Post'.</p>          | <p>A line graph with a y-axis from 0 to 100 in increments of 20. The x-axis has two points: 'Pre' and 'Post'. A blue line starts at 35 at 'Pre' and falls to 25 at 'Post'.</p>          | <p>A line graph with a y-axis from 0 to 100 in increments of 20. The x-axis has two points: 'Pre' and 'Post'. A blue line starts at 25 at 'Pre' and falls to 20 at 'Post'.</p>          |
| You determine that most likely has been no burglary, and you arrest Mr. B for filing a false report.                                                                    | <p>A line graph with a y-axis from 0 to 100 in increments of 20. The x-axis has two points: 'Pre' and 'Post'. A blue line starts at 5 at 'Pre' and rises slightly to 10 at 'Post'.</p>  | <p>A line graph with a y-axis from 0 to 100 in increments of 20. The x-axis has two points: 'Pre' and 'Post'. A blue line starts at 5 at 'Pre' and rises slightly to 15 at 'Post'.</p>  | <p>A line graph with a y-axis from 0 to 100 in increments of 20. The x-axis has two points: 'Pre' and 'Post'. A blue line starts at 5 at 'Pre' and falls to 0 at 'Post'.</p>            |
| You determine that most likely there has been no burglary, but Mr. B may need some outside help. You ask him if there is a friend or family member you can call for him | <p>A line graph with a y-axis from 0 to 100 in increments of 20. The x-axis has two points: 'Pre' and 'Post'. A blue line starts at 90 at 'Pre' and rises slightly to 95 at 'Post'.</p> | <p>A line graph with a y-axis from 0 to 100 in increments of 20. The x-axis has two points: 'Pre' and 'Post'. A blue line starts at 90 at 'Pre' and rises slightly to 95 at 'Post'.</p> | <p>A line graph with a y-axis from 0 to 100 in increments of 20. The x-axis has two points: 'Pre' and 'Post'. A blue line starts at 90 at 'Pre' and rises slightly to 95 at 'Post'.</p> |



## One-Year Follow-up Surveys

At present, there are only nine completed one-year follow-up surveys. Due to the low sample size, we do not present any analysis of those surveys here but look forward to continued data collection.

## Interviews: Pre-BTB Training (SPD)/ Pre-BLEA (Non-SPD)

Qualitative data collected through interviews with recruits were analyzed to identify the most prominent themes. The analysis presented here focuses on selected pre-training interview responses that provide insight into recruits' backgrounds and decision-making processes.

Key areas highlighted in this report include recruits' previous employment and geographical origins, their reasons for choosing specific departments, their initial understanding of guardian policing concepts, and their motivations for participating in this research study. These selected topics help establish a foundation for understanding the backgrounds and perspectives recruits bring to their training.

Key themes are supported by representative quotes from both SPD-BTB and Non-SPD recruits to provide context and deeper insight into recruits' perspectives. For readers interested in reviewing additional recruit responses from the pre-training interviews, additional representative quotations can be found in Appendix F.

## Recruit Background

The first question the recruits were asked in the pre-BTB/BLEA interview was: *"What is your background? What job did you have/what were you doing before you decided to apply for the position in Law Enforcement?"* Figure 10 shows a visual representation of the most frequent responses, offering a glimpse into the diverse backgrounds and experiences our new recruits bring to law enforcement. Following the word cloud, the specific themes identified are presented in Figure 10.

[illegible]

The second question: *Are you from Seattle? If not, where are you from? Do you currently live in Seattle? If so, where do you live? How long have you lived in Seattle? If not, where do you live?* The pre-training interview explored recruits' geographical backgrounds and connections to the Seattle area through questions about their origins and current residence. The resulting data reveals an interesting pattern: Seattle Police Department recruits often come from more geographically diverse locations, including out-of-state origins, while recruits from other agencies tend to have stronger local ties to the region. Figures 11 and 12 illustrate these geographical patterns through word frequency visualizations, comparing SPD and non-SPD recruits' places of origin respectively. This geographical diversity offers insight into recruitment patterns and the varying spheres from which different law enforcement agencies draw their candidates.



Figure 11. SPD Recruits – Geographical Background

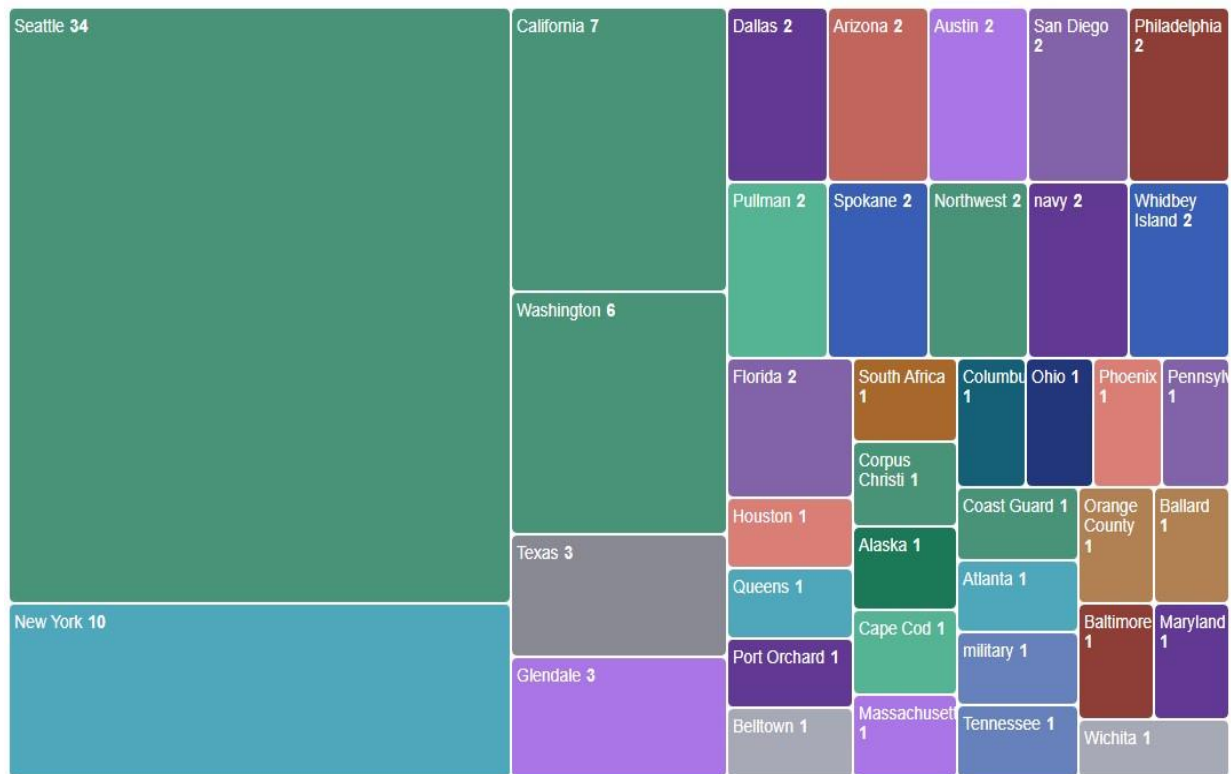


Figure 12. Non-SPD Recruits – Geographical Background



## Agency Selection: Why Recruits Chose SPD vs Non-SPD

Understanding what draws candidates to law enforcement provides valuable insights into recruit motivation and can inform future recruitment strategies. During the pre-training interviews, recruits were asked to share their reasons for applying to their respective law enforcement agencies - *Why did you apply for a position with the Seattle Police Department or other agency?* Figures 13 and 14 present word frequency visualizations that capture the most common themes in their responses, comparing the motivations of SPD and non-SPD recruits respectively. The patterns that emerge from these responses offer a window into the aspirations, values, and career goals that attract individuals to law enforcement careers.

Figure 13. Why SPD?

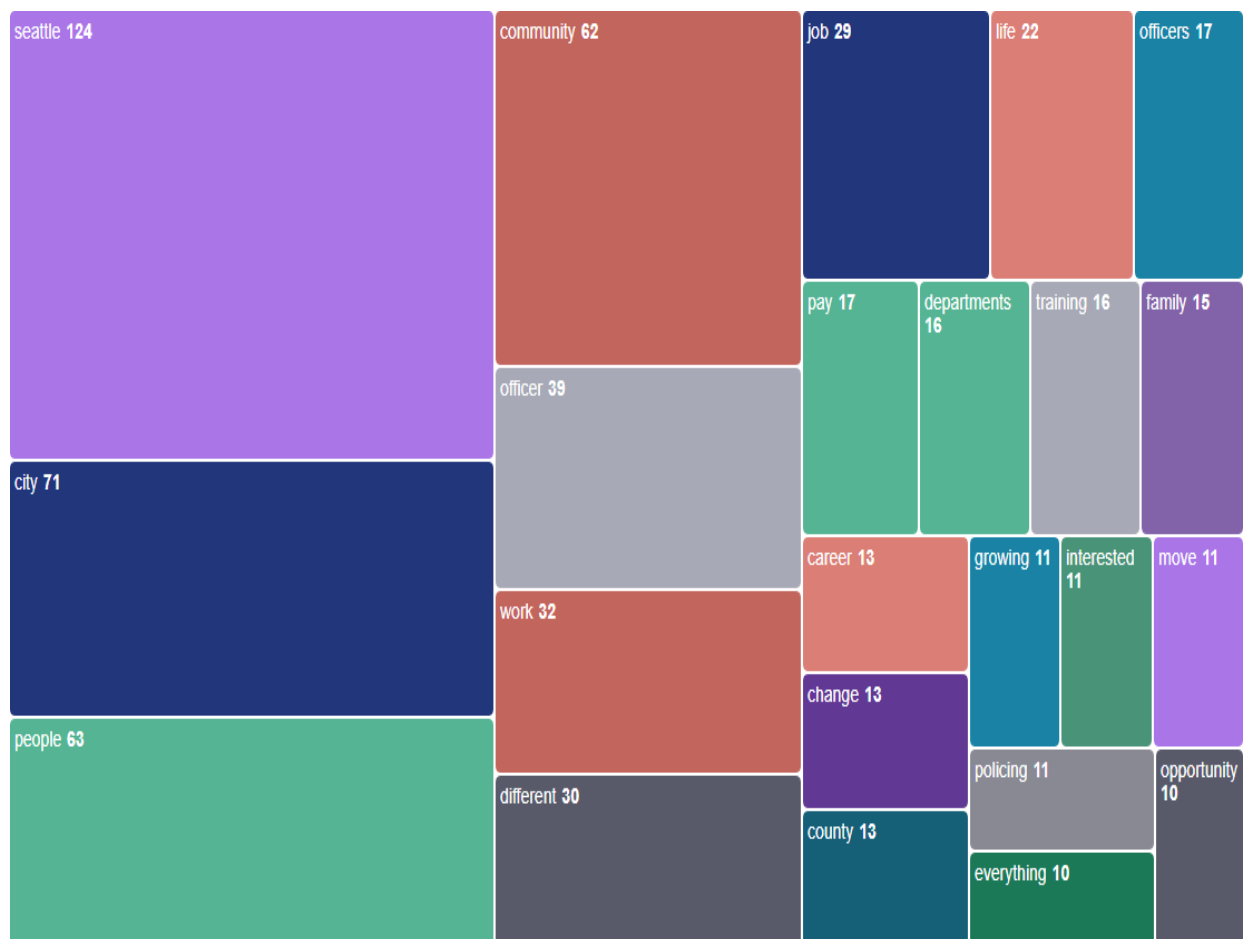
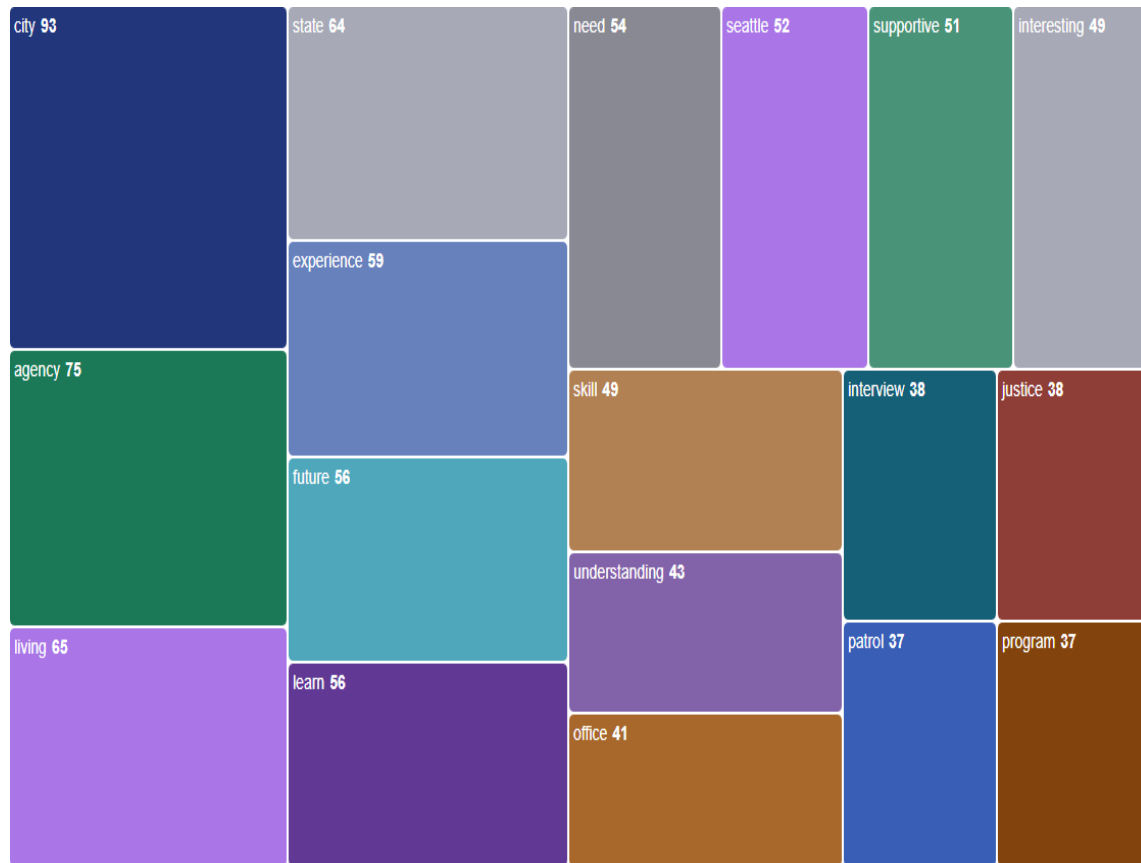


Figure 14. Non-SPD - Why Your Agency?



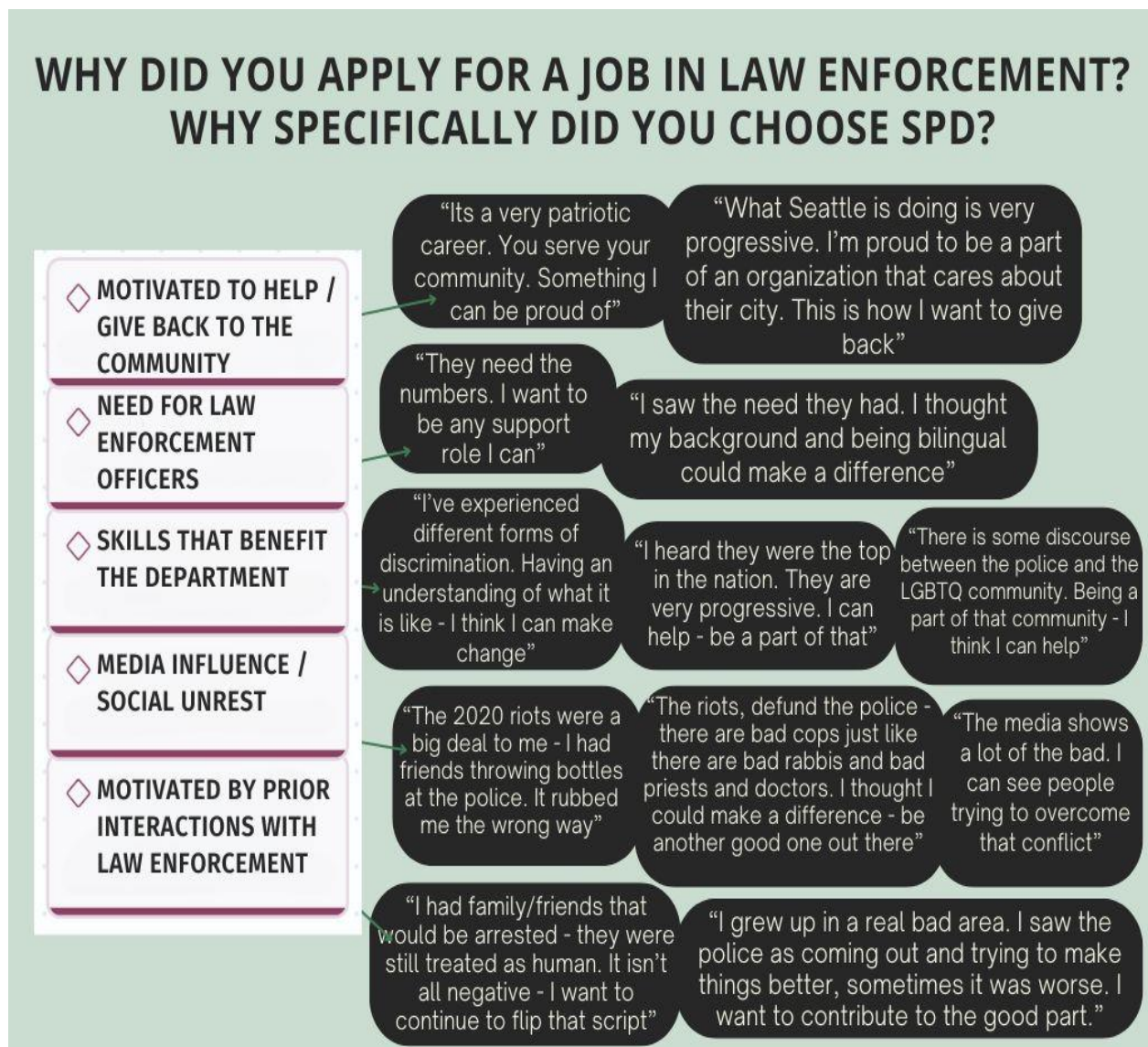
## ***Recruit Motivations for pursuing a career in Law Enforcement***

### **SPD Recruits**

Building on recruits' geographical connections and agency preferences, we further explored their deeper motivations for entering law enforcement as a career. Question 4: Why did you apply for a position in Law Enforcement? And specifically with the Seattle Police Department? delved beyond agency selection to understand the fundamental drivers that led individuals to pursue law enforcement work. Here we highlighted five primary themes that influence individuals' decisions to enter law enforcement: being motivated to help and give back to the community, recognition of the need for law enforcement officers, belief in having skills that would benefit the department, the impact of media influence and social unrest, and motivation stemming from prior interactions with law enforcement. Understanding these core motivations provides valuable insight for recruitment strategies and helps identify how candidates align their personal goals with departmental missions, regardless of their chosen jurisdiction.

Figure 15 illustrates these motivational themes through the responses of SPD recruits, highlighting how these factors influenced their specific decision to join the Seattle Police Department.

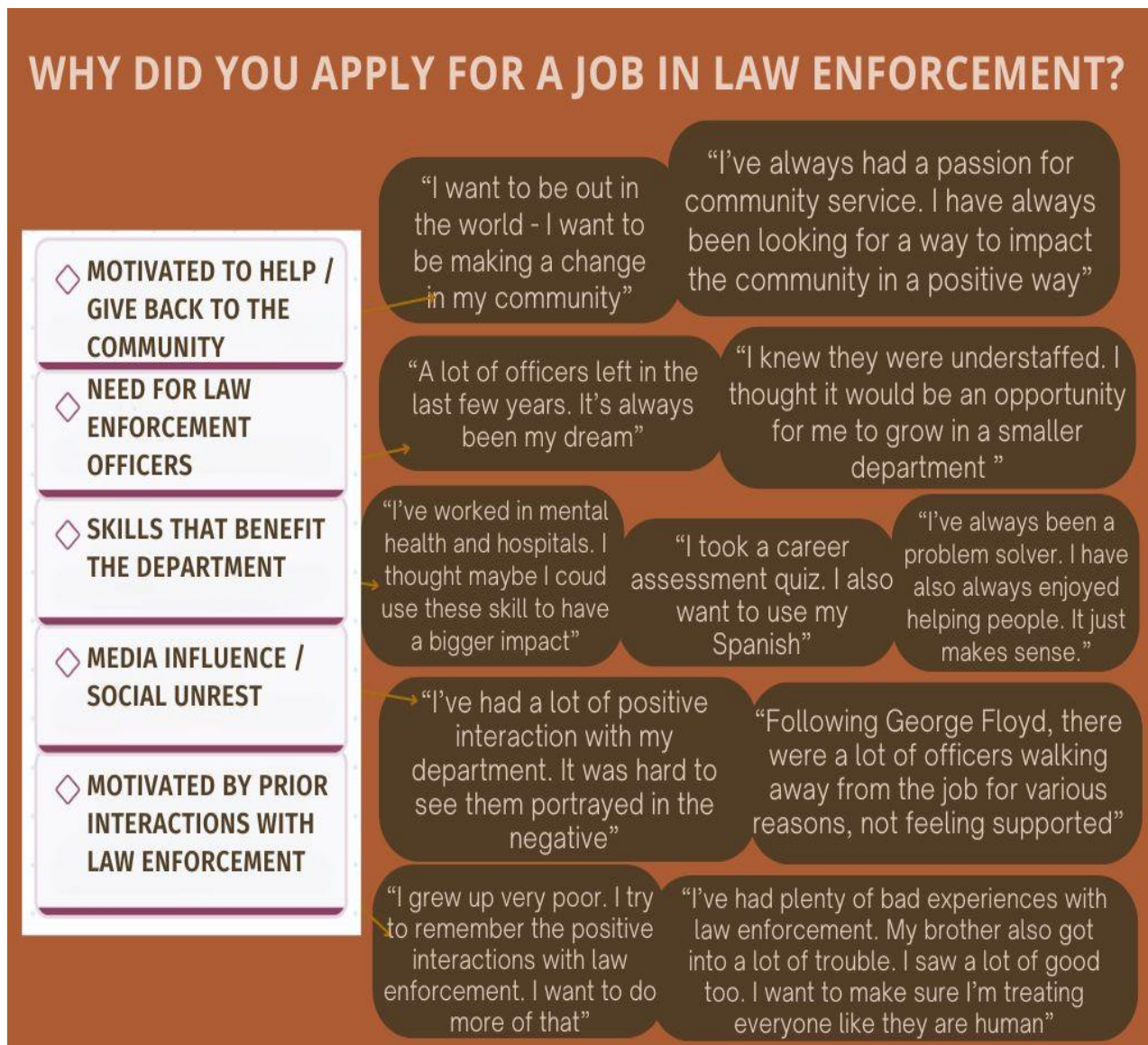
Figure 15. Why apply for a job in Law Enforcement – SPD Recruits



## Non-SPD Recruits

Figure 16 presents how these same motivational themes appeared in the responses of recruits from other agencies across Washington State, providing insight into what draws candidates to law enforcement in different jurisdictions.

Figure 16. Why apply for a job in Law Enforcement – NON-SPD Recruits



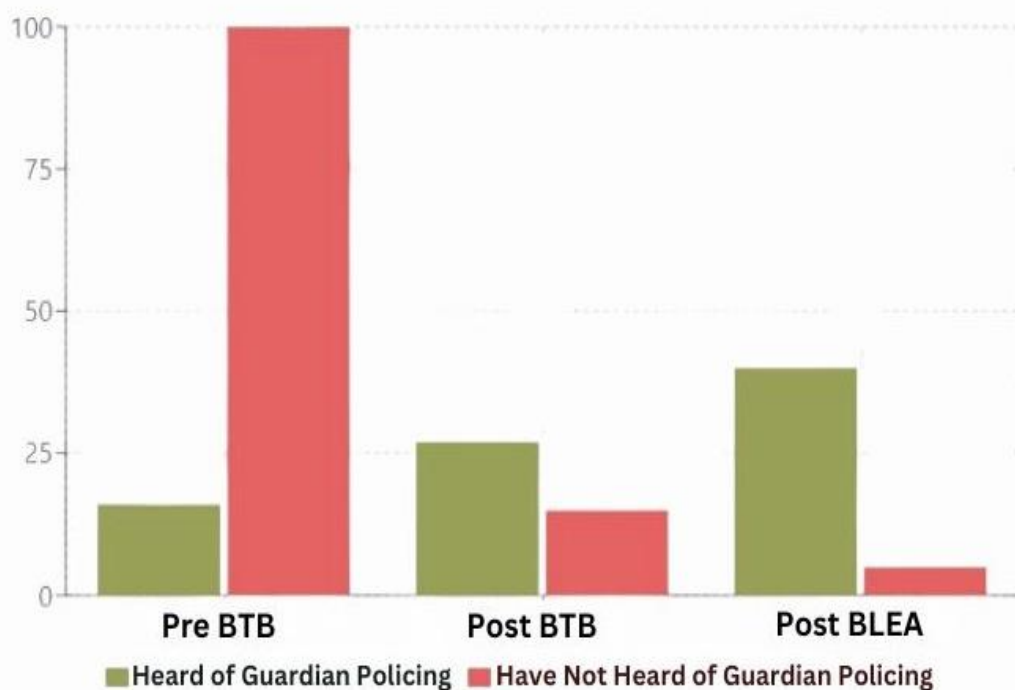


## Understanding of ‘Guardian Policing’

Recruits were asked - *Have you ever heard of ‘guardian policing’? If so, what is your understanding of ‘guardian policing’?* This question sought to elicit recruits' understanding of the concept of 'guardian policing,' where they heard it, and what they knew about it. Figure 17 illustrates the progression of SPD recruits' awareness of guardian policing across three critical phases of their training journey. Initially, only 16 out of 116 recruits (13.8%) had heard of guardian policing during their first interviews. After completing Before the Badge (BTB) training, this awareness increased significantly, with 27 out of 42 recruits (64.3%) demonstrating familiarity with the concept. The final post-BLEA assessment revealed a further increase, with 40 out of 45 recruits (88.9%) demonstrating awareness of guardian policing. This progressive improvement in awareness through both BTB and BLEA training programs highlights the transformative impact of SPD's comprehensive training approach. The visualization reveals not only the significant initial knowledge gap among incoming recruits but also demonstrates how each phase of training contributes to building understanding of this key policing philosophy.

Figure 17. Awareness of Guardian Policing – SPD Recruits

### SPD Awareness of Guardian Policing Pre-BTB, Post-BTB and Post BLEA



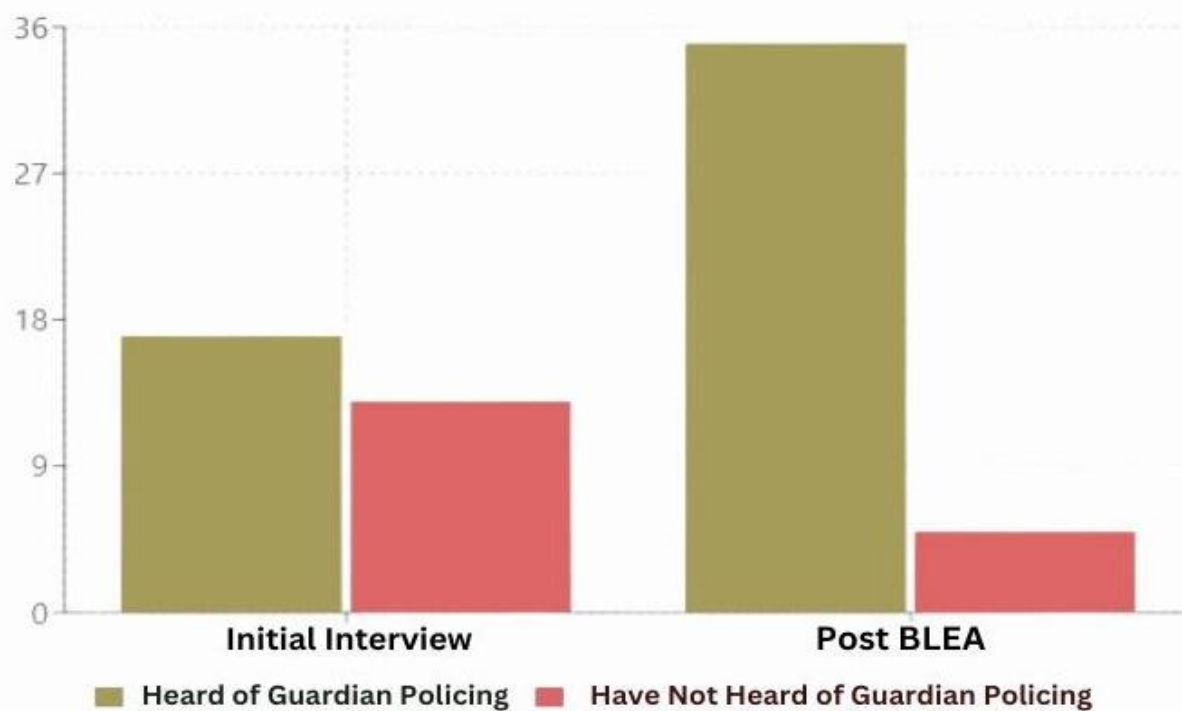
#### Key Findings for SPD Recruits:

- Initial awareness was low with only 16 out of 116 participants (13.8%) having heard of Guardian Policing
- Post-BTB training showed substantial improvement with 27 out of 42 participants (64.3%) demonstrating awareness of Guardian Policing
- Post-BLEA assessment revealed further improvement with 40 out of 45 participants (88.9%) aware of Guardian Policing
- Overall awareness increased by 75.1 percentage points from initial interviews to post-BLEA training, with BTB playing a crucial intermediate role in this progression.

Figure 18 presents the awareness levels of guardian policing among non-SPD recruits before and after BLEA training. The initial baseline shows that more than half (56.7%) of non-SPD recruits were already familiar with guardian policing concepts during their first interviews, with 17 out of 30 recruits indicating prior awareness. Following BLEA training, this awareness increased substantially, with 35 out of 40 recruits (87.5%) demonstrating knowledge of guardian policing. This data reveals both a higher initial awareness among non-SPD recruits compared to their SPD counterparts (56.7% vs 13.8%), though both groups achieved similar high levels of awareness following their respective training programs (87.5% for non-SPD and 88.9% for SPD recruits). While non-SPD recruits started from a higher baseline of awareness, both groups showed significant positive impact from their training experiences, ultimately reaching comparable levels of understanding of guardian policing principles.

Figure 18. Figure 15. Awareness of Guardian Policing – SPD Recruits

### Non - SPD Awareness of Guardian Policing Pre and Post BLEA



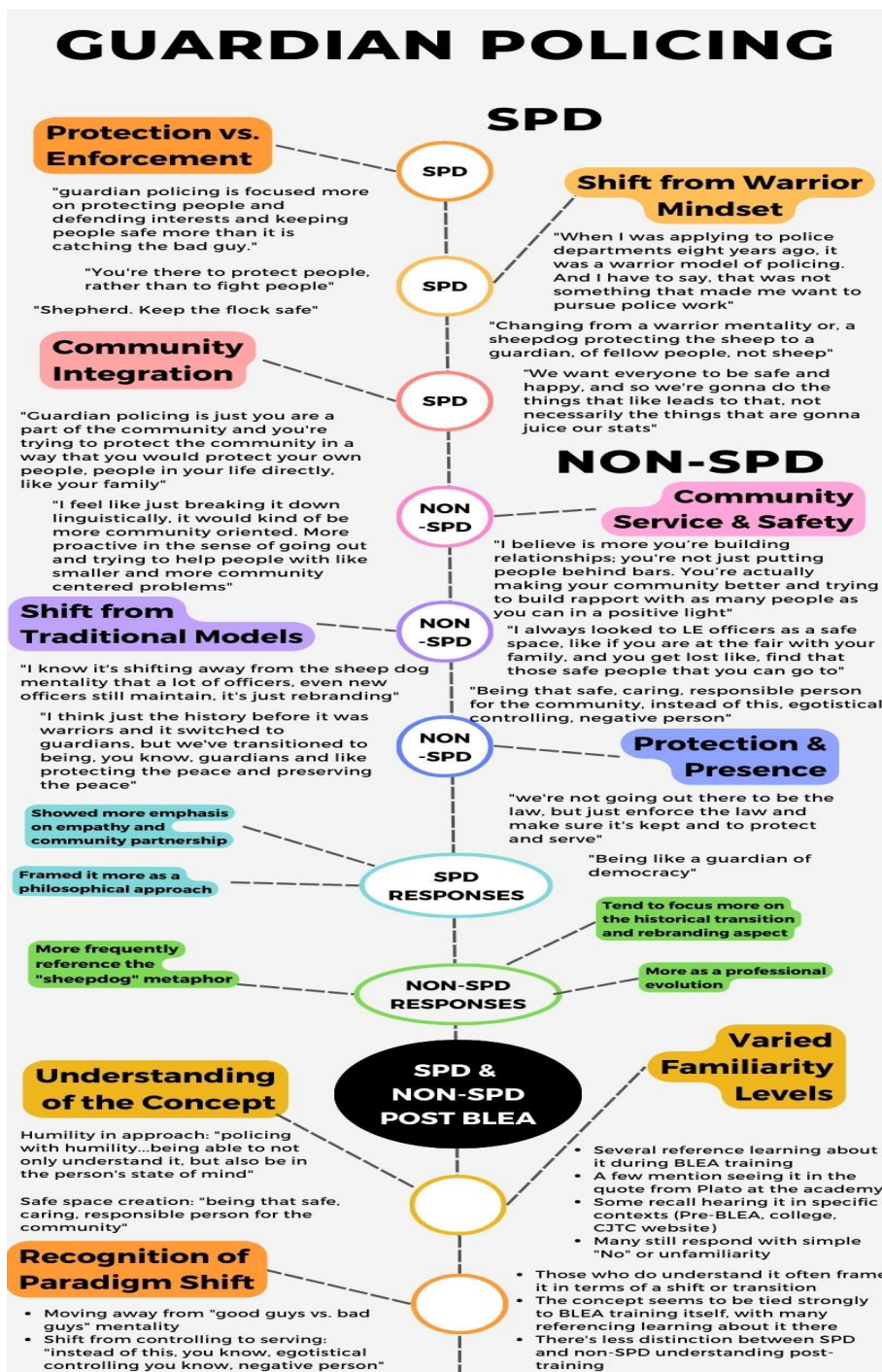
#### Key Findings:

- Initial awareness was higher among non-SPD recruits with 17 out of 30 participants (56.7%) having heard of Guardian Policing
- Post-BLEA shows further improvement with 35 out of 40 participants (87.5%) aware of Guardian Policing
- Overall awareness increased by 30.8 percentage points after BLEA training

## 'Guardian Policing' Awareness Among Law Enforcement Recruits

Analysis of interview responses from both Seattle Police Department (SPD) and non-SPD recruits regarding awareness of guardian policing pre and post BLEA reveal differences in baseline awareness between SPD and non-SPD recruits. Figure 19 shows how SPD and Non-SPD recruits conceptualize guardian policing.

Figure 19. SPD and Non-SPD Recruit Understanding of Guardian Policing

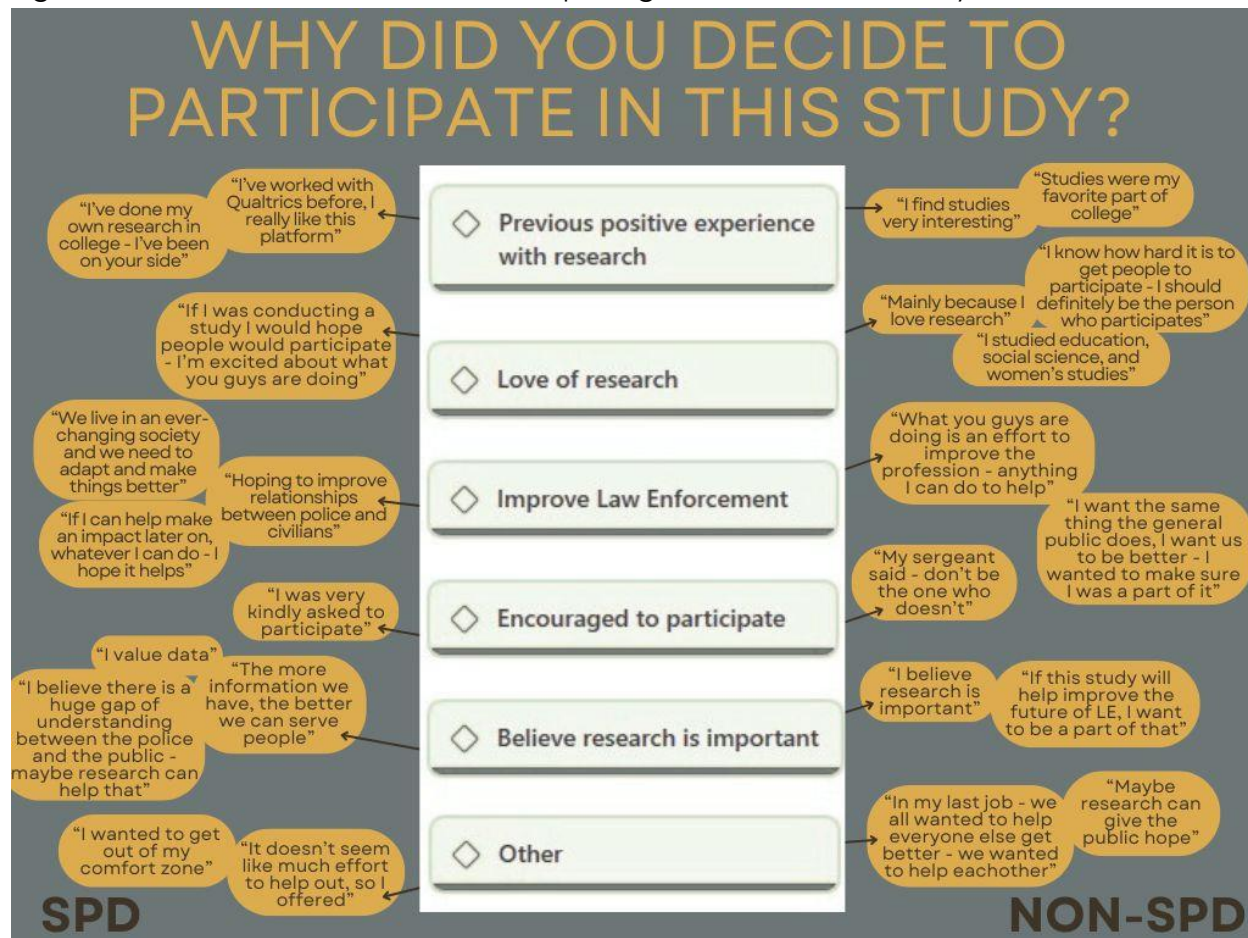




## Recruit Motivations for Participating in the Research Evaluation

At the end of the pre-training interview, recruits were asked - *Why did you volunteer to participate in the study?* Figure 20 illustrates the thematic analysis of interview responses regarding recruits' motivations for participating in the longitudinal evaluation. The visualization organizes responses into six primary categories: Previous positive experience with research, Love of research, Improve Law Enforcement, Encouraged to participate, Believe research is important, and Other.

Figure 20. Recruit Motivations for Participating in the Research Study.



The responses from SPD BTB recruits reveal several notable themes that align with the department's commitment to community engagement and progressive policing practices. SPD recruits demonstrated strong motivation to contribute to organizational improvement, as evidenced by statements such as *"We live in an ever-changing society, and we need to adapt and make things better"* and *"Hoping to improve relationships between police and civilians."* These responses reflect an understanding of law enforcement's evolving nature and the importance of adaptation.

Many SPD BTB recruits expressed awareness of current challenges in police-community relations. One recruit said, *"I believe there is a huge gap of understanding between the police and the public - maybe research can help that."* This awareness appears to have motivated their

participation, suggesting these recruits enter the profession with a desire to be part of positive institutional change.

The data shows that SPD BTB recruits particularly value evidence-based approaches to improving law enforcement practices. This is reflected in statements such as *"I value data"* and *"The more information we have, the better we can serve people."* Several SPD BTB recruits also mentioned their own academic backgrounds and research experience as motivating factors, noting *"I've done my own research in college - I've been on your side"* and *"I've worked with Qualtrics before, I really like this platform."*

Similarly, non-SPD recruits demonstrated complementary motivations, expressing their commitment to advancing law enforcement through research participation. Their responses, such as *"I want the same thing the general public does, I want us to be better"* and *"What you guys are doing is an effort to improve the profession - anything I can do to help,"* align with the broader goals of enhancing law enforcement practices.

Both SPD BTB and non-SPD recruits shared a common understanding of research's importance in advancing law enforcement practices, though SPD BTB recruits particularly emphasized practical applications and community impact in their responses. This analysis of participation motivation provides valuable insight into the mindset of incoming recruits, with SPD BTB recruits showing especially strong commitment to improvement, evidence-based practices, and addressing contemporary challenges in law enforcement.

## **Interviews: Post-BTB**

This section presents the most prominent themes identified from SPD recruits' responses to post-BTB training interview questions. The analysis focuses on recruits' key takeaways from the BTB program, with particular attention to the impact of the wellness component, as well as their suggestions for program improvement.

The themes presented are illustrated through frequency analysis and supported by representative quotes from SPD recruits to provide context and deeper understanding of their experiences. Word frequency analysis highlights the most common recommendations for program enhancement, offering insight into potential areas for curriculum development. These selected topics help evaluate the immediate impact of BTB training from the recruits' perspective.

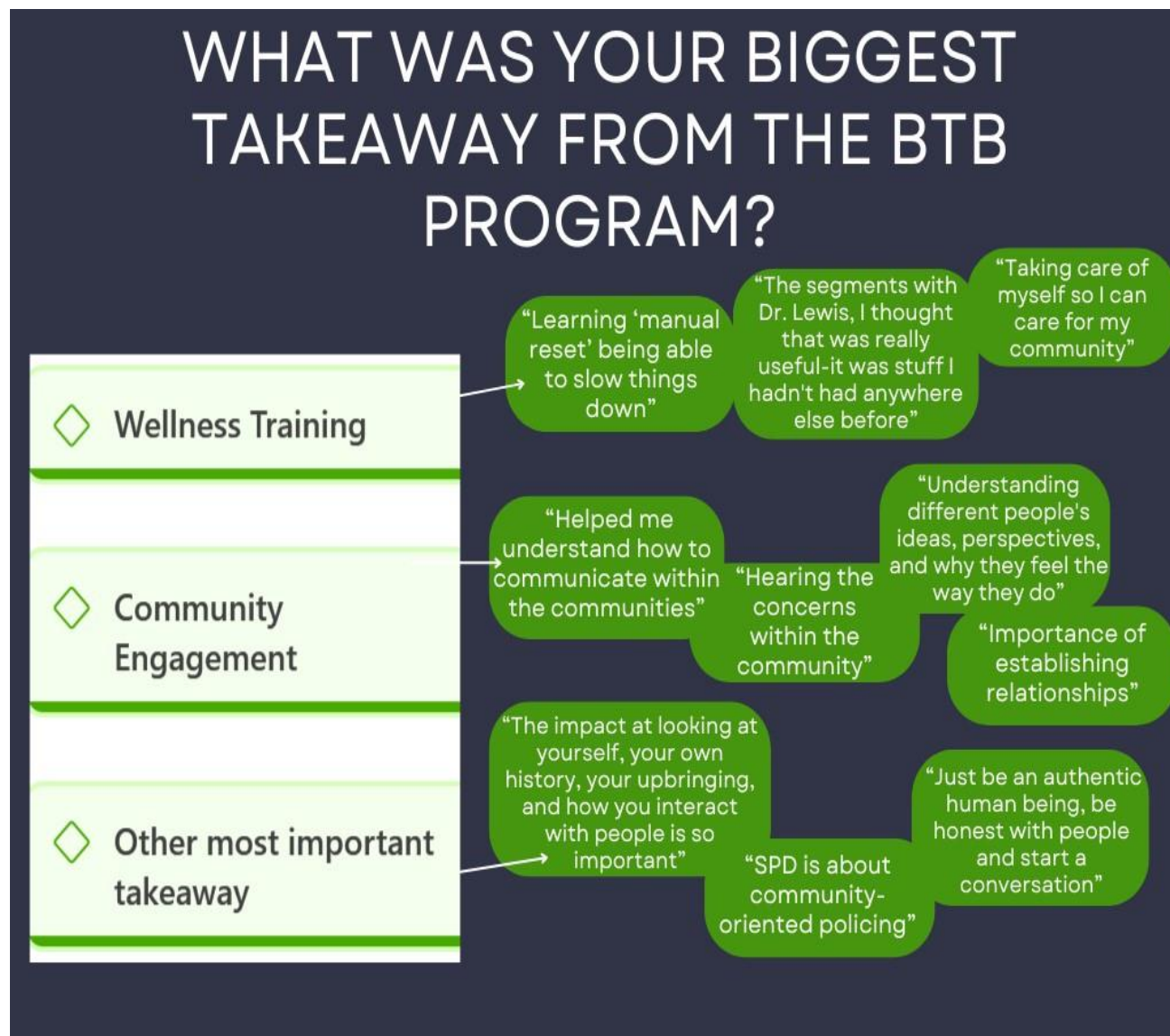
For readers interested in exploring additional recruit responses and themes from the post-BTB interviews, complete thematic analysis and representative quotations can be found in Appendix G.

## **Key Takeaways from Before the Badge Training**

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Post BTB Training Question 6 - What was your biggest takeaway from the BTB training? When asked about their biggest takeaways from the BTB training program, SPD recruits' responses clustered into three main categories: Wellness Training, Community Engagement, and Other Important Takeaways. The visualization in Figure 21 illustrates these key themes through representative quotes from the recruits.

Figure 21. Biggest Takeaway from the BTB Training.

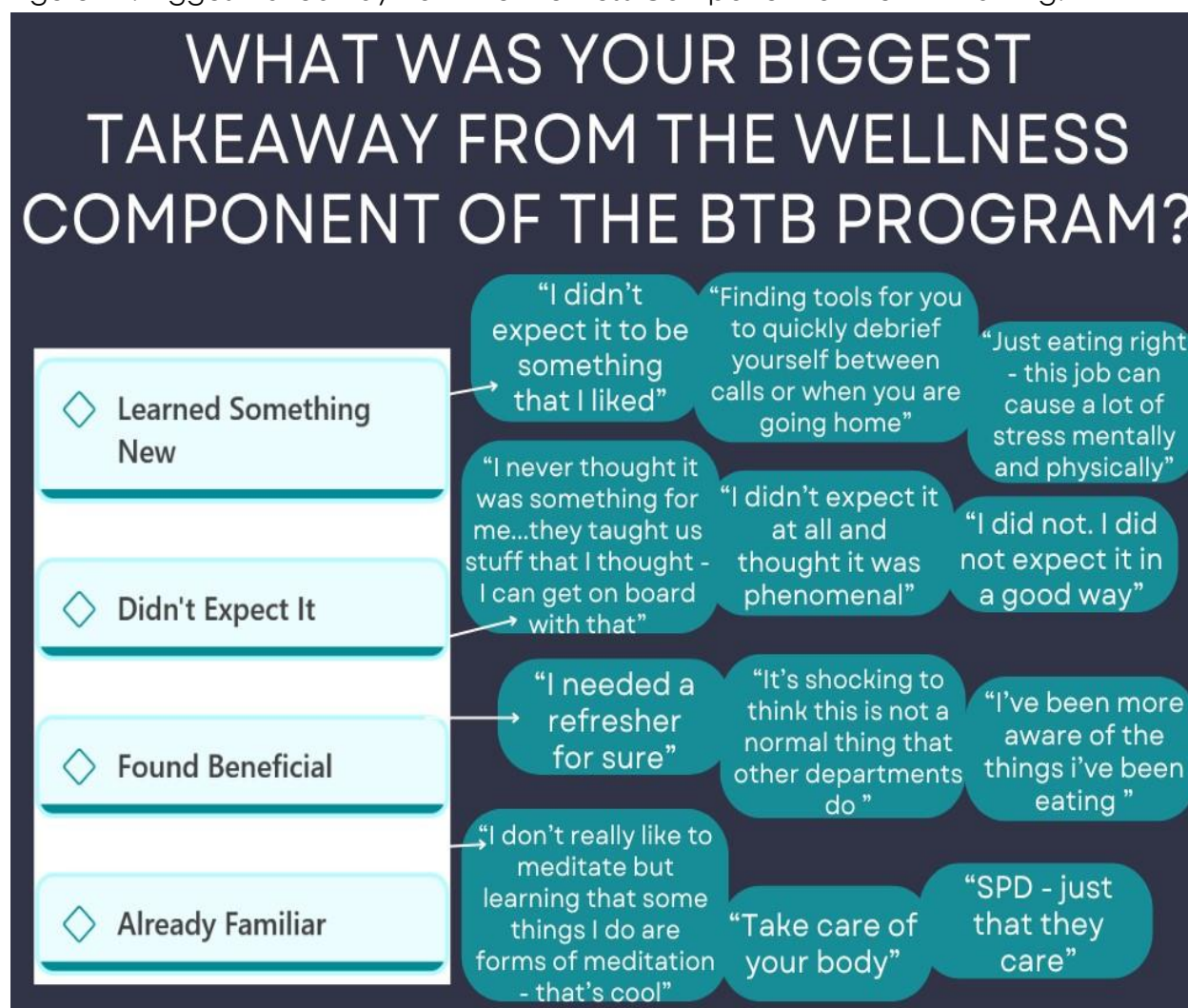


### **Wellness Training**

The recruits' responses regarding wellness training were particularly notable, warranting deeper examination through follow-up questions about their takeaways from this specific component. Figure 22 illustrates recruits' reflections on the wellness component, which clustered into four main categories: Learned Something New, Didn't Expect It, Found Beneficial, and Already Familiar.



Figure 22. Biggest Takeaway from the Wellness Component of the BTB Training.



Many recruits expressed surprise at both the presence and quality of the wellness training, with comments like *"I didn't expect it at all and thought it was phenomenal"* and *"I didn't expect it to be something that I liked."* This positive surprise suggests that the wellness component exceeded recruits' preconceptions about police training. Several recruits highlighted practical aspects they hadn't anticipated, such as *"finding tools for you to quickly debrief yourself between calls or when you are going home"* and *learning about the relationship between nutrition and job stress - "just eating right - this job can cause a lot of stress mentally and physically."*

The "Found Beneficial" category revealed that recruits discovered unexpected value in wellness practices, with one noting *"I don't really like to meditate but learning that some things I do are forms of meditation - that's cool."* Several expressed appreciation for SPD's approach, commenting that *"it's shocking to think this is not a normal thing that other departments do"* and *appreciating that "SPD - just that they care."*

This deeper examination of the wellness component suggests that SPD's BTB program is successfully introducing recruits to important self-care and wellness practices that many hadn't expected or encountered in law enforcement training before. The responses indicate that

recruits not only gained practical tools for managing stress and maintaining wellness but also developed an appreciation for SPD's holistic approach to officer wellbeing.

## **Community Engagement**

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Community Engagement emerged as a dominant theme, with recruits expressing multiple facets of this training component. Their responses ranged from practical communication skills ("*helped me understand how to communicate within the communities*") to deeper understanding of community perspectives ("*hearing the concerns within the community*"). Several recruits emphasized the importance of authenticity in community interactions and understanding different perspectives, demonstrating their internalization of SPD's community-oriented policing philosophy.

Under Other Important Takeaways, recruits reflected on personal growth and institutional understanding. Notable quotes highlighted the importance of self-reflection and understanding one's own background when interacting with diverse communities. Recruits also demonstrated their grasp of SPD's community-oriented policing approach, with one specifically noting how this philosophical framework shapes their understanding of the department's mission.

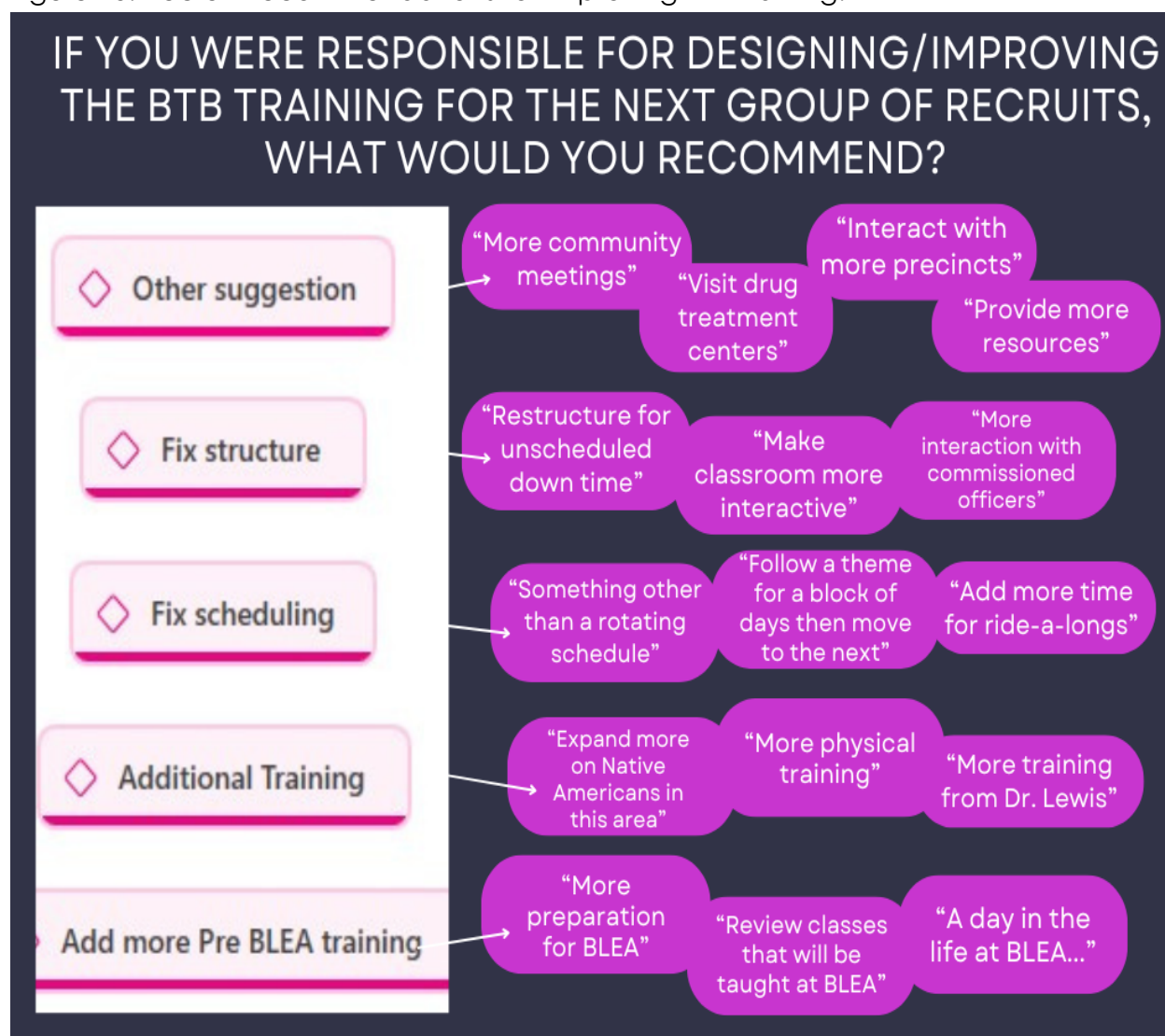
The visualization effectively captures how BTB training successfully conveyed both practical skills and philosophical approaches, preparing recruits for their roles as community-oriented law enforcement officers. The green speech bubbles emanating from each category provide concrete examples of how recruits internalized and articulated these key learning outcomes, suggesting the training's effectiveness in conveying its core messages about wellness, community engagement, and professional development.

## **Improving BTB Training**

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Post BTB, recruits were asked - *If you were responsible for designing/improving the BTB training for the next group of recruits, what would you recommend?*" This question sought to elicit feedback from the recruits for their recommendations for improving the Before the Badge training program. Figure 23 illustrates recruits' specific recommendations through a quote map showing the five main categories that emerged from responses.

Figure 23. Recruit Recommendations for Improving BTB Training.



"Additional Training" emerged as a significant category, with recruits requesting "More training from Dr. Lewis," <sup>4</sup>"More physical training," and expanded content on specific topics such as Native American history and culture. These suggestions reflect recruits' desire for deeper engagement with certain aspects of the existing curriculum.

Structural improvements focused on enhancing the learning experience, with suggestions to "Make classroom more interactive" and "Restructure for unscheduled down time." Recruits emphasized the need for more engaging instructional methods and better use of available training time.

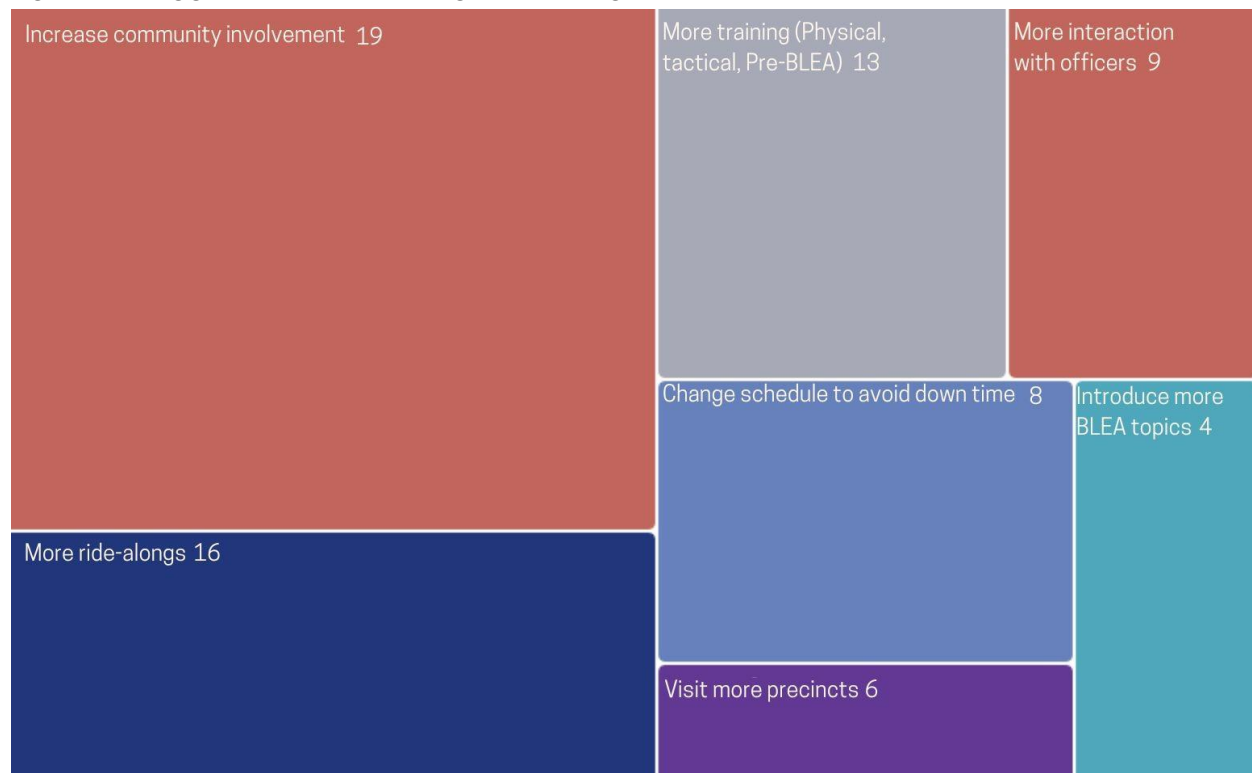
<sup>4</sup> Dr. David Lewis is a clinical psychologist who teaches part of the wellness segment focused on teaching recruits brain science and how to gauge their own emotional state to determine how to assess their ability to be present for the community. Almost every BTB recruit mentioned Dr. Lewis's segment as one of the most powerful, meaningful, and memorable components of the BTB training.

Scheduling concerns centered on creating more cohesive training blocks, with recommendations for *"Something other than a rotating schedule"* and *"Follow a theme for a block of days then move to the next."* These suggestions indicate a desire for more structured and sequential learning experiences.

Preparation for BLEA was another key theme, with suggestions for *"Review classes that will be taught at BLEA"* and providing *"A Day in the life at BLEA"* experience. These recommendations reflect recruits' desire to feel more prepared for their academy training.

Figure 24 illustrates the most frequently mentioned individual suggestions across all categories, showing that increasing community involvement (19 responses), more ride-alongs (16 responses), and additional training needs (13 responses) were the top priorities among recruits.

Figure 24. Suggestions for Improving BTB Training



These recommendations provide valuable insight for potential improvements to the BTB program, with particular emphasis on expanding community engagement opportunities, enhancing training content, and improving the program's structural organization.

## Interview: Post-BLEA

This section presents qualitative results showing the most prominent themes identified from Post-BLEA training interview responses. The analysis focuses particularly on recruits' satisfaction with how BLEA prepared them for their law enforcement careers. For SPD recruits, we also examine their perspectives on how BTB training complemented their BLEA experience.

The themes are illustrated through representative quotes from both SPD and non-SPD recruits, providing insight into their assessment of training effectiveness and preparation for field work. The



analysis highlights key differences and similarities in how recruits from different agencies evaluated their readiness for law enforcement duties following BLEA completion.

For readers interested in exploring additional recruit responses and themes from the post-BLEA interviews, additional representative quotations can be found in Appendix H.

## Post-BLEA Preparedness

In the Post-BLEA interview, recruits were asked - *How satisfied are you with the experience you had in the WSCJTC BLEA in terms of preparing you for your position in law enforcement?* This question sought to elicit how satisfied recruits felt that WSCJTC BLEA prepared them for their future careers in law enforcement. To quantify this satisfaction, recruits were asked to rate their BLEA training experience as a percentage grade. A notable difference emerged between SPD and non-SPD recruits' satisfaction levels. SPD recruits generally expressed higher satisfaction, averaging just under 75%, while non-SPD recruits reported lower overall satisfaction, averaging approximately 55%. As illustrated in Figure 25, this disparity in satisfaction rates provides context for the varying perspectives captured in recruit interviews. The following quotes highlight key themes that emerged as recruits reflected on their BLEA training experience and its role in preparing them for their law enforcement careers.

Figure 25. Satisfaction with BLEA Training

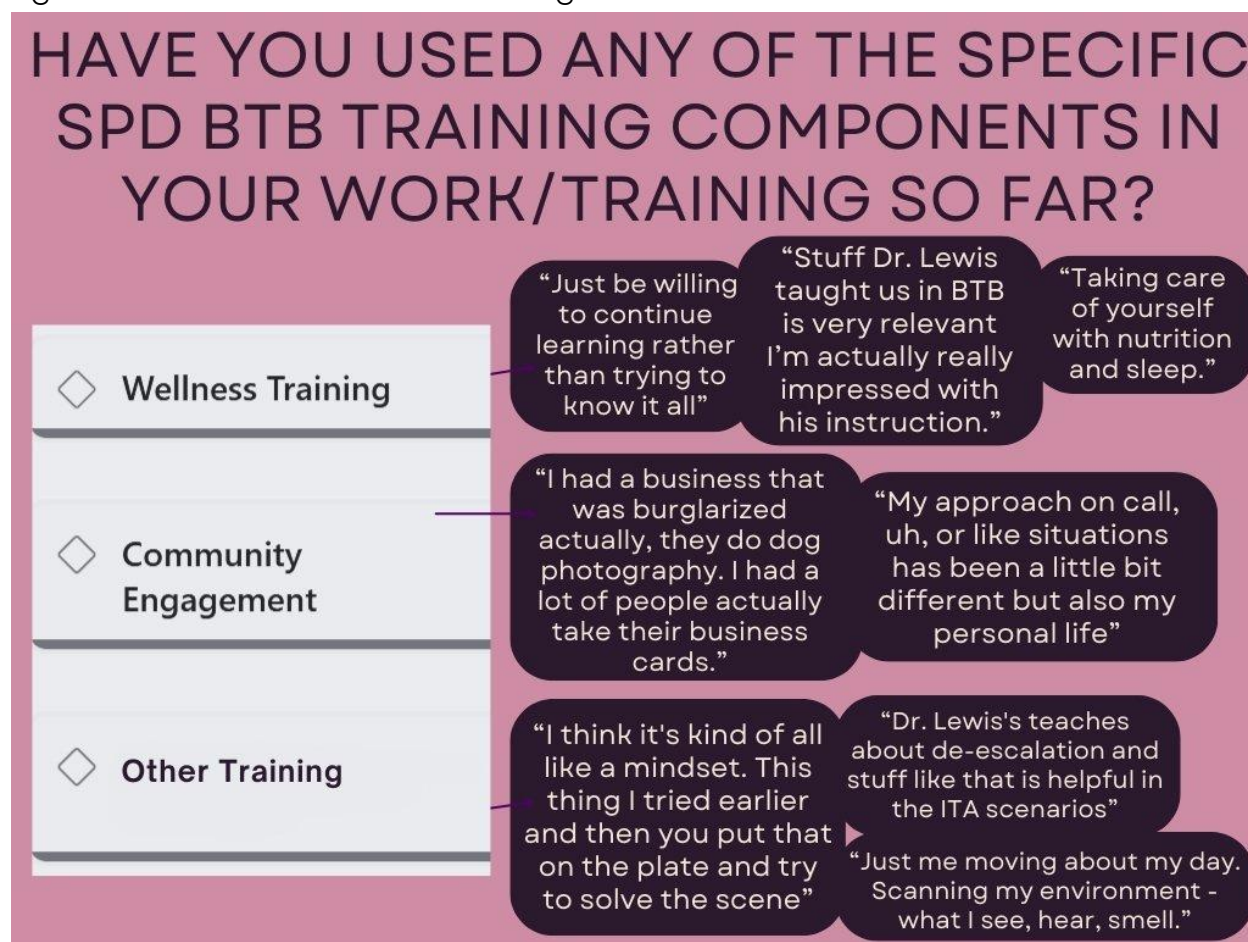




## Post-BLEA - Use of BTB Training Components

In the Post-BLEA interview, recruits were asked - "Have you used any of the specific SPD BTB training components in your work/training so far? If so, what specifically?" This question sought to understand how recruits were applying their BTB training experiences in their daily work and ongoing development as law enforcement officers. Responses clustered into three main categories: Wellness Training, Community Engagement, and Other Training. SPD recruits provided particularly detailed feedback about the wellness component, frequently citing Dr. Lewis's instruction and its practical applications in both their professional and personal lives. As illustrated in Figure 26, recruits' responses demonstrate the lasting impact of BTB training components across multiple aspects of their work. The quotes highlighted in the visualization reveal how recruits have integrated various elements of their training, from nutrition and self-care practices to community engagement approaches and tactical mindset development. These reflections provide valuable insight into which aspects of BTB training have proven most applicable and memorable in real-world law enforcement contexts.

Figure 26. Satisfaction with BLEA Training



These reflections provide valuable insight into how recruits from both SPD and other agencies were applying their respective training experiences in their early law

enforcement work. The responses demonstrate that recruits were actively incorporating various aspects of their training into their daily practices, with particular emphasis on wellness strategies, community engagement approaches, and tactical considerations. As these officers moved into their first year of service, these initial applications of training would be tested and refined through increasingly complex real-world situations.

## Interview: One Year Post-BLEA

This section presents preliminary insights from the first cohort of recruits interviewed one year after completing BLEA. While there were too few one-year post-BLEA surveys to draw quantitative conclusions, these initial one-year Post-BLEA interviews offer valuable qualitative insights into how officers' views and understanding evolve through their first year of service. The experiences and reflections shared by these early participants provide a window into potential patterns and themes that may emerge as more officers reach this milestone.

Recruit (now officer) responses on the One-Year Post-BLEA interviews help understand how their perspectives on critical skills shift from their initial training through their first year of field experience, we begin to see intriguing developments in their professional understanding. While these early findings should be interpreted cautiously due to the small sample size, they suggest promising directions for future research as more officers complete their first year of service. The following analysis explores these emerging patterns, with particular attention to Question 1, which examines officers' views on the most important skill needed for a law enforcement career. To review additional interview questions, see Appendix I.

## Most Important Skill

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Recruits were asked, *What is the #1 most important skill you think a person needs for a career in law enforcement?* This explores recruits' evolving perspectives on the most critical skill needed for a law enforcement career, tracking their responses at key points in their training and early career. For SPD recruits, these checkpoints span from pre-BTB through one year of field experience, while non-SPD recruits were followed from pre-BLEA through their first year of service. This analysis focuses on the subset of recruits who have completed their first year post-BLEA, offering initial insights into how perspectives shift with field experience.

The data reveals distinct patterns in how officers' views evolve through training and real-world experience. SPD recruits show a progression from initially emphasizing basic communication skills through to a more nuanced understanding that incorporates officer safety, professional development, and the ability to accept criticism. Non-SPD recruits demonstrate a broader range of initial focuses - including empathy, integrity, and flexibility - that eventually converge on themes of patience, adaptability, and professional courage after a year of field experience.

This longitudinal view suggests that while training programs effectively establish foundational skills, the first year of field experience leads officers to recognize the importance of more complex, adaptive competencies. The contrast between initial perspectives and one-year reflections highlights how direct experience shapes officers' understanding of what skills are most crucial for effective law enforcement.

Figure 27 illustrates how SPD recruits' perspectives on critical law enforcement skills evolve through four key phases: initial recruitment, post-BTB, post-BLEA, and after one year of service.

Figure 27. Most Important Skill Needed for Law Enforcement – SPD Recruits



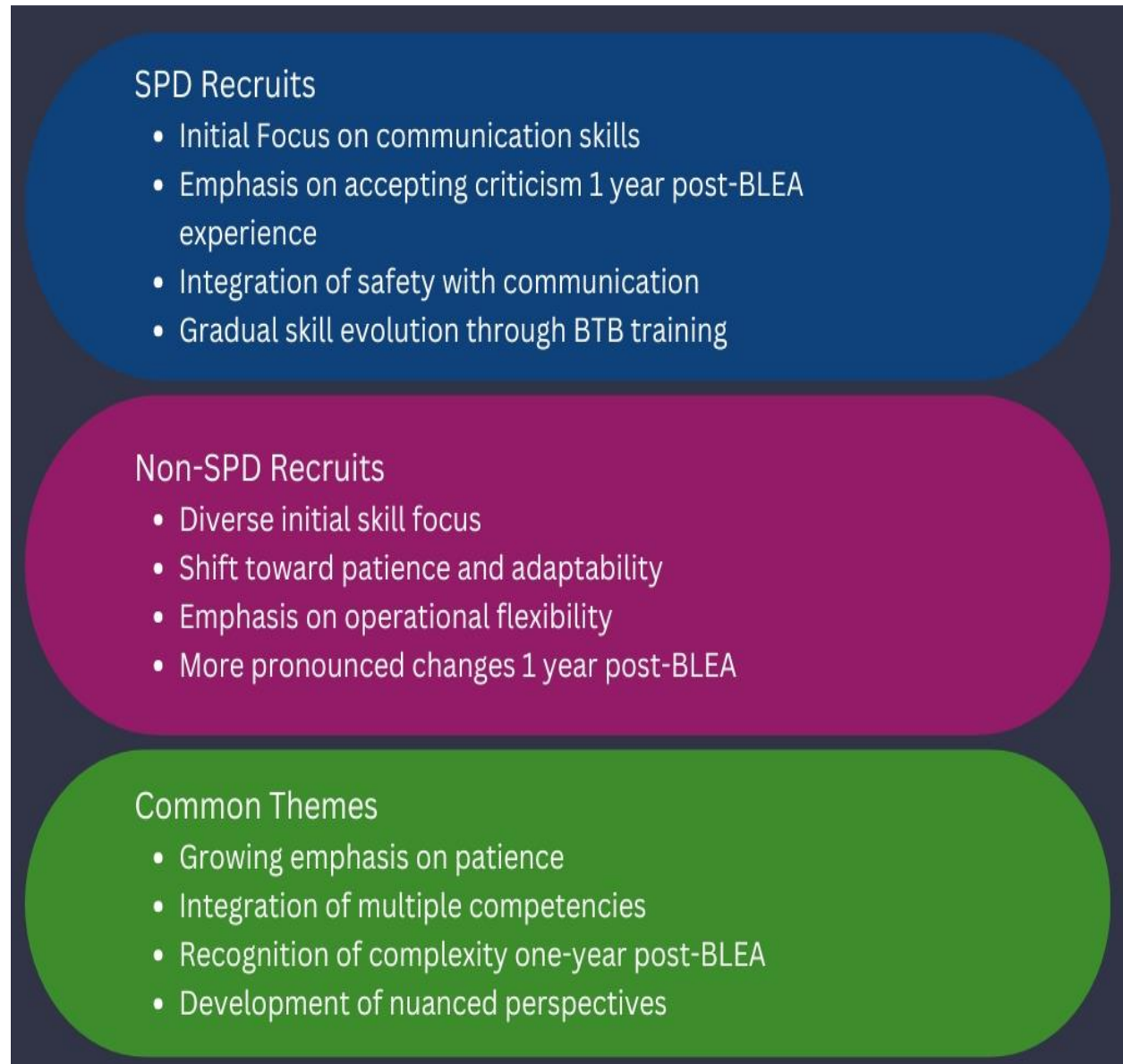
Figure 28 shows the progression of non-SPD recruits' views on essential skills across three stages: from their initial perspectives through BLEA completion and their first year of service.

Figure 28. Most Important Skill Needed for Law Enforcement – Non-SPD Recruits



Figure 29 presents a comparative view of how both SPD and non-SPD recruits' understanding of critical law enforcement skills develops through training and their first year in the field, highlighting distinct departmental patterns while revealing shared themes in professional growth.

Figure 29. SPD And Non-SPD Recruits' Understanding Of Critical Law Enforcement Skills

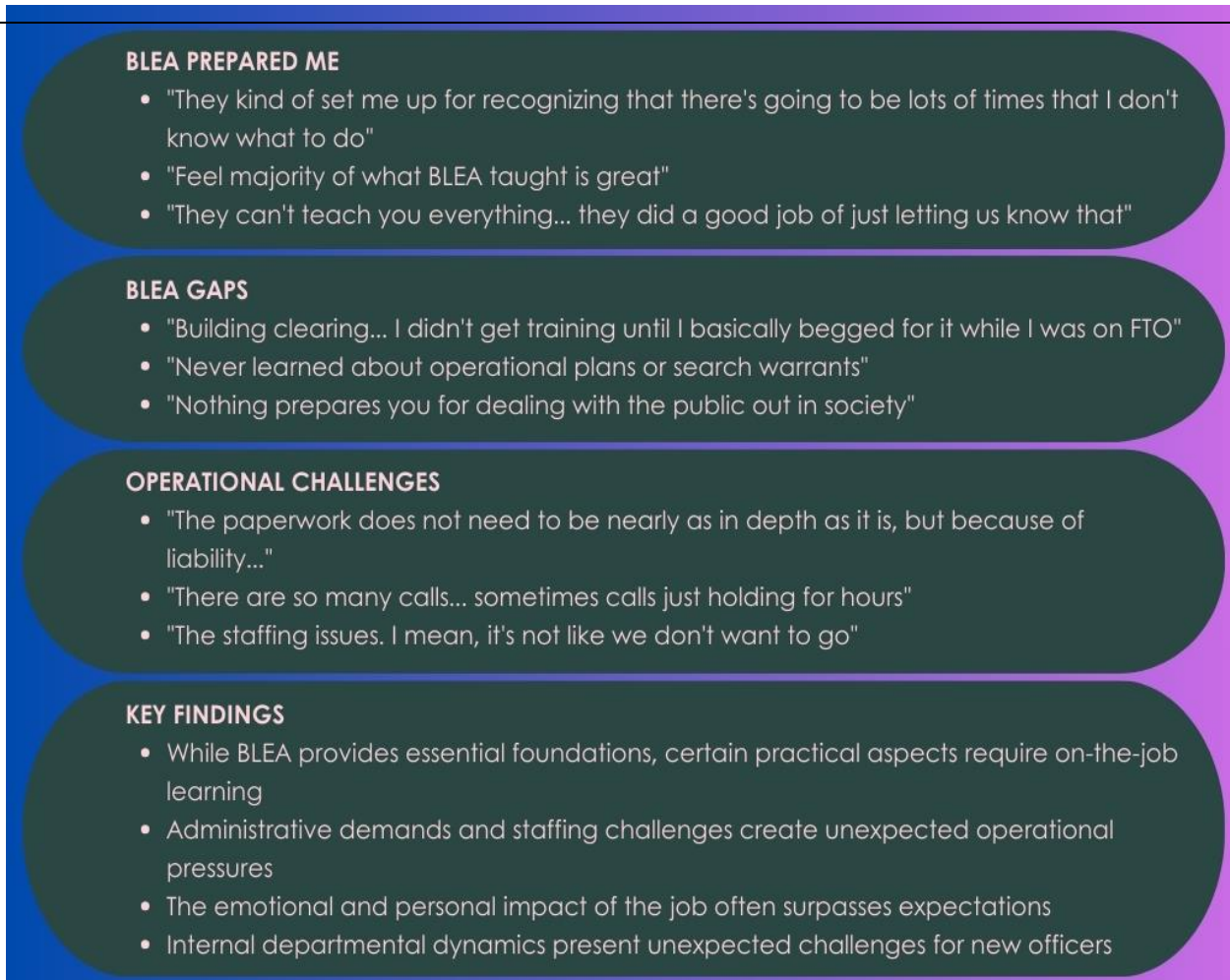




## Biggest Difference Between Training and One-Year Post-BLEA

In the One-Year Post-BLEA interview, recruits (now officers) were asked - *What is the biggest difference between your experiences on the street so far and what you thought it would be like? Are there things you were taught in BTB and BLEA that don't work or did not adequately prepare you for your interactions on the street?* As interviews are continued from the first cohort of officers to reach one-year post-BLEA, this question examines the gap between training expectations and field reality. While this small sample of officers cannot provide definitive conclusions about the broader recruit experience, their candid reflections offer valuable preliminary insights into how new officers reconcile their training with real-world challenges (Figure 30). Their responses, organized below by theme, highlight both common experiences and unique perspectives on the transition from academy to active duty. These early narratives may help inform our understanding of how officers process and adapt to their first year of service, though more comprehensive patterns will emerge as additional recruits reach this milestone.

Figure 30. Biggest Difference Between Training and One-Year Post-BLEA



# DISCUSSION

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The results presented in this report include data from 207 pre-training surveys (125 SPD BTB and 82 non-SPD recruits) and 48 post-training surveys (27 SPD BTB and 21 non-SPD recruits) collected across multiple data collection points in a three-year longitudinal evaluation measuring the effects of the SPD BTB training program. This expanded dataset provides deeper insight into recruits' backgrounds, motivations, and evolution of understanding regarding guardian policing principles through their training journey.

The results from recruits who have completed multiple phases of data collection reveal important patterns in how understanding of critical law enforcement skills develops over time. Of particular interest is the progression seen among SPD recruits through BTB, BLEA, and their first year of service, where perspectives shift from emphasizing basic communication skills to incorporating more complex competencies including officer safety, professional development, and the ability to accept criticism. This evolution suggests the cumulative impact of BTB and BLEA training in developing well-rounded officers.

Pre-survey results regarding elements of guardian policing continue to show that SPD BTB recruits enter with strong foundational understanding of community engagement principles. SPD recruits demonstrated lower scores on the Negative Police Subculture Scale and higher scores on the Guardianship Respect Scale compared to non-SPD recruits, suggesting the recruitment process may be attracting candidates aligned with guardian policing values. The data reveals a dramatic increase in awareness of guardian policing principles through training, with SPD recruits showing progression from 13.8% awareness pre-BTB to 64.3% post-BTB and 88.9% post-BLEA.

A particularly valuable addition to this year's findings comes from the first cohort reaching their one-year post-BLEA milestone. While this sample is still too limited for definitive conclusions, these early narratives provide important insights into how officers reconcile their training with real-world challenges and how their understanding of critical skills evolves through field experience.

The strengths of this longitudinal evaluation remain its mixed-method design and multiple data collection points. Current limitations include challenges with participant retention and survey completion rates, particularly for follow-up phases. The introduction of one-year post-BLEA data, while preliminary, begins to address one of last year's limitations by providing insight into longer-term training impacts.

Ongoing data collection with new recruits and especially the tracking of more officers through their first year of service will continue to enhance our understanding of training effectiveness. As more officers reach the one-year and eventually three-year post-BLEA milestones, we expect to develop an increasingly comprehensive picture of how training influences officer development over time.

## Key Takeaways

The findings in this Year 2 report include data from 207 pre-training surveys (125 SPD BTB and 82 non-SPD recruits) and 48 post-training surveys (27 SPD BTB and 21 non-SPD recruits) conducted between September 01, 2022, and December 2, 2024. Of particular significance, this report includes initial data from the first cohort of recruits to reach one year post-BLEA, offering early insights into how training translates to field experience.

The pre-training surveys gathered extensive demographic information including gender, race/ethnicity, education levels, age, and years of law enforcement experience. The surveys also measured attitudes across seven key scales: Burnout/Emotional Intelligence, Negative Police Subculture, Organizational Support, Guardianship - Empathy, Guardianship - Respect, CIT Support, and CIT Organizational Value. Additionally, recruits responded to questions about handling incidents involving behavioral crisis and were presented with three detailed scenarios testing their responses to situations involving depression, schizophrenia, and dementia/Alzheimer's.

Comparison between SPD BTB recruits and non-SPD recruits reveals several notable distinctions:

### **Demographics**

- SPD BTB group had a higher proportion of male recruits (85.6%) compared to non-SPD recruits (73.2%)
- SPD BTB recruits showed greater racial/ethnic diversity with 53.6% non-white representation compared to 37.8% among non-SPD recruits.
- Educational backgrounds varied, with SPD BTB recruits showing more diversity in education levels while non-SPD recruits had a higher concentration of bachelor's degrees.

### **Experience Levels**

- SPD BTB recruits averaged 0.5 years of law enforcement experience.
- Non-SPD recruits averaged 1.6 years of prior law enforcement experience.
- This difference was statistically significant ( $p = .004$ )

### **Training Pathways**

- SPD recruits complete the additional BTB training program prior to BLEA.
- Non-SPD recruits proceed directly to BLEA training.
- This difference in training exposure provides valuable comparative data on the impact of pre-BLEA training.

The findings in year 2 offer insight into the backgrounds and motivations of SPD BTB recruits for joining law enforcement at the front end of the training process with preliminary results showing the impact of training on recruits' knowledge of guardian policing, wellness, and community engagement.

## **Concluding Comments and Next Steps**

This document represents the third in a series of reports evaluating the effects of the BTB program among SPD recruits. The expanded dataset now includes 207 pre-training surveys, and 48 post-training surveys collected between September 2022 and December 2024, providing increasingly robust insights into the program's effectiveness. Of particular significance, this year's report includes initial data from the first cohort to reach one year post-BLEA, offering valuable preliminary insights into how training principles translate to field experience.

The study's mixed-method longitudinal design continues to yield rich data on recruit development, with particularly notable findings regarding the evolution of guardian policing understanding (from 13.8% pre-BTB to 88.9% post-BLEA among SPD recruits) and the emergence of more complex skill appreciation through the training journey. As we move into the final months of new recruit enrollment (ending August 31, 2025), our focus will increasingly shift to tracking existing participants through their career progression.

Moving forward, researchers will:

- Continue data collection through the remaining recruitment window.
- Focus on participant retention for follow-up phases to strengthen longitudinal insights.
- Track the growing number of officers reaching their one-year and three-year post-BLEA milestones.
- Analyze the emerging patterns in how training principles translate to field experience.
- Prepare for the continuation of follow-up interviews and surveys through August 31, 2028

While current findings provide valuable insights into the BTB program's effectiveness, the full impact of the training will become increasingly clear as more officers progress through their early career milestones. The final project report, scheduled for December 31, 2028, will provide a comprehensive analysis of the program's long-term influence on officer development and performance.



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# APPENDIX A

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## LE Training Pre/Post-Survey

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Q1.1

### **CONSENT TO PARTICIPATE IN EVALUATION OF LAW ENFORCEMENT TRAINING**

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

### **RISKS**

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

### **BENEFITS**

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

### **CONFIDENTIALITY**

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

### **PARTICIPATION**

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

### **CONTACT**

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

**Participant Signature/Date**

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

End of Block: CONSENT

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Start of Block: BACKGROUND

Q2.1 Name:

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Q2.2 Student ID:

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Q2.3 Class Number:

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Q2.4 Age:

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Q2.5 Sex:

☐ Male (1)

☐ Female (2)

☐ Other (4) \_\_\_\_\_

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Q2.6 Race/Ethnicity:

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

Q2.7 Education:

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

Q2.8 Total Years in Law Enforcement:

\_\_\_\_\_

---

Q30 What agency are you employed with?

---

Q2.9 Date Employed:

---

Q2.10 Current Rank:

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

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

0 25 50 75 100

Crisis Intervention Team Training ()



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

- ☐ Yes (1)
- ☐ No (2)

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

Display This Question:

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

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

☐

40-hour training (4)

☐

Basic 8-hour CIT training (7)

☐

Other (6) \_\_\_\_\_

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

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

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

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

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

Display This Question:

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

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

---

Display This Question:

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

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

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

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

- ☐ Yes (1)
- ☐ No (2)
- ☐ Maybe (3)

End of Block: BACKGROUND

---


















Start of Block: LE OPERATIONS

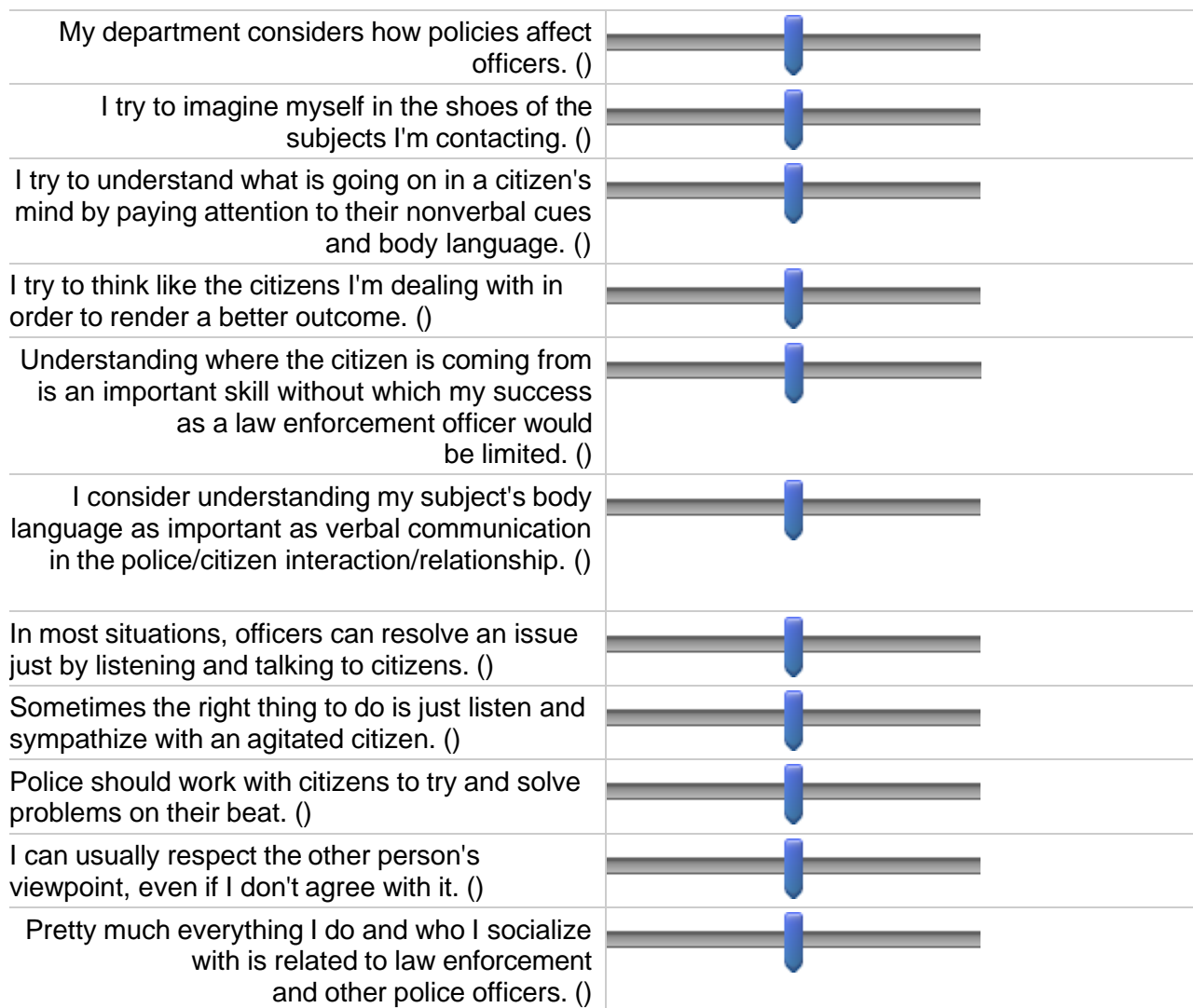
### Q3.1 LAW ENFORCEMENT OPERATIONS

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

0      25      50      75      100



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



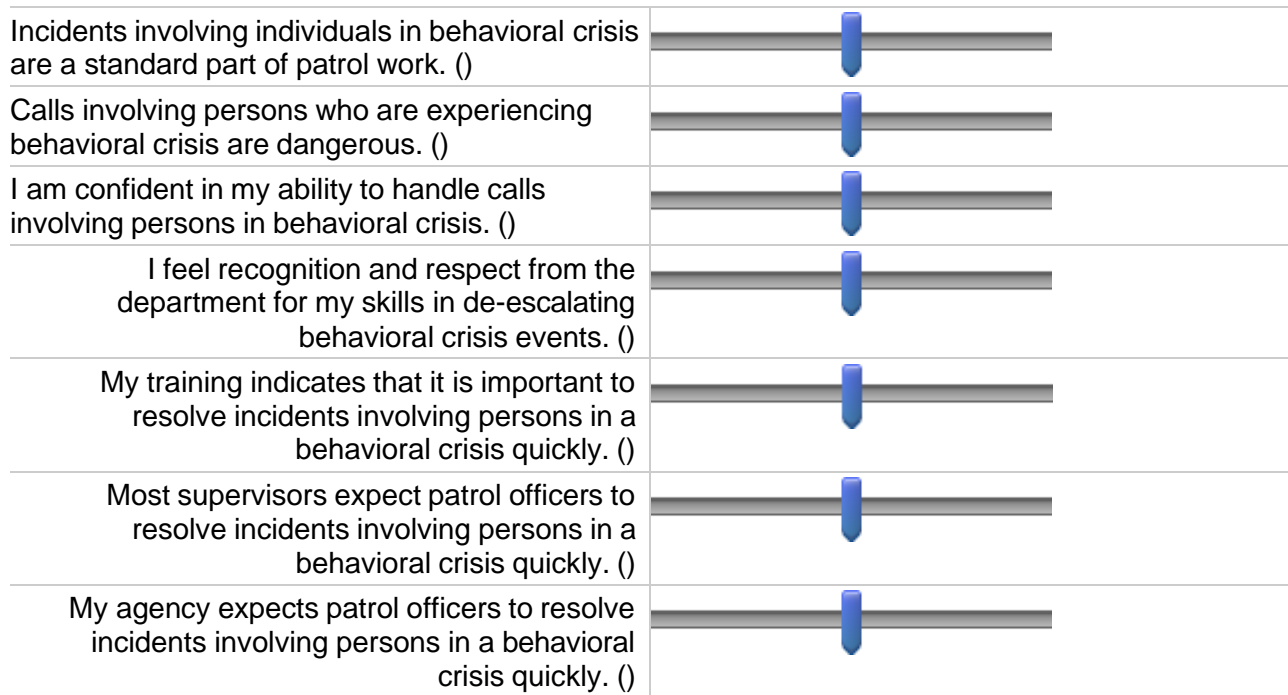
## End of Block: LE OPERATIONS

## Start of Block: BEHAVIORAL CRISIS INCIDENTS

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

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

0 25 50 75 100



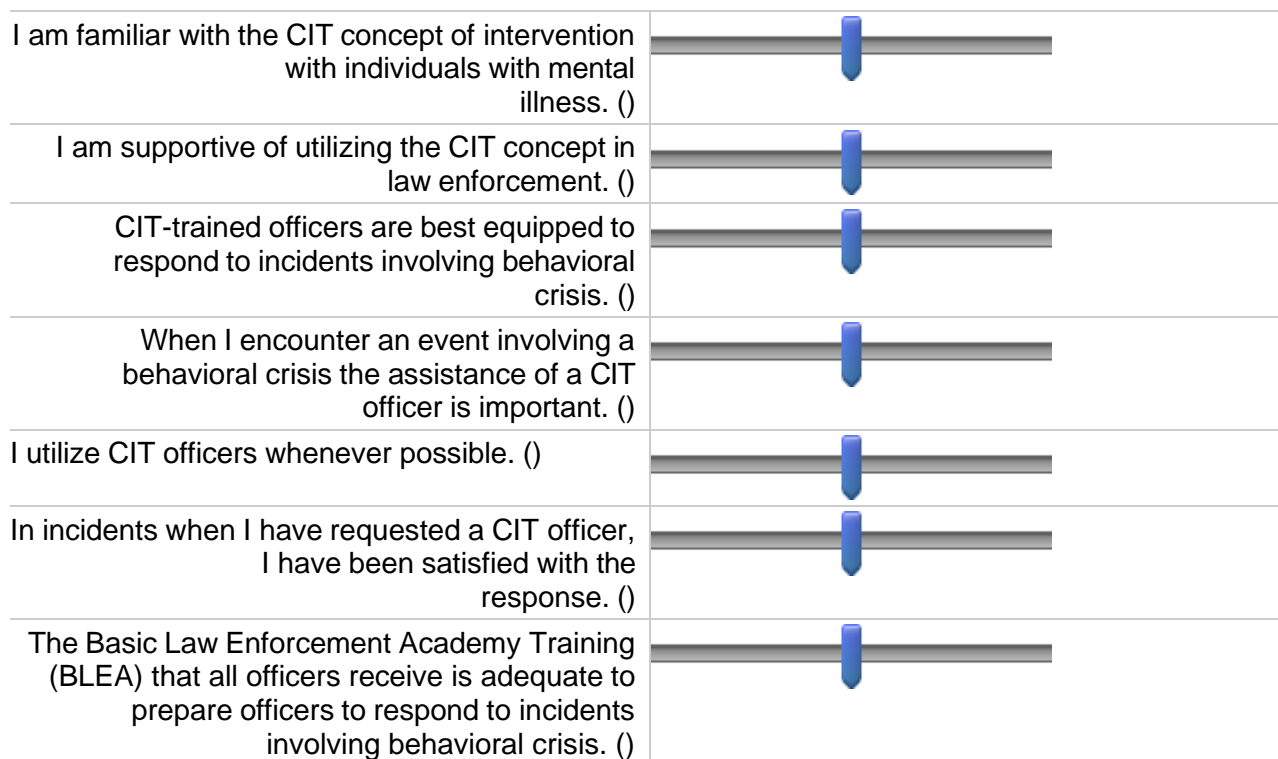
End of Block: BEHAVIORAL CRISIS INCIDENTS

Start of Block: CIT PERCEPTIONS AND ORG VALUE

#### Q5.1 PERCEPTIONS of CIT

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

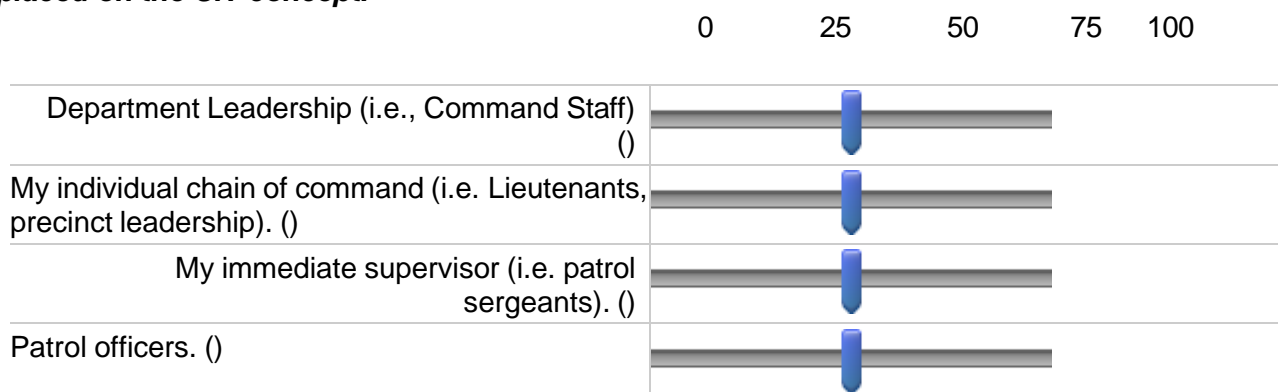
0      25      50      75      100



Q5.2

#### ORGANIZATIONAL VALUE OF CIT

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



Q5.3 What is your general perception of CIT?

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End of Block: CIT PERCEPTIONS AND ORG VALUE

---

Start of Block: SCENARIOS

Q6.1











**SCENARIOS**

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

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

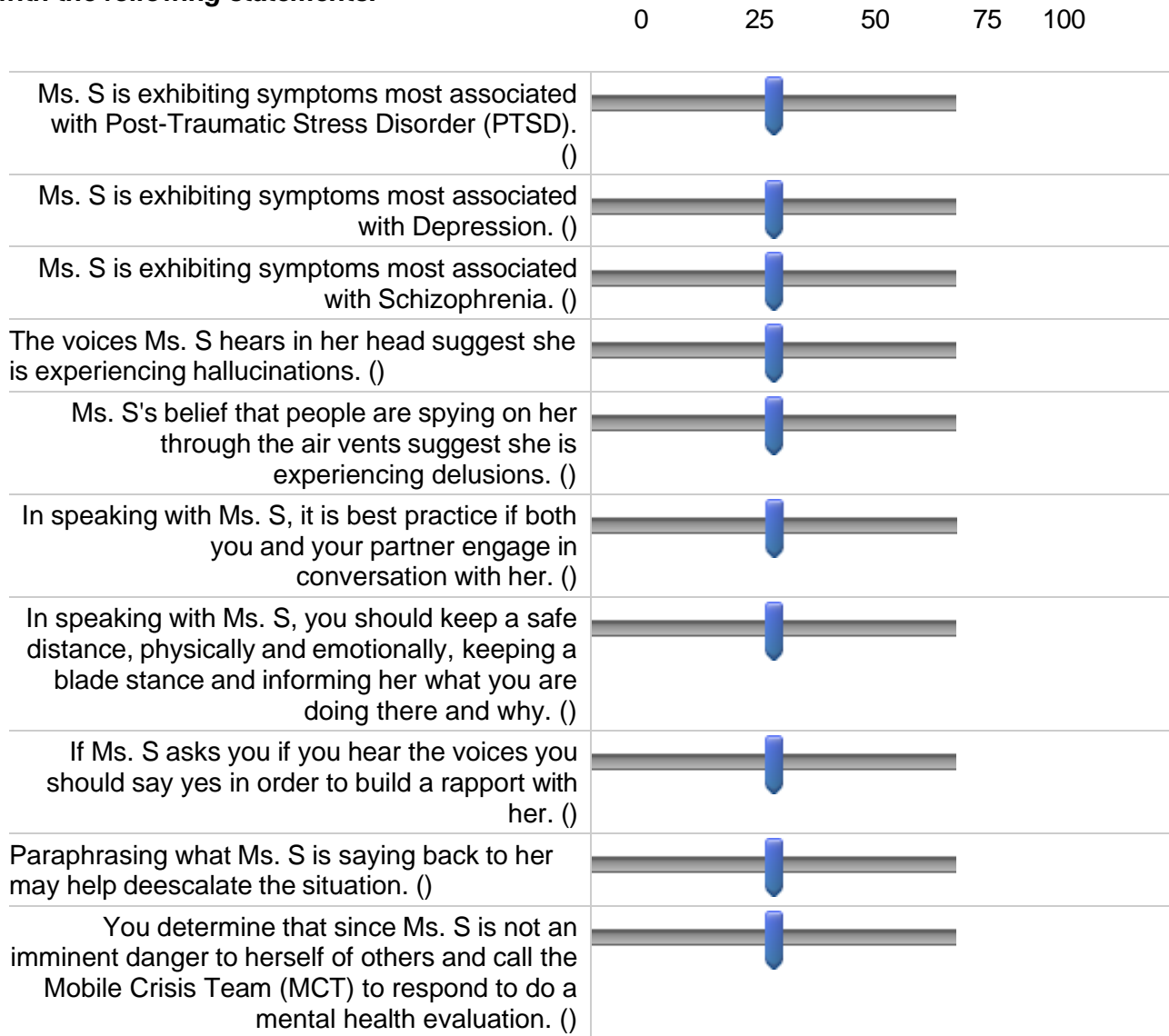
***From an assessment of the facts you are given, please rate the strength of your agreement with the following statements.***

0            25            50            75            100

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

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

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













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



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

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

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

End of Block: SCENARIOS

Start of Block: STATEMENTS

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

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

It's fun to see  
how far you  
can push  
people before  
they get  
upset. (10)

☐☐☐☐☐

I enjoy doing  
wild things.  
(11)

☐☐☐☐☐

I have broken  
into a building  
or vehicle in  
order to steal  
something or  
vandalize. (12)

☐☐☐☐☐

I don't bother  
to keep in  
touch with my  
family any  
more. (13)

☐☐☐☐☐

I rarely follow  
the rules. (14)

☐☐☐☐☐

You should  
take  
advantage of  
other people  
before they  
do it to you.  
(15)

☐☐☐☐☐

People  
sometimes  
say that I'm  
cold-hearted.  
(16)

☐☐☐☐☐

I like to have  
sex with  
people I  
barely know.  
(17)

☐☐☐☐☐

I love violent  
sports and  
movies. (18)

☐☐☐☐☐

Sometimes  
you have to  
pretend you  
like people to  
get something  
out of them.  
(19)

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

I was  
convicted of a  
serious  
crime. (20)

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

I keep getting  
in trouble for  
the same  
things over  
and over. (21)

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

Every now  
and then I  
carry a  
weapon (knife  
or gun) for  
protection.  
(22)

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

You can get  
what you  
want by  
telling people  
what they  
want to hear.  
(23)

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

I never feel  
guilty over  
hurting  
others. (24)

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

I have  
threatened  
people into  
giving me  
money,  
clothes, or  
makeup. (31)

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

A lot of  
people are  
“suckers” and

|                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

can easily be  
fooled. (26)

I admit that I  
often “mouth  
off” without  
thinking. (27)

I sometimes  
dump friends  
that I don’t  
need any  
more. (28)

I purposely  
tried to hit  
someone with  
the vehicle I  
was driving.  
(29)

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

End of Block: STATEMENTS

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Start of Block: COMMENTS

#### Q8.1 COMMENTS

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

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# APPENDIX B

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## Longitudinal Evaluation of Seattle Police Department's "Before the Badge" Training Program Recruit Interview Questions

### *SPD Recruits Only*

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#### **PRE-BTB Training**

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

#### **Post-BTB Training**

1. Are you still employed with SPD? If not, are you/where are you currently employed?
2. Do you currently live in Seattle? If so/not, where do you live?
3. At this stage of your training and development as a Seattle Police recruit/officer/CSO, how has the experience been for you so far?
4. Since you have been hired by SPD, what has the response been to you from your friends/family regarding your employment with the Seattle Police Department?
5. How was your experience in the BTB Training Program? Were you satisfied with the BTB training?
6. What was your biggest takeaway from the BTB training? What would you say is the most important thing you learned in the SPD BTB program?
7. What is the #1 most important skill you think a person needs for a career in law enforcement?
8. How did you experience the wellness component of the BTB training? Did you expect to receive this type of training? What was your biggest take away from this component of the BTB training?

9. How do you think the BTB training will prepare you for your role in law enforcement as you progress through your career?
10. What are your expectations about the training you will receive in BLEA?
11. Have you ever heard of "guardian policing"? If so, what is your understanding guardian policing?
12. If you were responsible for designing/improving the BTB training for the next group of recruits, what would you recommend?

## **SPD and Non-SPD Recruits**

---

### **PRE-BLEA**

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

### **Post-BLEA**

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



11. Have you ever heard of "guardian policing"? If so, what is your understanding guardian policing?

### **One-Year Post-BLEA**

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

### **3-Years Post-BLEA**

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

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

# APPENDIX C

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## Data Collection Procedure Points 1-5

- 1) An email invitation will be sent to all Seattle Police BTB (experimental) and to WSCJTC BLEA (comparison) recruits by the researchers soon after they are hired (after their contact information is relayed to the researchers from the BTB and WSCJTC staff). At this time, the recruits will be invited to participate in the study. The potential participants will be sent a link to a \$10 Starbucks gift card. The Invitation will explain the purpose of the study and data collection methods including, the online survey and follow-up interviews that will be conducted via Zoom. The BTB participants who completed training prior the commencement of the study will be sent an email explaining the study, a link to the gift card, and inviting them to participate at the stage in which they are currently training.
- 2) All recruits will be emailed a link to the pre-survey instrument which includes consent to participate.
- 3) Upon completion of the 45-day BTB training, the post-survey link will be sent to the BTB Recruits.
- 4) Following completion of the post-survey, participants will be contacted for the post-BTB training interview and sent the follow-up interview consent form.
- 5) Post-BTB Interviews will be scheduled and completed for those who complete the follow-up interview consent form. All interviews will be recorded for transcription purposes via Zoom.
- 6) Following completion of BLEA, the post-survey link will be sent to the BTB and WSCJTC Recruits.
- 7) One year after completion of BLEA, participants will be emailed a link inviting them to participate in the one-year post-survey and sent the follow-up interview consent form.
- 8) Following completion of the one-year post-survey, BTB participants will be contacted for the one-year follow-up interview.
- 9) One year follow-up interview will be scheduled and completed for those BTB participants who complete the follow-up interview consent form. All interviews will be recorded for transcription purposes via Zoom.
- 10) Three years after completion of BLEA BTB and WSCJTC participants will be emailed a link inviting them to participate in the three-year post-survey and sent the follow-up interview consent form.
- 11) Following completion of the three-year post-survey, participants BTB and WSCJTC Participants will be contacted for the three-year follow-up interview for those who complete the follow-up interview, consent form.
- 12) Three-year follow-up Interview will be scheduled and completed. All interviews will be recorded for transcription purposes via Zoom.
- 13) Pre/post/one-year/three-year survey data will be analyzed using SPSS. ANOVA's will be conducted to compare the results from the participants over time and across experimental and comparison groups. T-Tests will be conducted to compare results of experimental and comparison participants at the post BLEA, one-year, and three-year data collection points.
- 14) Pre/post/one-year/three-year interview data will be analyzed using Atlas.ti. Qualitative data will be analyzed for themes at the pre/post/one-year/three-year data collection point using an interpretive phenomenological approach.
- 15) A final report presenting the findings will be completed.

# APPENDIX D

## SPD-BTB Invitation E-Mail

### Initial Email

Dear :

You are invited to participate in a research study evaluating the effectiveness of law enforcement training. Participation in the research study involves completion of a survey and interview at 5 points:

- Pre-Before the Badge (BTB) training (**Survey & Interview**)
- Post-BTB training (**Interview ONLY**)
- Post-Basic Law Enforcement Academy (BLEA) training (**Survey & Interview**)
- 1-Year post-BLEA (**Survey & Interview**)
- 3-Years post-BLEA (**Survey & Interview**)

Your feedback is important to shaping the future of law enforcement training. Participation is completely voluntary. However, your participation is valuable and would be greatly appreciated. As a thank you for considering participating in this study, please accept this \$10 Starbucks card which can be redeemed by clicking the card below available for your use until **12/31/2024**.



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

Before beginning the survey, please note that after the consent page, you will find a page that asks questions regarding your current position within your department. First, please use your initials where it asks for an ID number. Next, one of the questions requests information about your current assignment. If you are unsure about your current assignment, please feel free to put "unassigned." Most of you will begin with a patrol assignment so you can list "patrol." If you have a different assignment that you are aware of, please put that as your answer. One final clarification for this page is the inclusion of all law enforcement experience in the prompt "Years in Law Enforcement." Please include all training and experience from any previous law enforcement positions you have had (whether in WA or elsewhere at local, state, private, or federal level) including reserve experience and any experience in military policing. The following pages ask for a response using a slider to measure your level of agreement with the statement.

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

**To participate in the survey go to:** [https://seattleu.qualtrics.com/jfe/form/SV\\_b89PIefdljtIbPo](https://seattleu.qualtrics.com/jfe/form/SV_b89PIefdljtIbPo)

Please let us know what 30-minute time slot within the available times will work for you when you reply. **We have a lot of availability for this Friday the [x] or next Friday the [x]!**

Thank you!

**Jacqueline Helfgott, Ph.D**

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[dcarlson@seattleu.edu](mailto:dcarlson@seattleu.edu)

**Email for Recruits who already have an interview time**

Dear :

You are invited to participate in a research study evaluating the effectiveness of law enforcement training. Participation in the research study involves completion of a survey and interview at 5 points:

- Pre-Before the Badge (BTB) training (**Survey & Interview**)
- Post-BTB training (**Interview ONLY**)
- Post-Basic Law Enforcement Academy (BLEA) training (**Survey & Interview**)
- 1-Year post-BLEA(**Survey & Interview**)
- 3-Years post-BLEA (**Survey & Interview**)

Your feedback is important to shaping the future of law enforcement training. Participation is completely voluntary. However, your participation is valuable and would be greatly appreciated. As a thank you for considering participating in this study, please accept this \$10 Starbucks card which can be redeemed by clicking the card below available for your use until **12/31/2024**.



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

Before beginning the survey, please note that after the consent page, you will find a page that asks questions regarding your current position within your department. First, please use your initials where it asks for an ID number. Next, one of the questions requests information about your current assignment. If you are unsure about your current assignment, please feel free to put "unassigned." Most of you will begin with a patrol assignment so you can list "patrol." If you have a different assignment that you are aware of, please put that as your answer. One final clarification for this page is the inclusion of all law enforcement experience in the prompt "Years in Law Enforcement." Please include all training and experience from any previous law enforcement positions you have had (whether in WA or elsewhere at local, state, private, or federal level) including reserve experience and any experience in military policing. The following pages ask for a response using a slider to measure your level of agreement with the statement. When using the sliders, please slide the cursor toward the right to indicate your level of agreement with each item by sliding and clicking on the bar when you get it to the spot you want it. The final section of the survey includes a set of questions designed to measure personality style. This question set has historically been used within non-law enforcement

populations, and therefore some of the questions may not seem relevant to you as a law enforcement officer. Please answer the questions honestly and if any of the questions make you uncomfortable you are of course free to omit that question and/or exit the survey. This survey takes approximately 30 minutes to complete. If you have any issues with the survey, please feel free to contact me at this email address and I will do my best to help you. **This survey must be completed no later than the day of your interview** to be included in our research project. Any surveys completed after that date will be purged from the final report. Thank you for your participation.

**To participate in the survey go to:** [https://seattleux.qualtrics.com/jfe/form/SV\\_b89PlefdljtlbPo](https://seattleux.qualtrics.com/jfe/form/SV_b89PlefdljtlbPo)

**To participate in your interview scheduled for, Friday the [x] at [x]-[x], click this link: [x]**

Thank you!

**Jacqueline Helfgott, Ph.D**

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**New 2<sup>nd</sup> Pre BLEA Email**

Dear ,

You are invited to participate in a research study evaluating the effectiveness of law enforcement training. As mentioned in the email you received on [x], participation in the research study involves completion of a survey and interview at five points:

- Pre-Basic Law Enforcement (BLEA) Training (**Survey & Interview**)
- Post-Basic Law Enforcement Academy (BLEA) Training (**Survey & Interview**)
- 1-Year post-BLEA (**Survey & Interview**)
- 3-Years post-BLEA (**Survey & Interview**)

I hope this email finds you well. We are reaching out to you to invite you to schedule your post-BLEA interview with us! We deeply appreciate your willingness to participate in our study of the effectiveness of Law Enforcement Training. Your continuous participation in this study is of utmost



importance as it will provide valuable insights into the current state of law enforcement training and how it can be improved to better serve and protect communities. Thank you for your time and consideration. Please **REPLY ALL** to set up a date and time for your post-BLEA interview. **Our availability is Fridays from 9AM-12PM.** If you have any questions or concerns, please do not hesitate to reach out to us. I have attached the consent form with our contact information.

**Please fill out this survey before or on the day of your interview:**

[https://seattleu.qualtrics.com/jfe/form/SV\\_b89PlefdljtlbPo](https://seattleu.qualtrics.com/jfe/form/SV_b89PlefdljtlbPo)

**Please make sure to complete this survey before your interview, use this link: [LE Evaluation Pre-BLEA-Survey](#)** , We encourage you to contact us at your earliest convenience and thank you again for your contribution to this research study. **We have a lot of availability this Friday the [x] or the Friday the [x]!**

Sincerely,

**Jacqueline Helfgott, Ph.D**

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### **Interview Reminder Email**

Dear ,

Thank you for scheduling an interview with us for tomorrow at [Time]. We look forward to seeing you!

As a Reminder: **Please make sure to complete this survey before your interview, use this link: [LE Evaluation Pre-BLEA-Survey](#)**

If you have any need to reschedule, please let us know as soon as possible. Thank you again for your contribution to this research study.

Sincerely,

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### **Post BTB Email**

Dear ,

Congratulations on finishing your Before the Badge training! We sincerely appreciate you taking the time to participate in our research study that evaluates the effectiveness of law enforcement training. We hope that you are still interested in continuing to be a part of this important project.

As previously mentioned, participation involves a survey and interviews administered at five points:

- Pre-Before the Badge (BTB) training (survey & interview) – **Completed!**
- Post-BTB training (interview ONLY) – **Need to schedule!**
- Post-Basic Law Enforcement Academy (BLEA) training (survey & interview)
- 1-Year post-BLEA(survey & interview)
- 3-Years post-BLEA (survey & interview)

We invite you to schedule your Post-BTB training interview. **If you decide to continue, please review the attached consent form, and REPLY ALL to this email. We will follow up with a Zoom link. The interview should take no longer than-30 minutes and will need to take place on Fridays between the hours of 9AM-12PM.** Please let us know which 30-minute time slot within that time frame works best or let us know if you need us to accommodate an alternative day/time for you.

We encourage you to contact us at your earliest convenience and thank you again for your contribution to this research study. **We have a lot of availability for this Friday the [x] or next Friday the [x]!**

Sincerely,

**Jacqueline Helfgott, Ph.D**

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**Dana Carlson**  
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### **Second Post BTB Email**

Dear ,

We sincerely appreciate you taking the time to participate in our research study that evaluates the effectiveness of law enforcement training. We hope that you are still interested in continuing to be a part of this important project.

As mentioned in the email you received on [x], participation in the research study involves completion of a survey and interview at five points:

- Pre-Before the Badge (BTB) training (survey & interview) – **Completed!**
- Post-BTB training (interview ONLY) – **Need to schedule!**
- Post-Basic Law Enforcement Academy (BLEA) training (survey & interview)
- 1-Year post-BLEA(survey & interview)
- 3-Years post-BLEA (survey & interview)

We invite you to schedule your Post-BTB training interview; preferably sometime before your start of BLEA. **If you decide to continue, please review the attached consent form, and REPLY ALL to this email. We will follow up with a Zoom link. The interview should take no longer than-30 minutes and will need to take place on Fridays between the hours of 9AM-12PM.** Please let us know which 30-minute time slot within that time frame works best or let us know if you need us to accommodate an alternative day/time for you.

We encourage you to contact us at your earliest convenience and thank you again for your contribution to this research study.

Sincerely,

**Jacqueline Helfgott, Ph.D**

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**Post BLEA Email**

Dear ,

Congratulations on graduating from the Basic Law Enforcement Academy! We sincerely appreciate you taking the time to participate in our research study that evaluates the effectiveness of law enforcement training. We hope that you are still interested in continuing to be a part of this important project.

As previously mentioned, participation involves a survey and interviews administered at five points:

- Pre-Before the Badge (BTB) training (survey & interview) – **Completed!**
- Post-BTB training (interview ONLY) – **Completed!**
- Post-Basic Law Enforcement Academy (BLEA) training (survey & interview) – **Need to schedule!**
- 1-Year post-BLEA(survey & interview)
- 3-Years post-BLEA (survey & interview)

I hope this email finds you well. We are reaching out to you to invite you to schedule your post-BLEA interview with us! We deeply appreciate your willingness to participate in our study of the effectiveness of Law Enforcement Training. Your continuous participation in this study is of utmost importance as it will provide valuable insights into the current state of law enforcement training and how it can be improved to better serve and protect communities. Thank you for your time and consideration. Please **REPLY ALL** to set up a date and time for your post-BLEA interview. **Our availability is Fridays from 9AM-12PM.** If you have any questions or concerns, please do not hesitate to reach out to us. I have attached the consent form with our contact information.

**Please fill out this survey before or on the day of your interview:**

[https://seattleu.qualtrics.com/jfe/form/SV\\_6LOBIIKSocjNF9Y](https://seattleu.qualtrics.com/jfe/form/SV_6LOBIIKSocjNF9Y)

**Please make sure to complete this survey before your interview, use this link:** [LE Evaluation POST-Survey](#)

We encourage you to contact us at your earliest convenience and thank you again for your contribution to this research study. **We have a lot of availability this Friday the [x] or the Friday the [x]!**

Sincerely,

**Jacqueline Helfgott, Ph.D**

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[dcarlson@seattleu.edu](mailto:dcarlson@seattleu.edu)

**Second Post BLEA Email**

Dear ,

Congratulations on graduating from the Basic Law Enforcement Academy! We sincerely appreciate you taking the time to participate in our research study that evaluates the effectiveness of law enforcement training. We hope that you are still interested in continuing to be a part of this important project.

As mentioned in the email you received on [x], participation in the research study involves completion of a survey and interview at five points:

- Pre-Before the Badge (BTB) training (survey & interview) – **Completed!**
- Post-BTB training (interview ONLY) – **Completed!**
- Post-Basic Law Enforcement Academy (BLEA) training (survey & interview) – **Need to schedule!**
- 1-Year post-BLEA(survey & interview)
- 3-Years post-BLEA (survey & interview)

I hope this email finds you well. We are reaching out to you to invite you to schedule your post-BLEA interview with us! We deeply appreciate your willingness to participate in our study of the effectiveness of Law Enforcement Training. Your continuous participation in this study is of utmost importance as it will provide valuable insights into the current state of law enforcement training and how it can be improved to better serve and protect communities. Thank you for your time and consideration. Please **REPLY ALL** to set up a date and time for your post-BLEA interview. **Our availability is Fridays from 9AM-12PM.** If you have any questions or concerns, please do not hesitate to reach out to us. I have attached the consent form with our contact information.

**Please fill out this survey before or on the day of your interview:**

[https://seattleux.qualtrics.com/jfe/form/SV\\_6LOBIIKSocjNF9Y](https://seattleux.qualtrics.com/jfe/form/SV_6LOBIIKSocjNF9Y)

**Please make sure to complete this survey before your interview, use this link:** [LE Evaluation POST-Survey](#)

We encourage you to contact us at your earliest convenience and thank you again for your contribution to this research study. **We have a lot of availability this Friday the [x] or the Friday the [x]!**

Sincerely,

**Jacqueline Helfgott, Ph.D**

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**Dana Carlson**

Research Analyst  
[dcarlson@seattleu.edu](mailto:dcarlson@seattleu.edu)

One Year Post BLEA Email



Dear [x],

We sincerely appreciated you taking the time to participate in our research study last year that evaluates the effectiveness of law enforcement training. We are reaching out again as it's been a year since your BLEA training, and we would like to schedule a 1-Year post-BLEA survey/interview with you. We hope that you are still interested in continuing to be a part of this important project.

As previously mentioned, participation involves a survey and interviews administered at six points:

- Pre-Before the Badge (BTB) training (survey & interview) – **Completed!**
- Post-BTB training (interview ONLY) – **Completed!**
- Post-Basic Law Enforcement Academy (BLEA) training (survey & interview) – **Completed!**
- 1-Year post-BLEA(survey & interview) – **Need to schedule!**
- 3-Years post-BLEA (survey & interview)

I hope this email finds you well. We are reaching out to you to invite you to schedule your 1-Year post-BLEA interview with us! We deeply appreciate your willingness to participate in our study of the effectiveness of Law Enforcement Training. Your continuous participation in this study is of



utmost importance as it will provide valuable insights into the current state of law enforcement training and how it can be improved to better serve and protect communities. Thank you for your time and consideration. Please **REPLY ALL** to set up a date and time for your 1-Year post-BLEA interview. **Our availability is Fridays from 9AM-12PM.** If you have any questions or concerns, please do not hesitate to reach out to us. I have attached the consent form with our contact information. **Please fill out this survey before or on the day of your interview:**

[https://seattleu.qualtrics.com/jfe/form/SV\\_bllVjl9Xuf2PXDM](https://seattleu.qualtrics.com/jfe/form/SV_bllVjl9Xuf2PXDM)

**Please make sure to complete this survey before your interview, use this link: [LE Evaluation 1-Year POST-Survey](#)**

We encourage you to contact us at your earliest convenience and thank you again for your contribution to this research study. **We have a lot of availability this Friday the [x] or next Friday the [x]!**

Sincerely,

**Jacqueline Helfgott, Ph.D**

Principal Investigator  
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**Dana Carlson**

Research Analyst  
[dcarlson@seattleu.edu](mailto:dcarlson@seattleu.edu)

**Second One Year Post BLEA Email**

Dear ,

We sincerely appreciated you taking the time to participate in our research study last year that evaluates the effectiveness of law enforcement training. We are reaching out again as it's been a year since your BLEA training, and we would like to schedule a 1-Year post-BLEA survey/interview with you. We hope that you are still interested in continuing to be a part of this important project.

As mentioned in the email you received on [x], participation in the research study involves completion of a survey and interview at five points:

- Pre-Before the Badge (BTB) training (survey & interview) – **Completed!**
- Post-BTB training (interview ONLY) – **Completed!**
- Post-Basic Law Enforcement Academy (BLEA) training (survey & interview) – **Completed!**
- 1-Year post-BLEA(survey & interview) – **Need to schedule!**
- 3-Years 1post-BLEA (survey & interview)

I hope this email finds you well. We are reaching out to you to invite you to schedule your 1-Year post-BLEA interview with us! We deeply appreciate your willingness to participate in our study of the effectiveness of Law Enforcement Training. Your continuous participation in this study is of utmost importance as it will provide valuable insights into the current state of law enforcement training and how it can be improved to better serve and protect communities. Thank you for your time and consideration. Please **REPLY ALL** to set up a date and time for your 1-Year post-BLEA interview. **Our availability is Fridays from 9AM-12PM.** If you have any questions or concerns, please do not hesitate to reach out to us. I have attached the consent form with our contact information.

**Please make sure to complete this survey before your interview, use this link:** [LE Evaluation 1-Year-POST-Survey](#)

We encourage you to contact us at your earliest convenience and thank you again for your contribution to this research study. **We have a lot of availability this Friday the [x] or next Friday the [x]!**

Sincerely,

**Jacqueline Helfgott, Ph.D**

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**Dana Carlson**

Research Analyst  
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# APPENDIX E

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## **Consent Process Document Attachment** **Participant Information Sheet: Follow-up Interviews** **Research Study:**

### **Evaluation of Law Enforcement Training**

Jacqueline B. Helfgott & Matthew J. Hickman  
Department of Criminal Justice, Criminology & Forensics  
Seattle University  
901 12<sup>th</sup> Ave.  
Seattle, WA 98122-1090  
[jhelfgot@seattleu.edu](mailto:jhelfgot@seattleu.edu)  
(206) 296-5477

*We would like to invite you to take part in a follow-up interview that further explores your law enforcement training experiences. Before you decide if you would like to consent to be interviewed, you need to understand why the research is being conducted and what it would involve for you. Please take time to read the following information carefully. Feel free to ask questions if anything you read is not clear or if you would like more information. Take time to decide whether or not to take part. Upon reviewing this information sheet, your decision to participate in the interview will represent your consent.*

#### **Purpose:**

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

#### **Participants:**

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

#### **Participation:**

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

#### **Disadvantages and risks of taking part:**

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

#### **Confidentiality:**

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

#### **Benefits of your participation:**

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

#### **Results:**

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

#### **Concerns:**

I understand that should I have any concerns about my participation in this study, I may call Dr. Jacqueline B. Helfgott, who are asking me to participate, at (206) 296-5477 /

jhelfgot@seattleu.edu. If I have any concerns that my rights are being violated, I may contact Dr Michael Spinetta, Chair of the Seattle University Institutional Review Board at (206) 296-5951/[spinetta@seattleu.edu](mailto:spinetta@seattleu.edu).<sup>2</sup>

# APPENDIX F

## Pre-BTB Training

| <b>Illustrative Quotes in response to Question 1 – “What is your background? What job did you have/what were you doing before you decided to apply for the position in Law Enforcement?”</b>                                                                                              |                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Other/ Various</b>                                                                                                                                                                                                                                                                     | <p>“I worked for a company that specialized in like encampments. So working with the homeless, obviously that’s a pretty big issue right now in Seattle.”</p> <p>“I used to work in advertising.”</p>                                                            |
| <b>Education</b>                                                                                                                                                                                                                                                                          | <p>“I graduated out of college with an environmental science degree”</p> <p>“I majored in criminal justice, and I got a minor in psychology”</p> <p>“I graduated with a biology major”</p>                                                                       |
| <b>Military</b>                                                                                                                                                                                                                                                                           | <p>“I was in the Army”</p> <p>“I was in the Air Force”</p> <p>“I was in the Marine Corps”</p>                                                                                                                                                                    |
| <b>Prior LE</b>                                                                                                                                                                                                                                                                           | <p>“I’ve been in federal law enforcement”</p> <p>“Doing federal law with the military”</p> <p>“I was a corrections deputy”</p>                                                                                                                                   |
| <b>Private Security</b>                                                                                                                                                                                                                                                                   | <p>“I did security for about three and a half years”</p> <p>“Security and I really enjoyed that job”</p> <p>“I worked security at a hospital”</p>                                                                                                                |
| <b>Customer Service</b>                                                                                                                                                                                                                                                                   | <p>“I would say most of my career I worked in customer service”</p> <p>“I worked at a Bike shop”</p> <p>“Lead merchandiser for a grocery store”</p>                                                                                                              |
| <b>Medical Service/EMT</b>                                                                                                                                                                                                                                                                | <p>“I have my EMT certification”</p> <p>“I have my CNA certification”</p>                                                                                                                                                                                        |
| <b>Technology</b>                                                                                                                                                                                                                                                                         | <p>“I worked as a technical account manager for a handful of tech companies.”</p> <p>“I did software testing”</p> <p>“I was a software engineer”</p>                                                                                                             |
| <b>Illustrative Quotes in response to Question 2 – “Are you from Seattle? If not, where are you from? Do you currently live in Seattle? If so, where do you live? How long have you lived in Seattle? If not, where do you live? Do you want to live where you work? Why or Why not?”</b> |                                                                                                                                                                                                                                                                  |
| <b>Born and raised in WA</b>                                                                                                                                                                                                                                                              | <p>“I was born in Washington but moved all over the place.”</p> <p>“Yeah, I was born and raised right here.”</p>                                                                                                                                                 |
| <b>Moved to WA</b>                                                                                                                                                                                                                                                                        | <p>“I moved here when I was 16”</p> <p>“I was not born in this country; I moved here when I was around six years old”</p> <p>“I’m from New York”</p>                                                                                                             |
| <b>Moved for Job</b>                                                                                                                                                                                                                                                                      | <p>“I actually come from Texas. I’ve been in Seattle for 10 days now.”</p> <p>“I visit Seattle in December for the polygraph and medical, I was sold, um, I was here for about a week, and I said, man, this area is beautiful and, they offered me the job”</p> |
| <b>Lives Where They Work</b>                                                                                                                                                                                                                                                              | <p>“I prefer to live in the community that I work,”</p> <p>“But if given the option, I would like to live in the area where I’m working or work in the area where I’m living”</p>                                                                                |
| <b>Does Not Live Where They Work</b>                                                                                                                                                                                                                                                      | <p>“It’s a way to have a good work life balance.”</p> <p>“Just for safety reasons”</p> <p>“I like having a house and a yard. I don’t see myself having that in the city.”</p>                                                                                    |

| <b>Illustrative Quotes in response to Question 3 - Do you have a background in law enforcement? Do you have friends/family who are police officers?</b>                                                        |                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Personal Background</b>                                                                                                                                                                                     | <i>"Nope. Not at all."</i><br><i>"I was very much a military family"</i><br><i>"I was military police"</i>                                                                                                                                                         |
| <b>Family Background</b>                                                                                                                                                                                       | <i>"My dad was a police officer"</i><br><i>"My uncle was a police officer"</i><br><i>"No other than the military, no"</i>                                                                                                                                          |
| <b>Friends Background</b>                                                                                                                                                                                      | <i>"I have friends who are police officers in another state"</i><br><i>"I have a few friends in law enforcement"</i><br><i>"No, I don't actually"</i>                                                                                                              |
| <b>Other Various Backgrounds</b>                                                                                                                                                                               | <i>"I've worked for a federal law enforcement agency"</i><br><i>"I am an Eagle Scout"</i><br><i>"I've done citizen law enforcement academies and student law enforcement academies"</i><br><i>"I played cops and robbers as a kid"</i>                             |
| <b>Illustrative Quotes in response to Questions 5 &amp; 6 – What are your expectations about the training you will receive in BTB? What are your expectations about the training you will receive in BLEA?</b> |                                                                                                                                                                                                                                                                    |
| <b>Community Engagement</b>                                                                                                                                                                                    | <i>"Part of it is community engagement, how to work with people and licensees."</i><br><i>"I will be taught and trained to be a service member of the community."</i><br><i>"Learning about how we can best service communities in Seattle."</i>                   |
| <b>No Expectations</b>                                                                                                                                                                                         | <i>"I'm expecting to be just about street ready."</i><br><i>"I don't really know what to expect to be honest."</i><br><i>"I hope they'll teach me how to protect myself, protect my team, grow my leadership skills."</i>                                          |
| <b>Wellness Training</b>                                                                                                                                                                                       | <i>"Some of the job stressors - things to be aware of."</i>                                                                                                                                                                                                        |
| <b>CIT/De-escalation Training</b>                                                                                                                                                                              | <i>"A heavy emphasis on crisis intervention and de-escalation."</i><br><i>"How to keep the public safe and, of course, de-escalation."</i><br><i>"Learning de-escalation for crisis interventions."</i>                                                            |
| <b>Laws, Rules, and Policy</b>                                                                                                                                                                                 | <i>"Just getting educated on all the protocols and everything about being a police officer."</i><br><i>"All about law enforcement, including laws, regulations, rules, firearm training, self-defense."</i><br><i>"Learning about RCWs, WACs, and basic laws."</i> |
| <b>Skill/Tactical Training</b>                                                                                                                                                                                 | <i>"I want to learn defensive tactics and how to de-escalate situations."</i><br><i>"When it comes to arresting somebody, just using the right amount of force."</i><br><i>"How to make an arrest, how to drive a police car, how to clear a room."</i>            |
| <b>Other Expectation</b>                                                                                                                                                                                       | <i>"To be a sponge and learn everything."</i><br><i>"Know about the history of policing."</i><br><i>"Learn the ins-and-outs of the job, so I can do things by the book."</i>                                                                                       |

| <b>Illustrative Quotes in response to Question 7 – “What are your expectations about your future career in law enforcement?”</b> |                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Detective</b>                                                                                                                 | <i>“I would love to see myself as being a detective one day.”</i><br><i>“Being a good officer, and eventually, a detective.”</i><br><i>“I think detective sounds very nice.”</i>                                                                                                                                     |
| <b>FTO</b>                                                                                                                       | <i>“I’d want to mentor others, possibly be an FTO.”</i><br><i>“I was thinking of possibly being an FTO trainer.”</i><br><i>“I see myself as like a supervisor.”</i>                                                                                                                                                  |
| <b>K-9 Unit</b>                                                                                                                  | <i>“K-9 is really appealing to me just because I love dogs.”</i><br><i>“I want to get into a more private unit, like K-9.”</i><br><i>“Eventually work with the K-9 unit.”</i>                                                                                                                                        |
| <b>Move Up the Ranks</b>                                                                                                         | <i>“Want to be lieutenant or captain one day.”</i><br><i>“I’d like to see myself moving up the ladder.”</i><br><i>“Hopefully in five years, I think sergeant would be a reasonable goal.”</i><br><i>“Eventually, I’ll look towards leadership opportunities.”</i>                                                    |
| <b>Other Specialized Units</b>                                                                                                   | <i>“There are a couple different specialty positions, like drone operator, drug task force, firearms instructor, and maybe SWAT.”</i><br><i>“SWAT sounds cool just because why wouldn’t it sound cool?”</i><br><i>“I might want to do community intervention.”</i><br><i>“The Harbor Patrol unit would be cool.”</i> |
| <b>Personal and Department Satisfaction</b>                                                                                      | <i>“I want to learn and hopefully positively impact my community.”</i><br><i>“I want to leave a legacy.”</i><br><i>“I would love to see myself continue to grow with SPD.”</i><br><i>“I want to be someone that people can go to for support.”</i>                                                                   |
| <b>Unsure</b>                                                                                                                    | <i>“I’m just focused on what I’m doing right now.”</i><br><i>“I don’t really have any expectations other than to learn.”</i><br><i>“As far as career progression, I have no idea.”</i>                                                                                                                               |

| <b>Illustrative Quotes in response to Question 8 - Have you ever heard of “guardian policing”? If so, what is your understanding guardian policing?</b> |                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>No, has not heard of Guardian Policing</b>                                                                                                           | <i>“No, I have not heard that term.”</i><br><i>“Guardian police? No, this is the first time.”</i><br><i>“I don’t think so.”</i>                                                                                                                                                              |
| <b>Yes, has heard of Guardian Policing</b>                                                                                                              | <i>“Guardian policing is focused on protecting people and keeping people safe.”</i><br><i>“You’re essentially their guardian, you’re protecting the community as a whole from evil.”</i><br><i>“It’s very similar to community policing.”</i><br><i>“As opposed to a warrior mentality.”</i> |



| <b>Illustrative Quotes in response to Question 9 - Since you have been hired by SPD, what has the response been to you from your friends/family regarding your employment with the Seattle Police Department?</b> |                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Friends/Family are Supportive</b>                                                                                                                                                                              | <p><i>"My family is very proud of me."</i></p> <p><i>"Mainly people are saying positive things."</i></p> <p><i>"They're all very supportive and excited for me."</i></p> <p><i>"They're happy for me because it's what I've always wanted to do."</i></p>                                                                                                                    |
| <b>Mixed Support</b>                                                                                                                                                                                              | <p><i>"They sounded happy, but also a bit scared."</i></p> <p><i>"Boy, all over the board."</i></p> <p><i>"As far as my peer group, it's about a fifty-fifty split of supportiveness and disapproval."</i></p> <p><i>"They're a bit more apprehensive about Seattle."</i></p>                                                                                                |
| <b>Safety Concerns</b>                                                                                                                                                                                            | <p><i>"They support me, but are still working on accepting all the different consequences that might come with the job."</i></p> <p><i>"They've said, 'Seattle doesn't like cops, and that it can be more dangerous for me'."</i></p> <p><i>"They're just worried if I'll be safe."</i></p> <p><i>"Just concerned of how dangerous it is, and how people view cops."</i></p> |
| <b>Anti-Police</b>                                                                                                                                                                                                | <p><i>"They're supportive of me, but maybe not the field itself."</i></p> <p><i>"I've had a couple friends who don't agree with modern day policing."</i></p> <p><i>"My family are not really fans of police officers, but they support me."</i></p>                                                                                                                         |

| <b>Illustrative Quotes in response to Question 10 - What is the #1 most important skill you think a person needs for a career in law enforcement?</b> |                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Adaptability/Flexibility</b>                                                                                                                       | <p><i>"You have to adapt and change with the times."</i></p> <p><i>"Knowing how to react to certain things."</i></p> <p><i>"To very quickly make decisions and exercise good judgment."</i></p> <p><i>"To adjust according to the scenario."</i></p>                                                 |
| <b>Communication and Interpersonal Skills</b>                                                                                                         | <p><i>"The ability to communicate and connect with the people we serve."</i></p> <p><i>"You need to be a people person to do this work because you're dealing with people every day."</i></p> <p><i>"Our biggest tool is our voice."</i></p> <p><i>"Active listening and critical thinking."</i></p> |
| <b>Compassion/Empathy/Emotional Intelligence</b>                                                                                                      | <p><i>"Emotional intelligence, self-awareness, and empathy."</i></p> <p><i>"Being emotionally intelligent, as well as relationally and culturally competent."</i></p> <p><i>"Being empathetic to the situation that people are in."</i></p>                                                          |
| <b>De-escalation</b>                                                                                                                                  | <p><i>"The first word that came to mind was de-escalation."</i></p> <p><i>"Some people's voices can get raised. It is best not to match that tone."</i></p> <p><i>"You need to know how to de-escalate."</i></p>                                                                                     |
| <b>Integrity</b>                                                                                                                                      | <p><i>"Having empathy and also saying, this is how it's going to be."</i></p> <p><i>"I would say integrity."</i></p>                                                                                                                                                                                 |
| <b>Other Skills</b>                                                                                                                                   | <p><i>"Having confidence in yourself."</i></p> <p><i>"A sense of awareness of your surroundings."</i></p> <p><i>"Knowing yourself and your limits of stress."</i></p> <p><i>"To remain calm under stressful situations."</i></p>                                                                     |

| <b>Illustrative Quotes in response to Question 11 - Why did you volunteer to participate in the study?</b> |                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Believe Research is important</b>                                                                       | <i>"If it's gonna be able to help even one person, it's worth it."</i><br><i>"A lot of people can benefit from it, like myself."</i><br><i>"It will help future officers in understanding what their role is."</i><br><i>"I want to participate in something that'll be helpful for the community."</i>                           |
| <b>Improve Law Enforcement</b>                                                                             | <i>"I want to help with the next step for improvement of our community."</i><br><i>"It sounds beneficial for solving some problems in SPD."</i><br><i>"The goal is to help improve the profession, the training, just the whole thing."</i><br><i>"I hope that it will better the relationship between police and civilians."</i> |
| <b>Love of Research</b>                                                                                    | <i>"I like the idea of studies."</i><br><i>"I'm excited for what you guys are doing."</i><br><i>"Mainly, I just love research."</i>                                                                                                                                                                                               |
| <b>Other</b>                                                                                               | <i>"I like to talk to people."</i><br><i>"It's a good opportunity to see my growth over time."</i><br><i>"If it help you, then I'm happy to participate."</i><br><i>"I've got a 'nothing-to-lose' mindset."</i>                                                                                                                   |

# APPENDIX G

## Post-BTB Interviews

| Illustrative Quotes in response to Question 2 - Do you currently live in Seattle? If so/not, where do you live? |                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>No, does not live in the city</b>                                                                            | <i>"I live just outside the city."</i><br><i>"It doesn't make sense to live in the city right now."</i>                                                                                                                |
| <b>Cost of living</b>                                                                                           | <i>"I totally would, but it's a little too expensive."</i><br><i>"I couldn't imagine getting back into the housing market now."</i><br><i>"I'm open to moving into Seattle, it's just not possible at the moment."</i> |
| <b>Safety</b>                                                                                                   | <i>"It would depend on the precinct."</i><br><i>"I would like to live in the same city that I work in, but it's just more logistical for me."</i><br><i>"I don't want to live in the city that I'm patrolling."</i>    |
| <b>Family</b>                                                                                                   | <i>"They don't want to live within the city."</i><br><i>"It's not affordable, to have a family in Seattle"</i>                                                                                                         |
| <b>Yes, does live in the city</b>                                                                               | <i>"I plan on staying here while I'm an officer."</i><br><i>"I didn't have a preference"</i><br><i>"Being that I'm in those areas essentially every day, I would like to be a part of that, those communities"</i>     |

| Illustrative Quotes in response to Question 3 - At this stage of your training and development as a Seattle Police recruit/officer/CSO, how has the experience been for you so far? |                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Positive</b>                                                                                                                                                                     | <i>"I like the recruits that I'm with, so it's been a positive experience."</i><br><i>"It's been amazing. I've loved it so far."</i><br><i>"BTB was really beneficial. It opened my eyes to the field that I'm getting into."</i><br><i>"I love the training so far."</i> |
| <b>Mixed</b>                                                                                                                                                                        | <i>"I think it was good and bad."</i><br><i>"It's been pretty good, but there have been a couple issues that I'm trying to work out."</i><br><i>"There were some really intense moments."</i><br><i>"It's like trying to drink from a fire hydrant."</i>                  |
| <b>Negative</b>                                                                                                                                                                     | <i>"There were times where it was boring."</i><br><i>"I wish there was more continuity and connection."</i><br><i>"We didn't have a lot of communication with the agency."</i>                                                                                            |

| <b>Illustrative Quotes in response to Question 4 - Since you have been hired by SPD, what has the response been to you from your friends/family regarding your employment with the Seattle Police Department?</b> |                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Friends/Family are Supportive</b>                                                                                                                                                                              | <p><i>"They're all excited about it, so it's all been really positive."</i></p> <p><i>"Nothing has changed. everybody has been supportive."</i></p> <p><i>"My family and my friends, they're encouraging me to work with the Seattle police."</i></p>                                             |
| <b>Mixed Support</b>                                                                                                                                                                                              | <p><i>"Some people have been questioning it, but the response has been otherwise supportive."</i></p> <p><i>"With my friends, a majority of them have been supportive of law enforcement."</i></p> <p><i>"My family has been a bit apprehensive."</i></p>                                         |
| <b>Safety Concerns</b>                                                                                                                                                                                            | <p><i>"It's gonna be hard for them to move away from the reality of the danger aspect."</i></p> <p><i>"I think there always this looming concept of like, the dangers that come with the job."</i></p> <p><i>"My mom has never been a fan of me putting on a bulletproof vest and a gun."</i></p> |
| <b>Anti-Police</b>                                                                                                                                                                                                | <p><i>"Some people have strong feelings about it."</i></p> <p><i>"The more I talk about it the more I speak about the things I'm learning, and the things that I want to do to help my community, I think they see the positive outcomes, that I that I want to make"</i></p>                     |

| <b>Illustrative Quotes in response to Question 5 - How was your experience in the BTB Training Program? Were you satisfied with the BTB training?</b> |                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Satisfied</b>                                                                                                                                      | <p><i>"I would say, personally I'm super satisfied"</i></p> <p><i>"For BTB, I was really satisfied."</i></p> <p><i>"Before the badge is a great program"</i></p>                                                                           |
| <b>Not Satisfied</b>                                                                                                                                  | <p><i>"It smacked of activism"</i></p> <p><i>"Ride a longs were only scheduled for about three hours, which is like a remarkably short amount of time."</i></p>                                                                            |
| <b>Positive Experience</b>                                                                                                                            | <p><i>"The community involvement and engagement was, uh, just amazing"</i></p> <p><i>"I am, yeah, a strong proponent for it."</i></p> <p><i>"I didn't know anything about Seattle. So, it was good to learn about the communities"</i></p> |
| <b>Other Experience</b>                                                                                                                               | <p><i>"Things were kind of in flux. Uh, there was a leadership shakeup towards the end"</i></p> <p><i>"I think there's some kinks that need to be ironed out still"</i></p>                                                                |

| <b>Illustrative Quotes in response to Question 6 - What was your biggest takeaway from the BTB training? What would you say is the most important thing you learned in the SPD BTB program?</b> |                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Community Engagement</b>                                                                                                                                                                     | <p>"Overall, the value of interpersonal connections"</p> <p>"How much, community members actually care about having quality and good uh, LE officers"</p> <p>"Dance with, uh, old Filipino ladies"</p>                                |
| <b>Wellness Training</b>                                                                                                                                                                        | <p>"The segments with Dr. Lewis, I thought that was really interesting and useful"</p> <p>"Taking care of myself"</p> <p>"I definitely really did like the wellness class; I learned a lot from that."</p>                            |
| <b>Other Most Important</b>                                                                                                                                                                     | <p>"The best police officers are the ones that are in control of their emotions"</p> <p>"Everyone has a different story; everyone has a different experience. Treating people with the same equity, and dignity they deserve"</p>     |
| <b>Illustrative Quotes in response to Question 7 - What is the #1 most important skill you think a person needs for a career in law enforcement?</b>                                            |                                                                                                                                                                                                                                       |
| <b>Adaptability/Flexibility</b>                                                                                                                                                                 | <p>"Sometimes there's a big jump and you need to be able to stay level and make a good decision even when that happens."</p> <p>"You have to be very resilient"</p> <p>"I think you have to be adaptable"</p>                         |
| <b>Communication and Interpersonal Skills</b>                                                                                                                                                   | <p>"Communicating "look, this is why I'm taking to you" – just communicating, all the way"</p> <p>"Just knowing how to talk to people"</p> <p>"Definitely communication. I think that's what I said last time, and I still agree"</p> |
| <b>Compassion/Empathy/Emotional Intelligence</b>                                                                                                                                                | <p>"Emotional intelligence"</p> <p>"Understanding empathy"</p> <p>"Empathy and sympathy are great"</p>                                                                                                                                |
| <b>De-escalation</b>                                                                                                                                                                            | <p>"Being able to stay calm, and, you know, stay – yeah, and learn how to de-escalate situations"</p> <p>"Managing your mental and physical capabilities, managing your breathing"</p>                                                |
| <b>Other Skills</b>                                                                                                                                                                             | <p>"Learning to manage their inner world"</p> <p>"It is understanding mental health"</p> <p>"Just don't be a dick"</p>                                                                                                                |

| <b>Illustrative Quotes in response to Question 8- How did you experience the wellness component of the BTB training? Did you expect to receive this type of training? What was your biggest take away from this component of the BTB training?</b> |                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Didn't expect it</b>                                                                                                                                                                                                                            | <p>"I was not expecting it. I was pleasantly surprised with the level of training that we received"</p> <p>I didn't think that we would get such a great wellness training block"</p> <p>"I did not expect it in a good way"</p>                       |
| <b>Found Beneficial</b>                                                                                                                                                                                                                            | <p>"It's kind of a shock to, to go through this and think this is not a normal thing that other departments do"</p> <p>"This will help me live long after I retire"</p> <p>"They taught me things that I, I really didn't incorporate into my own"</p> |

|                              |                                                                                                                                                                                                                                                                                                                        |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                              | <i>personal wellness routine"</i>                                                                                                                                                                                                                                                                                      |
| <b>Learned Something New</b> | <i>"Those breathing exercises especially were really good"</i><br><i>"I think nutrition was my takeaway"</i><br><i>"Some of the stuff about food and nutrition was literally new, and I've been changing how I make my dinners each day"</i>                                                                           |
| <b>Other</b>                 | <i>"I think I had great habits coming in"</i><br><i>"I did a lot of similar training in that aspect at my old job"</i><br><i>"I was positively surprised to see that they were putting that much of an emphasis on wellness"</i><br><i>"They talk about how someone having to talk to is a key factor in this job"</i> |

| <b>Illustrative Quotes in response to Question 9- How do you think the BTB training will prepare you for your role in law enforcement as you progress through your career?</b> |                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning wellness skills</b>                                                                                                                                                | <i>"Just taking care of myself."</i><br><i>"I think the key thing, uh, that it will do is help sort of insulate me from burnout"</i><br><i>"Especially understanding with the whole mental side of things."</i>                                                      |
| <b>Knowing the community</b>                                                                                                                                                   | <i>"We built those relationships already, started getting those going"</i><br><i>"Listening to those community members, really made me realize that I'm not just responding to one incident or one call I'm responding to someone's, worst moment in their life"</i> |
| <b>Understanding different perspectives</b>                                                                                                                                    | <i>"Treating people with, uh, equity and dignity"</i><br><i>"Being exposed to different groups like LGBTQ the Filipino community, um, hearing there, thoughts towards police and policing."</i><br><i>"The exposure was really fantastic"</i>                        |
| <b>Other</b>                                                                                                                                                                   | <i>"It helps me understand this city and this community better than I already knew."</i><br><i>"What BTB did for us was it gave us the basis, the building blocks, to build an image in our mind of what truly a good cop is"</i>                                    |

| <b>Illustrative Quotes in response to Question 10- What are your expectations about the training you will receive in BLEA?</b> |                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>No Expectations</b>                                                                                                         | <p>"I don't know if I have an expectation. I can just kind of just going with the flow of whatever they have and absorbing as much as I can"</p> <p>"My philosophy going in is just to keep my head down do what they tell me and then prepare to learn a completely new thing when I come back."</p> |
| <b>Laws, Rules, and Policy</b>                                                                                                 | <p>"Criminal law, criminal procedures"</p> <p>"My expectations for BLEA were that we would get a basic understanding of law and procedure"</p> <p>"They're going to give me the most basic information that I need to do the job"</p>                                                                 |
| <b>Skill/Tactical Training</b>                                                                                                 | <p>"The more specific tactics-based stuff, I was expecting it to be very general"</p> <p>"Handcuffing, defensive tactics, yeah, pretty much that"</p> <p>"How to protect yourself, how to protect the person that you are trying to arrest as well"</p>                                               |
| <b>Other Expectation</b>                                                                                                       | <p>"I hope it prepares me to do my, to do my job effectively"</p> <p>"The nitty-gritty, the rules, regulations, and things like that."</p> <p>"Just ultimately knowing how to manage yourself"</p> <p>"Some like emotional I.Q. Courses"</p>                                                          |

| <b>Illustrative Quotes in response to Question 11 - Have you ever heard of "guardian policing"? If so, what is your understanding guardian policing?</b> |                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Yes, has heard of Guardian Policing</b>                                                                                                               | <p>"BTB it was brought up. Yes, I remember that. Uh, – I don't remember exactly, but yeah, it was in BTB"</p> <p>"There was an aspect of it that was brought up in BTB"</p> <p>"It's heavy into community engagement that it's more of the guardian mindset"</p>                                                                      |
| <b>Understanding of Guardian Policing</b>                                                                                                                | <p>"Instead of "fighting" evil, we're protecting the people"</p> <p>"Like, naturally think guardian, you get the same idea of charging in, but with the mindset of a shield instead of a sword"</p> <p>"The idea is guardian policing versus warrior policing"</p> <p>"The guardian concept is like your protector of the people"</p> |
| <b>No, has not heard of Gurdian Policing</b>                                                                                                             | <p>"Guardian Policing, no ma'am, I have not."</p> <p>"I vaguely remember it being mentioned"</p> <p>"Not to my knowledge, no"</p>                                                                                                                                                                                                     |



| <b>Illustrative Quotes in response to Question 12- If you were responsible for designing/improving the BTB training for the next group of recruits, what would you recommend?</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Add more Pre BLEA training</b>                                                                                                                                                 | <i>"It would also be great to kind of get, get us, like, mentally ready for BLEA"</i><br><i>"I think it would be more about Pre-BLEA"</i><br><i>"Like maybe a day of – we did visit the Academy"</i>                                                                                                                                                                                                                                                    |
| <b>Additional Training</b>                                                                                                                                                        | <i>"If you're not someone who works out, this is how you squat properly"</i><br><i>"Maybe a little bit more physical fitness training"</i><br><i>"I feel like I need a lot more firearms training"</i>                                                                                                                                                                                                                                                  |
| <b>Fix scheduling</b>                                                                                                                                                             | <i>"I think that's where there's like scheduling conflicts, but really getting to go into those communities, because I know we did that with the Latino community, which was terrific. Um, but just do that with more communities throughout Seattle."</i><br><i>"If they could find a way to nail it down a little bit better"</i><br><i>"I would wanna improve structuring, better block training"</i>                                                |
| <b>Other suggestion</b>                                                                                                                                                           | <i>"I mean, given that this is about being a cop in Seattle, homelessness didn't really come up. I mean, I know that's a hard crowd to work with by definition"</i><br><i>"Maybe visit a drug treatment center"</i><br><i>"I would probably try to lengthen the program by an additional 15 days, make it a full 60"</i><br><i>"If something in the community fell through and we didn't get to go to it, then finding an alternative for us to do"</i> |

# APPENDIX H

## Post BLEA

| Illustrative Quotes in response to Question 3 - At this stage of your training and development as a Seattle Police recruit/officer/CSO, how has the experience been for you so far? |                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Positive</b>                                                                                                                                                                     | <p>"All the training has been great. It's given me a good baseline foundation"</p> <p>"I feel like BLEA did a great job of providing me with the legal knowledge of how to be a police officer"</p> <p>"Yeah, it's been great. I've been very fortunate. We had some really amazing TAC officers in BLEA. and the FTO that I have now is also incredible"</p> |
| <b>Mixed</b>                                                                                                                                                                        | <p>"Seattle's much better at training. I'm really glad that we get lots of training"</p> <p>"I've had a chance to go through a police academy previously, it worries me for the young kids that I saw in the class"</p>                                                                                                                                       |
| <b>Other</b>                                                                                                                                                                        | <p>"They just have way too many students there for the amount of instructors they have"</p> <p>"BLEA is extremely disorganized. Okay. So, that's been frustrating"</p> <p>"BLEA is caught up in a lot of politics and that affects their training"</p>                                                                                                        |

| Illustrative Quotes in response to Question 4 - Since you have been hired by SPD, what has the response been to you from your friends/family regarding your employment with the Seattle Police Department? |                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Friends/Family are Supportive</b>                                                                                                                                                                       | <p>"They're all very excited. I had a lot of people show up to my graduation"</p> <p>"There's been no negative at all"</p> <p>"My mom flew out for my graduation. She had a lot of fun"</p>                                                                                                                          |
| <b>Mixed Support</b>                                                                                                                                                                                       | <p>"I think that it's been nice being able to educate my family and friends about what the process does look like for an officer"</p> <p>"Just with like graduation, it seemed like a lot more people were reaching out and feeling more just like happy"</p>                                                        |
| <b>Safety Concerns</b>                                                                                                                                                                                     | <p>"Better, it's probably a better understanding of, like, how much training we're going to get and the value that the agency places in each of us and making sure that, you know, we're taken care of so that we can be effective"</p> <p>"I think, if anything they've, uh, they've warmed up to it even more"</p> |

| <b>Illustrative Quotes in response to Questions 5 – How satisfied are you with the experience you had in the WSCJTC BLEA in terms of preparing you for your position in law enforcement?</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Satisfied – Covered basics</b>                                                                                                                                                            | <p><i>"I'm pretty satisfied because I just didn't know, uh, a lot at all to begin with, so it at least gave me a good foundation"</i></p> <p><i>"I think they gave us the right skill sets"</i></p> <p><i>"Definitely helped build foundations"</i></p> <p><i>"They taught criminal law. I think the. Instructors there did a very good job"</i></p>                                                                                                                                                                                                                                                                                            |
| <b>Satisfied – Additional training</b>                                                                                                                                                       | <p><i>"I feel like we would need a little bit more on crisis intervention"</i></p> <p><i>"I wouldn't feel comfortable going straight to the streets straight after academy"</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Satisfied - Other</b>                                                                                                                                                                     | <p><i>"there's a lot of concepts and skills that are taught in post BLEA that are extremely useful - Tactics and procedures of like Washington State, it's just not at the level Seattle has to be at"</i></p> <p><i>"That's what I learned in the last six months is that I don't know anything"</i></p>                                                                                                                                                                                                                                                                                                                                       |
| <b>Dissatisfied – Does not feel prepared</b>                                                                                                                                                 | <p><i>"More, more stimulus, physical and mental"</i></p> <p><i>"I was concerned that some of the recruits in the class with me, they were going to go out on patrol that week"</i></p> <p><i>"If I had to go out there and start doing work tomorrow, I would not be an effective police officer"</i></p>                                                                                                                                                                                                                                                                                                                                       |
| <b>Dissatisfied - Other</b>                                                                                                                                                                  | <p><i>"They trained us while at BLEA was stuff that would look photogenically pleasing, but I don't think it's what police are going to do in reality when confronted with crime"</i></p> <p><i>"During my phase one of FTO, every time I. I was like he'd be like, okay, you need to do it this way, actually. And I was like, wait. But at the academy they taught us this way. and he was like, well, um, and this happened frequently because every question I had had to do with something based on how they taught us at the academy. And uh, and he'd be like, well, it's called the Basic Law Enforcement Academy for a reason"</i></p> |

| <b>Illustrative Quotes in response to Question 6 – “How did the SPD BTB training complement the WSCJTC BLEA?”</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Helped – Community Engagement</b>                                                                              | <p>“Before the badge did kind of help me because we did a little bit of like, uh, how to talk to people”</p> <p>“Relational policing”</p> <p>“Being able to connect with the agency first and kind of know what agency you're representing and what the expectations are there before coming in was useful”</p>                                                                                                                                  |
| <b>Helped – Mental wellness</b>                                                                                   | <p>“Dr. Lewis's stuff has a bit of overlap with the BLEA lectures on emotional intelligence. But other than that, it doesn't have much overlap”</p> <p>“Would probably be something that comes up all the time, pre BLEA, that helped because we had the same class in BLEA, I knowing those topics beforehand and going in, we were like, oh, I know the answer to that, yeah, I've heard of this term before, yeah, so, that helped a bit”</p> |
| <b>Helped - Other</b>                                                                                             | <p>“I think it helped with, uh, like the crisis scenarios”</p> <p>“I'd say that it, it complemented the BLEA training by the before the badge. It, it gave me more insight into different cultures and different viewpoints”</p>                                                                                                                                                                                                                 |
| <b>Didn't Help – Other</b>                                                                                        | <p>“Um, yeah, I wouldn't say complimentary”</p> <p>“How did BTB complement BLEA? I don't know if it really did”</p> <p>“Before the Badge is, was a little different than the Academy”</p>                                                                                                                                                                                                                                                        |

| <b>Illustrative Quotes in response to Question 7 - What would you say is the most important thing you learned in the SPD BTB program to prepare you for where you are in your career and training to date?</b> |                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Community Engagement</b>                                                                                                                                                                                    | <p>“I'd still say, the most important thing I learned before the badge is definitely the perspectives that I learned from different communities that I went, and, uh, visited like the community centers”</p> <p>“For me, I feel like community engagement is probably the biggest one”</p>             |
| <b>Wellness Training</b>                                                                                                                                                                                       | <p>“This job cannot be your whole existence”</p> <p>“Control yourself to uh, make sure you're control your stress”</p> <p>“There's a number of things, just officer wellness in general”</p> <p>“How the brain works and how people react in stressful situations”</p>                                  |
| <b>Other Training</b>                                                                                                                                                                                          | <p>“Just being, being courteous to people you believe have committed a crime”</p> <p>“Just knowing your authority and, uh, uh, just be prepared to explain the actions you're taking”</p> <p>“The criminal laws. I think that's the best thing is – just knowing the laws and the basic procedures”</p> |

| <b>Illustrative Quotes in response to Question 8 - Have you used any of the specific SPD BTB training components in your work/training so far? If so, what specifically?</b> |                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Yes – community engagement</b>                                                                                                                                            | <p>"My approach on call, uh, or like situations has been a little bit different"</p> <p>"I'm usually not a super social person, but I definitely, uh, taken more opportunities to talk to people"</p> <p>"I feel like BTB was mainly community focused. And, um, so I brought that everywhere with me"</p> |
| <b>Yes - Officer Wellness</b>                                                                                                                                                | <p>"The breathing strategies to reduce your own stress, you know, like deep breathing, and block breathing"</p> <p>"Stop and just actually breathe"</p> <p>"The wellness stuff like taking care of yourself and the nutrition and sleep and the mental and physical health stuff"</p>                      |
| <b>Yes – Other Skills</b>                                                                                                                                                    | <p>"In the scenarios. Yeah"</p> <p>"The BLEA DT sessions, like the defensive tactics were all Seattle"</p> <p>"Patrol tactics"</p>                                                                                                                                                                         |
| <b>No - Other</b>                                                                                                                                                            | <p>"I would say no, not directly really"</p> <p>"Not yet because it's still training."</p> <p>"We haven't had a whole lot of like having to put things into practice"</p>                                                                                                                                  |

| <b>Illustrative Quotes in response to Question 9 - Have you used any of the specific WSCJTC BLEA training components in your work so far? If so, what specifically?</b> |                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Yes – Laws, rules, and policies</b>                                                                                                                                  | <p>"The criminal law section of it because you're going to have to know what you're doing"</p> <p>"Definitely the laws, RCW, patrol tactics, patrol tactics"</p> <p>"A lot of case law, particularly felony harassment"</p> |
| <b>Yes – Skill/tactical Training</b>                                                                                                                                    | <p>"Applying the handcuffs in a way that isn't going to cause undue pain and is effective and fast and covering your bases"</p> <p>"We did have our post firearms"</p>                                                      |
| <b>Yes - Other</b>                                                                                                                                                      | <p>"During this interim time, I did get a chance to, we do report writing"</p> <p>"Yeah, uh, actually I feel like, you know, just officer safety things"</p> <p>"Officer safety"</p>                                        |
| <b>No - Other</b>                                                                                                                                                       | <p>"Uh, no, not quite yet"</p> <p>"I wouldn't say I've used any tools because for me to use those tools, I'll have to be on the street"</p>                                                                                 |

| <b>Illustrative Quotes in response to Question 10 - What is the #1 most important skill you think a person needs for a career in law enforcement?</b> |                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Adaptability/Flexibility</b>                                                                                                                       | <p>"I guess being able to keep calm under pressure"</p> <p>"Adapt to your situation, just to be able to, to adapt and work through whatever you're given"</p> <p>"You know, opening your eyes, being more open to seeing past your own front porch"</p> |
| <b>Communication and Interpersonal Skills</b>                                                                                                         | <p>"Basically, communication skills. You need to be able to talk well with people, need to be able to listen to people"</p> <p>"Being able to talk to different people in the community"</p>                                                            |
| <b>Compassion/Empathy/Emotional Intelligence</b>                                                                                                      | <p>"I think it is still being able to, to read people"</p> <p>"Have good judgment. But also, compassion"</p> <p>"A lot of patience and a lot of compassion"</p> <p>"Let's see, empathy, compassion, and open-mindedness"</p>                            |

|                      |                                                                                                                 |
|----------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>De-escalation</b> | <i>"Uh, number one thing, uh, in my opinion is communication. De-escalation"</i><br><i>"Diffuse situations"</i> |
| <b>Other Skills</b>  | <i>"Anything that deals with officer safety"</i><br><i>"Learning to deal with stress"</i>                       |

# APPENDIX I

## 1 Year Post-BLEA

| Illustrative Quotes in response to Questions 2 – Do you currently live in Seattle? If so/not, where do you live? |                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Lives Where They Work</b>                                                                                     | <i>"Yeah, still in the same spot"</i><br><i>"I still live in the same place – correct"</i>                                                                               |
| <b>Does Not Live Where They Work</b>                                                                             | <i>"Me personally, I don't mind, I only moved out because I got some roommates, and it was a little cheaper"</i><br><i>"I live probably half a mile outside of town"</i> |

| Illustrative Quotes in response to Questions 3 – At this stage of your training and development as a Seattle Police recruit/officer/CSO, how has the experience been for you so far? |                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Positive</b>                                                                                                                                                                      | <i>"I got off training and started being on my own and could actually think for myself. It was great"</i><br><i>"It's been a lot of people who, who care about you, and they want to see you succeed"</i>                                                                                       |
| <b>Mixed</b>                                                                                                                                                                         | <i>"I'm not, I'm finding that my past experience, my training and my professional experience, has helped me"</i><br><i>"There was a lot of things that we learned that, that we currently work with the, the civil and legality side of things and things that are not police work anymore"</i> |
| <b>Negative</b>                                                                                                                                                                      | <i>"I would say had a more soured experience than, um, I anticipated"</i>                                                                                                                                                                                                                       |

| Illustrative Quotes in response to Question 4 – Since you have been hired by SPD, what has the response been to you from your friends/family regarding your employment with the Seattle Police Department? |                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Family/Friends are supportive</b>                                                                                                                                                                       | <i>"My family has been super, super supportive"</i><br><i>"I still get plenty of support. I mean, most of my friends and family are proud of me"</i><br><i>"They were supportive from the beginning and so no, it's not really changed."</i> |
| <b>Mixed Support</b>                                                                                                                                                                                       | <i>"I think they're just kind of getting used to it now"</i><br><i>"My brother and his, uh, wife, they were not super police friendly, but they've gotten better"</i>                                                                        |

| Illustrative Quotes in response to Question 5 - How satisfied are you with the experience you had in the WSCJTC BLEA in terms of preparing you for your position in law enforcement? |                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| <b>Satisfied – Covered basics</b>                                                                                                                                                    | <i>"It gave you a good, uh, a starting foundation for police work"</i> |



|                                        |                                                                                                                                                                                                                                                 |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>/ Fundamentals</b>                  | <p>"I'm pretty satisfied for what they provide"</p> <p>"The best training we got at the end was just all the different scenario training"</p>                                                                                                   |
| <b>Satisfied – Additional training</b> | <p>"I definitely didn't feel ready to be on my own when I graduated"</p> <p>"Working through a scenarios all the way to write the report on that scenario, you know, instead of being fragmented, being able to pull those pieces together"</p> |
| <b>Dissatisfied - unorganized</b>      | <p>"There's a lot of disorganization"</p> <p>"I just felt like the downtime was not good"</p> <p>"There was a very frequent theme of like instructors' kind of butting heads and having conflicting ideas"</p>                                  |

| <b>Illustrative Quotes in response to Question 6 - How did the SPD BTB training complement the WSCJTC BLEA?</b> |                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Helped – Wellness</b>                                                                                        | <p>"Pillars of your life, your family, your career, your friends, your hobbies, and just keeping them healthy to have these positive things that help you through the negative and traumatic moments"</p> <p>"The mental. The mental was amazing"</p> <p>"how to identify other people's stress levels"</p> |
| <b>Helped – Community engagement</b>                                                                            | <p>"Understanding people and understanding what's going on in the community"</p> <p>"The value of interpersonal connections"</p> <p>"The direct meetings with people in the system – you'll never replace that"</p>                                                                                         |

| <b>Illustrative Quotes in response to Question 8 - Have you used any of the specific SPD BTB training components in your work/training so far? If so, what specifically?</b> |                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Yes – Community Engagement</b>                                                                                                                                            | <p>"I utilize that training in terms of being able to like to build networks and find people within the community"</p> <p>"We were using our translator app, we were having a good time talking, because now I do that all the time"</p> <p>"I've already built multiple adult connections and then building rapport with a lot of the kids"</p> |
| <b>Yes – Skills/Tactical</b>                                                                                                                                                 | <p>"I think going through all of the mock scenes that we did and just learning how to start"</p>                                                                                                                                                                                                                                                 |
| <b>Yes - Other</b>                                                                                                                                                           | <p>"I know that the peer support wasn't a formal training, but a lot of it was just having conversations with the training officers"</p>                                                                                                                                                                                                         |

| <b>Illustrative Quotes in response to Question 8 - Have you used any of the specific SPD BTB training components in your work/training so far? If so, what specifically?</b> |                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Yes – Community Engagement</b>                                                                                                                                            | <p>"I utilize that training in terms of being able to like to build networks and find people within the community"</p> <p>"We were using our translator app, we were having a good time talking, because now I do that all the time"</p> <p>"I've already built multiple adult connections and then</p> |

|                              |                                                                                                                                          |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
|                              | <i>building rapport with a lot of the kids"</i>                                                                                          |
| <b>Yes – Skills/Tactical</b> | <i>"I think going through all of the mock scenes that we did and just learning how to start"</i>                                         |
| <b>Yes - Other</b>           | <i>"I know that the peer support wasn't a formal training, but a lot of it was just having conversations with the training officers"</i> |

| <b>Illustrative Quotes in response to Question 10 - What is the #1 most important skill you think a person needs for a career in law enforcement?</b> |                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Adaptability/Flexibility</b>                                                                                                                       | <i>"Being comfortable with conflict"<br/>"Getting to the scene and being able to figure out what's going on and adapt to changing circumstances"</i>                     |
| <b>Communication and Interpersonal Skills</b>                                                                                                         | <i>"Communicating through conflict"<br/>"People person"</i>                                                                                                              |
| <b>Integrity</b>                                                                                                                                      | <i>"You need integrity"</i>                                                                                                                                              |
| <b>Other Skills</b>                                                                                                                                   | <i>"You have to be open to taking criticism"<br/>"I think patience is super important"<br/>"I've learned since then would be the courage to stick with what's right"</i> |

| <b>Illustrative Quotes in response to Question 11 - Have you ever heard of "guardian policing"? If so, what is your understanding guardian policing?</b> |                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>No, has not heard of Gurdian Policing since BTB/BLEA</b>                                                                                              | <i>"I remember hearing about it, but now I've completely forgotten what it is. I wouldn't be able to tell you"<br/>"No, I haven't heard it since then"</i>                                                                                                                               |
| <b>Yes, has heard of Guardian Policing</b>                                                                                                               | <i>"I think it was like the warrior verse person that's more hands on with the community"<br/>"The old school cops were more warriors and, you know, I'm gonna tell ll you to do it, make you do it. That's old, right? Now we want to be, we should be caretakers of our community"</i> |

| <b>Illustrative Quotes in response to Question 12 - How did what you learned in training compare to what you learned and are continuing to learn post-BLEA not that you have been in your position for one year?</b> |                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Prepared me well</b>                                                                                                                                                                                              | <i>"I think the BLEA training was very helpful."<br/>"Something to build off like when we do building clearing, I have some understanding of that"</i>                           |
| <b>Gave me basic understanding</b>                                                                                                                                                                                   | <i>"It gave me a basis to start from"<br/>"This is this is what the community expects of us and this is what we expect of ourselves and how we interact with people"</i>         |
| <b>Training at BLEA was very different than 1<sup>st</sup> year</b>                                                                                                                                                  | <i>"Because of staffing, I had to be aware that like, if I'm on my own driving around the city, but five of our officers are tied up on one call, like I can't be proactive"</i> |

|              |                                                                                                     |
|--------------|-----------------------------------------------------------------------------------------------------|
|              | <i>"Nothing fully prepares you for dealing with, like, people that are actually out in society"</i> |
| <b>Other</b> | <i>"They taught us some really interesting tactics that just wouldn't work in Seattle"</i>          |

**Illustrative Quotes in response to Question 13 - What is the biggest difference between your experiences on the street so far and what you thought it would be like? Are there things you were taught in BTB and BLEA that don't work or did not adequately prepare you for your interactions on the street?**

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|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>BLEA did prepare me</b>     | <i>"I think the majority of what BLEA taught is great"</i><br><i>"They can't teach you everything - and there's no two situations that are exactly the same"</i>                                       |
| <b>BLEA did not prepare me</b> | <i>"The weight of the responsibility - just being on your own and making decisions with your own discretion"</i><br><i>"Police work in general has been very different than what I thought it was"</i> |
| <b>Other differences</b>       | <i>"I would ask for this many more officers and then you still go through with the mock scene anyways, when you're on the street I'm not going to go into a fight by myself"</i>                       |

**Illustrative Quotes in response to Question 14 - What is your experience of being a police officer officer/CSO now one-year post BLEA?**

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Better than I expected</b> | <i>"Honestly, it's a lot of fun so far. Uh, I think it has to do with my squad that I'm on. I am on a very, experience wise, a very young squad"</i><br><i>"I'm still enjoying it. I'm still, uh, I feel I've now been able to make more relationships in the community and be able to contact more people"</i><br><i>"It's definitely made me view law enforcement differently. I'm happy with my job"</i>                                                                                      |
| <b>Other than I expected</b>  | <i>"I don't really tell people that I'm a police officer. Um, so. Unless I really know them and trust them"</i><br><i>"It is so much better now that I'm off probation and like my own officer. It's, it's like a 50 ton weight off your shoulders"</i><br><i>"Before the badge was, the big takeaway for me from it was all the community, I keep talking about the community stuff and that, cause that was my favorite part"</i><br><i>"I can't see myself doing this job for that long."</i> |