

5-2007

A study of the best spanish training practices for police officers

Nicole Marie Otero

Follow this and additional works at: <http://scholarship.richmond.edu/masters-theses>



Part of the [Public Affairs, Public Policy and Public Administration Commons](#)

Recommended Citation

Otero, Nicole Marie, "A study of the best spanish training practices for police officers" (2007). *Master's Theses*. Paper 802.

This Thesis is brought to you for free and open access by the Student Research at UR Scholarship Repository. It has been accepted for inclusion in Master's Theses by an authorized administrator of UR Scholarship Repository. For more information, please contact scholarshiprepository@richmond.edu.

A STUDY OF THE BEST SPANISH TRAINING PRACTICES FOR POLICE
OFFICERS

By

NICOLE MARIE OTERO

Master's in Human Resource Management, 2007

A Thesis

Submitted to the Graduate Faculty

Of the University of Richmond

In Candidacy

For the degree of

MASTER

In

Human Resource Management

May, 2007

Richmond, Virginia

LIBRARY
UNIVERSITY OF RICHMOND
VIRGINIA 23173

A STUDY OF THE BEST SPANISH TRAINING PRACTICES FOR POLICE
OFFICERS

By:

NICOLE MARIE OTERO

Master's in Human Resource Management

University of Richmond

May 2007

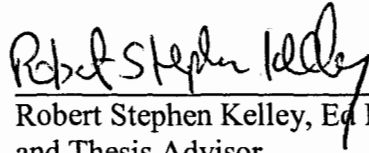
Dr. Robert Stephen Kelley Ed. D.

ABSTRACT

Within the last ten years, the Hispanic population in the United States has grown immensely. This presents a communication problem between the Hispanic communities and the police departments who protect and serve them. This also creates a serious liability issue for police departments. Currently, law enforcement is struggling to adequately train police officers how to speak Spanish. This research examines ways for Chesterfield and Henrico County Police Departments to develop the Spanish-speaking skills of their current police officers. This research further provides details of possible costs to provide adequate Spanish-speaking training to the police officers in both counties. The data gathered tends to support that the police officers do not have adequate training to learn to speak Spanish. The police officers believe learning certain phrases will assist them in their daily duties. Therefore, an elaborate program was developed to help these officers in both counties train police officers to speak Spanish.

Signature Page

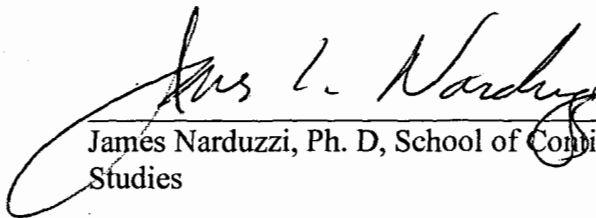
I certify that I have read this thesis and find that in scope and quality, it satisfies the requirements for the degree of Master of Arts/Master of Science.



Robert Stephen Kelley, Ed D., Adjunct Professor
and Thesis Advisor



Patricia Strait, Ph.D., Assistant Professor and
Director Human Resource and Leadership Programs



James Narduzzi, Ph. D, School of Continuing
Studies

Table of Contents

ABSTRACT		ii
CHAPTER 1	INTRODUCTION TO THE PROBLEM	1
	Introduction	1
	Statement of the Problem	3
	Purpose of the Study	6
	Research Questions	7
	Operational Definitions	7
CHAPTER 2	REVIEW OF LITERATURE	9
	Introduction	9
	Case Studies	9
	Liability Issues	11
	Translators	13
	Electronic Translators	13
	Problems Reporting Crimes	14
	Immersion	15
	Quick Fixes	17
	Stipends	23
CHAPTER 3	RESEARCH METHODOLOGY	25
	Introduction	25
	Hypothesis	25
	Research Question	25
	Dependent and Independent Variables	25
	Operationalization of Dependent Variables	25
	Internal Validity	25
	Data Collection	26
	Limitations of the Study	28
CHAPTER 4	ANALYSIS OF FINDINGS	29
	Introduction	29
	Review of Findings	29
	Chesterfield County Survey Results	29
	Henrico County Survey Results	38
	Comparisons between Departments	46
CHAPTER 5	DISCUSSION AND IMPLICATION OF RESULTS	50
	Introduction	50
	Short-Term Recommendations	50
	Long-Term Recommendations	52
	Conclusion	57
REFERENCES		58

APPENDICES

Appendix A	61
Appendix B	62
Appendix C	63
Appendix D	64
Appendix E	67
Appendix F	70
Appendix G	71
Appendix H	72
Appendix I	73
Appendix J	74
Appendix K	75
Appendix L	84
Appendix M	91
Appendix N	94

VITAE

95

Chapter 1

Introduction to the Problem

Introduction

Minorities have been overshadowed by white males within the police force since the birth of law enforcement in the United States. It was not until the early 1950s and 1960s that Americans began to see the presence of African American police officers. With the passing of the Equal Rights Movement in 1972, African Americans were able to have equal protection under the Constitution. This movement gave African American's the ability to pursue law enforcement as a career in order that individuals of the same demographic could relate and communicate better.

Now, the Hispanic population is working their way into law enforcement and making it a career. Hispanic police officers have taken the lead in assisting the Hispanic community in various ways, as did the African American police officers in the 1950s and 1960s. The transition from the African American community to the Latino community is based on the increase in population. The Census in the year 2000 indicated the total population of the United States was 281,421,906, and the Hispanic portion of that were 35,305,818 or 8 percent of the population in the United States.

The focus of this paper is on two Central Virginia communities, Chesterfield County and Henrico County. According to the United States Census, Chesterfield County and Henrico County recorded Hispanic populations at 2.3 percent, and 2.6 percent respectively. The 2000 Census is antiquated; therefore, I will use the most recent data collected from the 2005 American Community Survey. The American Community

Survey provides communities nationwide with a new look on how they are changing. Approximately, three million households are surveyed each year. The data collected from 2005 is from geographic areas, where the population is 65,000 or more. The American Community Survey “is limited to the household population and excludes the population living in institutions, college dormitories, and other group quarters.” The 2005 American Community Survey shows the Hispanic population growing in Chesterfield County to 4.6 percent of the population. The American Community Survey illustrates an increase to 3.2 percent in Henrico County.

The increase of the Hispanic population, between the two communities in Central Virginia, causes a strain on the communication between police officers and the Spanish-speaking individuals whom they protect and serve. Therefore, an increase in the hiring of Hispanic individuals among these Central Virginia departments is required to address this dilemma. However, departments are challenged in recruiting qualified Hispanic candidates because of the high demand for them in many businesses across the country. One reason Hispanic individuals are in high demand is due to their ability to communicate with Spanish speakers in their native language. Spanish is the second most commonly spoken language in the U.S. (Wikipedia.com). Therefore, indicating the need for Spanish-speaking individuals among different types of businesses.

Many businesses are hiring employees who speak Spanish in order to make their customers feel more comfortable when attempting to purchase a product. For instance, General Motors in 2005 began hiring salespersons that were bilingual. A GM spokesperson indicated that, “Having Hispanic employees not only help with language

barriers, it also gives customers someone they can relate too and build a lasting business relationship with” (GM hires bilingual salespersons. July 30, 2006).

So, what do companies do when they are unable to hire Hispanics who speak Spanish? They look for other ways to recruit or train Spanish-speaking employees.

Statement of the Problem

The lack of Spanish speaking officers is becoming a critical aspect in the recruitment and training sections of metropolitan police departments across the country. Police departments throughout Central Virginia are hard-pressed to gather qualified applicants and continuously battle with other agencies and the private sector in search of qualified applicants. The competition intensifies greatly between agencies in the search for qualified Spanish-speaking individuals. According to the Bureau of Justice Department (2003), there were roughly 452,000 sworn personnel in local law enforcement in the United States. From 2000 to 2003, the number of Hispanic or Latino officers grew by 4,700 or 13 percent. This sharp increase seems to indicate a large increase in the hiring of Hispanic or Latino officers. However, upon looking at the statistics from 1987, where roughly 4 percent of officers were Hispanic or Latino, there does not indicate a sharp increase of Hispanic officers. Therefore, the hiring of Hispanic officers does not seem to be increasing at the same rate as the Hispanic population.

Chesterfield and Henrico Counties are working on both the development of police officers to speak Spanish and the hiring of Hispanic officers. Both aspects increase the budgets of the training division and the recruitment division. These agencies realize the burden both aspects create.

The agencies recruitment divisions have had difficulty obtaining qualified Hispanic police officers according to recruiters Elliot Anderson and Lauren Nobles. They both require a U.S. citizenship; therefore, legal immigrants who are not citizens cannot become police officers.

Another agency actively recruiting Hispanics is the Baltimore City Police Department. The Baltimore City Police Department is driving to hire more bilingual officers who are able to communicate with the continuously growing Hispanic population. For example, they scheduled a weeklong recruitment trip to Puerto Rico and would begin on June 4, 2006. The Baltimore Police Department is short approximately 130 officers in patrol and has an additional 100 slots vacant due to medical leave, military deployment, and suspension (Sentementes, May 23, 2006). Upon arrival in San Juan, Puerto Rico, Baltimore recruiters were met with 900 applicants. Approximately 100 applicants passed the civil service test and were asked to return the next day for the psychological questionnaire containing over 800 questions. The last day the recruiters were in Puerto Rico, the remaining applicants met to perform the physical fitness test. An article has not been released stating the number of applicants Baltimore Police Department hired from this trip.

Because of this large increase in the Hispanic population police training divisions in Central Virginia must now think about different avenues of teaching the Spanish language to new recruits and current officers. A training division must determine what will be taught to make the officers' interaction with the Hispanic individuals most effective.

An essential aspect to teach police officers would be culture. In order to relate better and understand the Hispanic population an individual must grasp the Hispanic culture. Hispanics tend to be conservative in their cultural lifestyle (www.hispanic-research.com 10/1/06). Their lifestyle can be seen by looking at the family unit, which are a close-knit group and the most important social unit. The family unit comprises of parents and children but grandparents, uncles, aunts, cousins and other relatives. The Hispanic men primarily dominate this family unit (personal experience, September 2005).

Learning the Hispanic culture is valuable to an officer, for instance, when arriving at a domestic assault. A domestic assault is when one party physically strikes the other. The Hispanic men are often seen as controlling and expect their women to be submissive. Therefore, if a male officer attempts to speak with the woman, she may speak, but may not acknowledge her husband struck her (personal experience. August, 2004).

Another aspect of Hispanic culture is the fact not all Hispanics are alike. For example, Puerto Ricans may segregate themselves from Cubans among a community because they have marked differences in social class. Other Latin American cultures differ greatly from the Mexican culture and do not relate well (Lopez. September 7, 2006).

A class on the Hispanic culture would need to be incorporated into the budget used for Spanish language training at the training academy. However, these departments need to fix the language problem permanently, instead of fixing this problem every year. What training will the officers receive? Agencies can no longer substantiate an incremental, yearly budget inclusion in hopes of providing a permanent solution to an increasingly challenging issue such as this.

Purpose of the Study

The purpose of this study is to determine an effective way to explore various alternatives for the recruiting and training of Spanish-speaking candidates in law enforcement in Central Virginia. First, the determination of effective communication for law enforcement will be defined. Communication is a process by which information is exchanged between individuals through a common system of symbols, signs or behavior (Webster's, 1995). Police officers encounter individuals who do not speak English or claim they do not speak English regularly. The communication between the officer and the individual may require the assistance of a colleague who may speak Spanish, a cheat sheet with specific phrases, or the use of a language line to communicate effectively. The question remains whether law enforcement personnel must be fluent in Spanish in order to complete their daily tasks or can these law enforcement professionals achieve effective communication with survival Spanish.

The crucial issue of agency liability will be considered as another factor in the need to develop an effective Spanish language program.

Baltimore County Maryland Police Sergeant and lawyer Kelly Hamilton became increasingly worried about liability in the summer of 2003 when a Honduran immigrant was fatally shot by one of their police officers. Hamilton actively searched the country for any department who taught a crash course in Spanish, but was unsuccessful. As a result, he decided to create a class from scratch for the academy using officers with different levels of Spanish skills. A two-hour class was invented to convey certain commands to an officer, which could save his life or a citizen's life (Futty. September 28, 2003).

Research Questions

The research conducted will be from three different sources. First, several interviews will be conducted of native speakers, bilingual but not native speakers, and profession-oriented speakers throughout Chesterfield and Henrico County Police Departments. Then a survey will be distributed to both of these police departments. Finally, interviews will be conducted with professionals who teach/train police officers Spanish. A question will be answered after all the research has been conducted and collected:

1. What is the most effective way to teach/train officers to speak Spanish?

Operational Definitions

The terms used throughout this research are defined as following.

Police officer: any road unit who encounters a Hispanic citizen during their daily duties.

Spanish-speaking citizen: any Hispanic citizen a police officer encounters who only speaks Spanish

Spanish-speaking community: any community where Hispanic citizens reside

Fluent Spanish: any police officer who can translate in Spanish

Profession-oriented Spanish: any police officer who can speak phrases to obtain information

Some Spanish: any police officer who may understand certain words or phrases in Spanish but can speak very little

Stipend: pay incentives for having a skill only a few police officers provide their department

Outside agency: any company who offers Spanish training to businesses or police departments for a certain amount of money

Immersion program: for the purposes of this paper, only 1-6 week courses were looked at

Chapter 2

Review of Literature

Introduction

While conducting the investigation, it was discovered that many police agencies and private businesses in the United States are seeking bilingual candidates to enhance their services to the Hispanic community. Many companies across the country are aggressively recruiting these candidates by using television, newspaper ads, radio, and job fairs.

Case Studies

One company who provides bilingual services to its customers is Bank of America. They can provide these services because they have attracted the Hispanic population through job training and scholarship programs (www.Hispanicbusiness.com, June 18, 2002). The Hispanic associates working for Bank of America make up 15.5% of the workforce, which surpasses the 13.7% the U.S. Census Bureau states are in the U.S.

Home Depot, in 2005, launched a partnership with four Hispanic organizations: ASPIRA Association, Hispanic Association of Colleges and Universities, National Council of La Raza, and SER-Jobs for Progress National in the hopes of discovering talented workers and creating sales at the same time. They are actively trying to match their associate workforce with their customers (Home Depot wants Spanish-speaking workers. February 14, 2005).

Another company, Precision Dynamics Corporation, located in San Fernando Valley, California, refuses to hire you unless you are fluent in both the English and Spanish languages. Walter Mosher, the chairman of the board and chief technology

officer for Precision Dynamics Corporation says, "It's practically impossible to advance up the ranks on the manufacturing floor without a fluent knowledge of Spanish" (Weiss. January 16, 2006). Local manufacturers, in this area, have stated getting supervisors and managers to learn Spanish has been a tremendous task. The supervisors and managers believe the Spanish speakers should learn English (ibid).

Companies who are looking to provide their employees with a basic knowledge of Spanish are finding that more options are being offered. The Glendale Community College in California began offering a program called Command Spanish. Command Spanish is a program offered through Command Spanish Incorporated, which offers "Survival" Spanish for a variety of industries (ibid). "Survival" Spanish includes enough phrases and vocabulary for an individual to get by in particular situations. In 2005, Glendale became officially licensed to provide "Survival" Spanish classes to companies throughout the area they serve (ibid). "As a result of these courses, employees are now able to communicate with their Spanish-speaking co-workers, and companies are definitely seeing the benefits," states Jean Perry, chair of the language arts department at Glendale Community College (Ibid). A benefit to these companies is they don't have to concentrate on hiring bilingual candidates, instead they can send their employees to a school where they learn survival Spanish for the workplace (ibid).

Precision Dynamics Corporation deals with healthcare and identification products and Bank of America handles finances, but in law enforcement we are faced with life and death situations daily. The above statement is not undermining the importance of the two companies, but law enforcement is held to a much higher standard when dealing with individuals. We cannot pick and choose whom we wish to serve and protect; in fact, we

are obligated to protect all the citizens of the county or city in which we work.

Therefore, we must respond to all calls for a request of service, whether it is from a non-English speaking citizen or not. Police officers not only have to worry about violating an individual's rights, but now are concerned with an individual they encounter not speaking English. Any officer unable to communicate with these individuals is confronted with liability issues.

Liability Issues

There have been several instances among the nation where liability has been a concern for officers. These officers have encountered individuals who only speak Spanish.

In July 2006, police officers in Prince William County, Virginia were sent to investigate a possible larceny (Castaneda. August 4, 2006). Wilmer Gomez was complaining about a \$1,500 gold necklace he had lent to Francisco Martinez, which had not been returned. Upon arrival at the residence, the officers only spoke with Martinez who spoke English and not Gomez, who only spoke Spanish (ibid). Gomez later stated the officers only stayed five minutes at the residence, finding no solution to the problem. Approximately an hour later police returned to the same residence to investigate the homicide of Francisco Martinez, who had been stabbed fatally (ibid). Gomez was interviewed in Spanish and he stated the officers did nothing initially to solve the problem.

Eliza Leighton, a staff attorney with a non-profit organization called CASA of Maryland, advocates on behalf of immigrants (ibid). Leighton states she is concerned that Spanish speaking victims and witnesses reporting incidents to the police are not

properly investigated. The language barrier between the Spanish speaking community and the police is detrimental to the safety of the citizens they protect and serve (ibid).

Another case occurred in Stockton, California, where 26 year old Gustavo Pena, a recent immigrant from Mexico was shot and killed (Language barrier led to fatal shooting, family says. November 17, 2005). Pena had run out of gas along the road and asked others in the area for help, but the people he encountered spoke only English. A Stockton Unified Officer came across Pena first (ibid). The officer fought with Pena and was injured. Stockton Police arrived and Pena again disobeyed commands. Pena was armed with a 4-foot sharpened stick and officers considered him a threat (ibid). Police sprayed pepper spray and used a Taser; neither deterred Pena. Pena was shot in the stomach twice (ibid).

Two other examples include two lawsuits being handled by a Dallas attorney, Domingo Garcia. The most recent claims Jose Lopez was knocked down and kicked with a steel-toed boot by a Royse City police officer during a football game (Getz. October 14, 2006). The lawsuit also claims Royse City failed to effectively train the police officer in fundamental Spanish and that is why excessive force was used. The second lawsuit is from Irving, Texas where a police officer pepper sprayed and baton beat Jose Palomino when he refused his orders to lie down on the ground (ibid). Palomino claimed he had been coming to the United States to work for 23 years and did not understand when the officer yelled, "Down, down" (City sued: Didn't teach cop Spanish. September 30, 2006).

Garcia advised in the officer's defense that the only Spanish he knew was 'Manos aqui' and he was not trained to subdue a subject without the use of his baton (ibid). The

officer was found not guilty of the charges. Garcia claims, "A police officer, like any other public servant or anybody in the private sector, has to cater to the language of the market" (Ibid).

It is only a matter of time before an incident such as these occurs between Henrico and Chesterfield Counties, due to the increase in the Hispanic population. If Henrico and Chesterfield choose not to tackle the language barrier problem, the effects could roll over onto the victims, defendants, and the criminal justice system.

Recently in Columbus, Alabama, Hispanic victims proved to police they need translators to assist with home invasion robberies (www.wtvm.com/global/story.asp?S=5622727&ClientType). Two separate home invasions occurred, which involved Spanish-speaking victims and police had to use an interpreter to communicate. Columbus Police Department assigns Spanish-speaking officers throughout the shifts to handle calls where translation is needed (ibid).

Translators

Other departments hire translators who are able to speak Spanish. One particular department is Loudoun County Sheriff's Office. They hired Alex Kopeus, who was born and raised in Argentina and speaks fluent Spanish (Centazzo, K. July 19, 2006). Kopeus was hired five months ago to help the Sheriff's Office cope with non-English speaking residents. Kopeus is such an asset; he not only speaks Spanish, but also speaks French and Russian. Kopeus works from 6 p.m. to 2 a.m. Tuesday through Sunday.

Electronic Translators

Police departments are not only using people translators to communicate, but are now using hand held electronic translators. A company, Ectaco, is revolutionizing the

way we communicate with non-English speakers (Fort Valley breaks language barrier with translating tool, December 23, 2004). Ectaco makes these translators and calls the police product Speech Guard PD-4 (ibid).

Recently, the Augusta County Sheriff's Office in Verona, Virginia purchased these for their officers (Hand held translator helps traffic stops of non-English speakers, December 24, 3006). The purchase price for these translators is \$950.00 a piece. This tool can translate over 3000 phrases in 25 different languages, an essential piece of equipment for law enforcement (ibid). The translator can be used to assist on traffic stops or traffic accidents (Fort Valley breaks language barrier with translating tool, December 23, 2004). The translator can even be utilized during felony traffic stops over a PA system (ibid).

Problems Reporting Crime

Khashu, Almo, & Rahman, (2005) indicate, "Roadblocks in communication can lead to victims failing to report crimes; cases taking longer to process; defendants remaining in jail longer; and criminals remaining at large because witnesses cannot communicate with police." Officers who cannot communicate with a victim and do not document reports properly make success in court highly unlikely.

It is indicated by the police officers in Henrico and Chesterfield Counties that the Hispanic victims are not reporting crimes to the police (random officers from both counties). The language barrier blocks the "everyday, 'Hello, How are you doing?'" contact," which develops trust among the citizens of the community. However, Hensley (2005) states Hispanics have an innate distrust for law enforcement, which makes

policing more difficult. These agencies must work to develop a trust among the Hispanic community to become successful in serving and protecting all citizens.

Officer Tony Gamez with Plant City Florida Police Department states, "Language is about more than just words. It's an issue of trust" (Steele, February 5, 2005). He believes Hispanic citizens are not going to trust people who do not speak Spanish (Ibid).

A recent story proves that Hispanic citizens trust people who speak Spanish came from my husband, Adrian Otero. He came home from working a midnight shift with Chesterfield County Police Department and provided a story relating to trust and the Hispanic community (personal communication, January 8, 2007). Adrian, who is Puerto Rican, stated he received a call reference to people trying to break into cars in a particular neighborhood (Ibid). He pulled up to ask a citizen if he had seen the two particular subjects described (Ibid). He noticed the man was Hispanic and that he seemed afraid when the police car pulled up, until he spoke a few lines of Spanish (Ibid). He stated the Hispanic man immediately told him the suspects who were trying to break into the cars were hiding behind the dumpster directly behind the police car (Ibid). This story brings truth to Officer Gamez's statements.

Immersion

The Richmond City Police Department decided to tackle the lack of trust with Hispanics by sending three police officers to an immersion program in Mexico in July 2006. There the officers became immersed in a two-week intensive program by staying with a family in Cuernavaca and received 50 hours of instruction plus homework, lectures, and excursions (Lizama. July 8, 2006). Lt. Michael Zohab, one of the officers,

states, "Traveling to Mexico for a couple of weeks of intensive study is less expensive than taking an immersion course here" (ibid).

There are many different Spanish immersion courses that mostly convene in Mexico. One of the courses is offered by IMAC located in Guadalajara, Mexico (<http://www.spanish-school.com.mx/courses/spanish-law.html>). IMAC has an immersion program oriented toward law enforcement (Ibid). Their courses are designed in one-week programs and a student can take as many weeks as desired (Ibid). The course develops vocabulary skills and grammatical structures unique to law enforcement. The skills highlighted for the student will be reading, writing, speaking and listening (Ibid). In one week, a student will receive 25 hours of instruction from a teacher and 5 hours of Multimedia lab time (Ibid). The Multimedia lab has an interactive Spanish program where students can work on their Spanish skills (Ibid). The rates vary by week and have an additional cost for private tutoring sessions. For example, a student can attend a two-week class for \$532 dollars; this includes boarding (Ibid). The student is placed with a host family where Spanish is spoken 24 hours a day (Ibid).

Partners in Training offer another immersion program specifically for law enforcement, which lasts 10 days (<http://www.patc.com/courses/language-immersion.shtml>). The classes on these 10 days, including a Saturday, last roughly 10-12 intense hours (Ibid). The living and dining area is separate from English speakers to ensure the students devote this time to practicing Spanish as well (Ibid). This program stresses the importance of communicating with Hispanic individuals. It provides the student with quick, appropriate responses. They also rely on cultural activities to help the

student understand the Hispanic culture. This 10-day course can be taken for \$1500 dollars (Ibid).

The third immersion program was the Instituto Chac-Mool located in Cuernavaca, Mexico (<http://www.chac-mool.com/lawenforcementspanish.html>). Students are able to take this course for as little as one week, but it usually takes six weeks to learn the material. The material covers basic Spanish phrases and questions needed for essential law enforcement situations. The cost per student, per week is \$320 dollars, not including boarding (Ibid).

Quick Fixes

All law enforcement communities are faced with fixing this dilemma of communication with Spanish-speaking citizens. However, many agencies are identifying the problem and finding quick fixes. These quick fixes include the hiring of a few Spanish-speaking officers, "survival" Spanish classes, and the language line.

The hiring of Spanish-speaking police officers is extremely difficult. First, the competition is intense for every agency, not just police, to hire Hispanic employees; therefore, cutting down the pool of candidates. Second, it is difficult to discover candidates who possess both a fluency in two languages and can pass the minimal qualifications for the career in law enforcement.

Bobby Neil, recruiter for the Polk Sheriff's office in Florida, states, "First you need Hispanic recruiters; you just relate better" (Sherman, November 4, 2003).

Elliot Anderson (June 20, 2006), recruiter for Chesterfield County Police Department, understands these obstacles, but still actively recruits Hispanics. He believes having a Hispanic recruiter to recruit among the Hispanic community is crucial.

He feels the Hispanic recruiter can relate better to a Hispanic applicant. Anderson feels the Hispanic community in Central Virginia needs a spokesperson to lead them in the right direction. He believes this spokesperson could enhance the communication between the Hispanic community and the police departments.

An interview with George Crespo was conducted on January 8, 2006. Crespo was a Hispanic recruiter for the Virginia State Police. He was asked, "Are you more effective recruiting Hispanic individuals because of your Hispanic heritage?" He stated that he felt he was more effective because he was able to gain access to places officers of other races could not. A few examples he provided were the Hispanic Chamber of Commerce, the National Hispanic Police Officers Association and the National Latino Peace Officers Association. Crespo indicated he obtained many contacts while working with these different organizations. He stated members of these organizations would provide individuals interested in police work with his name.

Crespo further advised that he was asked by Governor Tim Kaine to be on the Virginia Latino Advisor Board of Commission. He stated the board had 21 members of different professions and he was one of three Hispanic police officers. This organization would work on projects and problems or issues within the Hispanic community.

Crespo advised recruiting Hispanic individuals, even as a Hispanic is difficult. Crespo stated he recruited for about a year and a half for the Virginia State Police. In that time frame, he spoke with many Hispanic applicants but could not remember one that actual made it to the academy. Crespo stated the process for hiring applicants is very rigorous. Many Hispanic applicants could not pass the initial test. If a Hispanic applicant passed the initial test, Crespo advised another part of the process would knock

them out. Crespo hoped other Hispanic individuals looked at him as a role model and said, 'If he can do it, so can I' (personal communication, January 8, 2007).

Another way agencies are dealing with the lack of Spanish-speaking officers is by sending them to "survival" Spanish classes. Some agencies, like the California Highway Patrol, are providing training in their academies. CHP offers three Spanish language programs beginning with a 90-hour block for recruits ("Bridging the Language Gap," 1998). Instructors teach recruits Spanish vocabulary for encounters such as traffic stop, field sobriety tests, and arrest techniques (Ibid). The instructors hold mock scenarios where the recruits practice a basic misdemeanor arrest and later are tested on similar scenarios (Ibid). In 1998, CHP expanded the program to include officers who take a 40-hour voluntary program.

CHP instructor Diego Flores states, "The CHP wants to provide excellent community service. The more Spanish-speaking officers we have, the better service we give the public (Ibid)."

Like CHP, Chesterfield County Police have incorporated their own 40-hour Spanish program into their basic recruit classes (personal communication, J. Joyce. June 2004). Their program began when the training coordinator, Janet Joyce, determined the need for officers to speak Spanish. Joyce spoke with several officers with varying Spanish skills to assist in determining the need during the course of our duties (ibid). Joyce and several officers put together a program, which teaches a basic traffic stop, and field sobriety. The instructors are Chesterfield County police officers, who are assisted by a former Spanish teacher, Marilyn Blake, who volunteers her time. The Chesterfield

County Police Department currently has no way of measuring the success of this program.

Other departments opt for outside resources to train their officers. Mount Olive Township Police in New Jersey began a program in January 2006 called “Spanish on Patrol” (“Cops learn Spanish on-line,” October 5, 2006). Mount Olive Township Police have 55 officers currently enrolled in the program. “Spanish on Patrol” is an on-line course designed specifically for law enforcement. The course teaches Spanish to help with the communication between officers and Spanish-speaking citizens. The lessons are split up into 15-minute sessions to train the officer vocabulary and phrases for traffic stops, field interviews, domestic violence, and DUI. The lessons also include slang and danger words so officers can recognize them while on patrol.

Jackson Police Department in Alabama uses an outside agency called Partners in Training (PIT); in Tucson, Arizona (Carden, August 17, 2006.). They offer all types of Spanish Language training programs; two examples are a basic three-day training program or a live-in Spanish Immersion Program. The company, Partners in Training, custom-designs programs to fit the needs of the specific department or agency requesting the training (<http://www.partnersintraining.com/>). Several cities in Virginia use this company for their officers to learn Spanish: Manassas, Hampton, Richmond, Prince William County, Herndon, and Newport News (Ibid).

Another company based in Richmond, Virginia is called “Awaken the Spanish Within.” An interview was conducted with Lisa Zajur, the director of the Spanish Academy and Cultural Institute (L. Zajur, personal communication, July 12, 2006). In 2000, she designed “Awaken the Spanish Within” to help non-Spanish speakers learn

Spanish in a fun and practical way (Ibid). Zajur admitted she developed this program because she knew there were people like herself who were Spanish challenged.

Zajur has been in the education field for over 20 years. She advised through her research she discovered that background sound could cause the learner to listen more intently. Zajur stated the program uses contrasting voice tonalities while playing music in the background. While the background sound plays, a single voice repeats the word or sentence several times, each time using a different and distinct voice tonality. Each distinct tone presents a particular mood. The different voice tonalities are used in succession: professional, friendly, questioning and sexy. Zajur indicated she is still waiting on the patent for the voice tonality (www.freshpatents.com/foreign-language-instruction-by-voice-tonality-technology-dt20051222ptan20050282121.php).

Zajur states the program begins by showing similarities between English and Spanish to develop confidence within the students. The students then learn key words and basic phrases to develop the core of the language. The program has students interact with one another during class by role-playing and having a Spanish buddy to practice with outside of the classroom. Hispanics are invited to participate with the students in role-play situations.

Recently, several Henrico County Police officers completed the 16-week course (Kruszewski. July 7, 2006). The officers practiced Spanish for two hours a week, where they build vocabulary and use it daily (Ibid). Zajur advised the course offered in Henrico County was well attended and after the 16 weeks of training the dispatchers, sketch artist, patrol officers and reports officers were able to conduct police business in Spanish (L. Zajur. personal communication, January 12, 2007).

Zajur was given a hypothetical situation for a police department who wanted 20 officers to attend the 16-week course and asked her to provide the cost. She stated roughly \$400 dollars a person to complete the program. This includes a 200 page training manual and 19 audio CD's used to listen outside of the classroom (Ibid).

Zajur firmly believes she can teach anyone to speak Spanish with her program (Ibid).

Another company used by Virginia State Troopers is Command Spanish. Several officers from Chesterfield County Police Department were invited to attend the two separate week sessions at the Chesterfield County Police Academy. We learned basic vocabulary and phrases to assist with traffic stops, searching persons, basic arrest procedures and reading Miranda warnings. Some officers had prior knowledge of Spanish phrases and vocabulary so the class was a refresher course. An officer walking into this class with no experience with Spanish would have difficulty remembering the phrases and vocabulary (personal experience, October 2004).

Another tool used by many police departments to communicate with Spanish speaking victims, witnesses, and suspects is the language line. This method of communication can be expensive, costing a flat rate of \$1.60 per minute (P. Cimburke, personal communication, July 2006). In Chesterfield County, a Spanish translation on the language line is inadmissible in court unless recorded.

In June 2006, the language line was used 70 times and cost the Chesterfield Police Department \$1094.40 (Ibid). This amount does not include the times Chesterfield County dispatchers used the language line to communicate with a caller (Ibid). The amount spent on the language line in Chesterfield County in 2005 was \$26, 852 dollars

(Ibid). Chesterfield Police Department has projected the dollar amount spent on language line in 2006 to be \$46,000 dollars (K. Leonard. personal communication. December 19, 2006).

These quick fixes, in some instances, cost large amounts of money and will not adequately provide relief for these agencies as the Hispanic population continues to increase. It would be more appropriate to spend the money on stipends.

Furthermore, many agencies offer a stipend to officers who are bilingual. Police agencies along the west coast were among the first to offer stipends.

Stipends

In the 1970's, the bilingual pay premium began among police departments (Shikes, February 5, 2006. These Spanish-speaking police officers had additional responsibilities dealing with Spanish speakers and felt they deserved compensation (ibid). The agencies in California offer bilingual pay incentives. For instance, the Los Angeles Police Department began offering an incentive to its officers after a landmark case involving a Korean immigrant (Brown, J., 2006, p. 3). The immigrant spoke no English and could not find his way home after going for a walk. He was picked up by the police and later released in the street, where he was beaten and robbed (ibid). After this incident, Los Angeles started offering bilingual differential pay for LA police officers (ibid). The Los Angeles Police Department offers a 2.75%-5.5% increase in salary depending on the need for the language the candidate may possess (www.joinlapd.com, 8/2/06).

Most agencies in the Richmond area do not present a stipend to accompany the skill of speaking Spanish. One of the closest agencies is Montgomery County, Maryland,

which offers its officers between \$2,000 and \$4,000 extra a year (E. Londono, March 2, 2006). The officers receive this pay according to the number of hour worked and fluency level (Ibid). The enticement of the additional money has helped Montgomery County attract minorities. Chief Manger states the citizens must give him time and can't expect the police department's minorities to grow as rapidly as the county's (Ibid).

So, do these stipends provide incentives for an officer to develop the Spanish-speaking language as a skill? It is believed the stipend in pay would provide incentive for current officers who speak Spanish. Being that the Hispanic population is steadily increasing, consideration was taken that if a stipend is implemented it could possibly decrease the communication dilemma.

It is imperative that law enforcement moves toward a more adequate way to teach and train police officers.

Chapter 3

Research Methodology

Introduction

This research study sought the best Spanish training practices for police officer, in order for greater communication with Spanish-speaking citizens.

Hypothesis

Efficient language training for police officers does not currently exist to effectively handle the influx of Spanish-speaking individuals in the United States.

Research Question

What are the best Spanish training practices for police officers?

Dependent and Independent Variables

The dependent variable in this study consisted of the opinions of police officers on the teaching methods used to teach officers Spanish. The independent variables in this study were: years of experience, age, jurisdiction, gender, and race.

Operationalization of Dependent Variable

In this study, a five-point Likert scale using great extent, some extent, neutral, little extent and no extent as the five-points measured the dependent variable.

Internal Validity

Due to the focus on the Chesterfield and Henrico County Police Departments, there should be no transferability to other jurisdictions.

Data Collection

After collecting the appropriate data on the hypothesis, it was determined an appropriate method was needed to adequately answer the research questions with valid and reliable results. The method of triangulation was chosen and would be the most beneficial to the research. Triangulation is defined as, “gaining different perspectives from data and using them to look at the problem” (Rose and Webb 1997) (Appendix A). This research involved three different groups of individuals with a wide variety of knowledge on Spanish-speaking individuals.

The research was split into three parts and began with a survey conducted in Chesterfield and Henrico Counties. The University of Richmond, Institutional Review Board for Protection of Human Participants (IRB), must approve any instrument used in a study. After reviewing the survey, the IRB approved it. Then next step was to receive approval from Chief Baker (Chesterfield County) and Chief Stanley (Henrico County) to distribute the survey to the road officers in each department. Road officers are the men and women who work a beat and take calls for service on a daily basis (personal experience, December 2000). These officers deal with the Hispanic population on a daily basis; whether it is a call for service or traffic stop. This study did not include Detectives, Sergeants, or the administrative command staff. The administrative command staff includes, but is not limited to Lieutenants, Captains, Majors, Lieutenants Colonel and the Colonel (Appendix B & C). These positions within the department do not encounter Spanish-speaking citizens daily.

The next step was to email copies of the consent letter and the survey to Chief Baker and Chief Stanley and receive their approval to administer the survey in both

departments. Approval was received from both Chief's and I began sending out surveys in September.

A survey was created specifically for each department. The survey began by asking a few demographic questions, such as, jurisdiction, age, years of service and gender. Next, the respondents were asked who spoke Spanish and at what level they considered their speaking ability to be; fluent, profession oriented, some or none. The other questions on the survey were oriented toward the use of the language line, Spanish immersion programs, Spanish training programs and stipends. The surveys also questioned the current training programs in each department, already in place, to assist officers in the communication with Spanish-speaking citizens (Appendix D & E). The final question was open-ended and asked for other methods to combat the Spanish-speaking dilemma.

Next, the participants were randomly chosen to take the survey. In Chesterfield, 75 surveys were sent out to the north district station and 75 surveys to the south district station. Attached was a cover sheet to the survey and an envelope for the officer to respond, ensuring confidentiality (Appendix F). The surveys were taken to each station and randomly placed into different mailboxes. The survey participants were given approximately 3 weeks to complete the survey and send it back in the envelope provided.

In Henrico County, 75 surveys were sent out to current road officers. A cover sheet was attached to the survey and an envelope for the officer to respond, ensuring confidentiality (Appendix G). The envelopes were then placed in Sergeant Mark Bank's mailbox. Banks is a member of my master's class and offered to collect the surveys.

The second step of the triangulation process was interviewing Spanish-speaking officers between both departments. Questions for the interviews were created and sent out ahead of time to each officer being interviewed (Appendix H & I). Each officer was spoken to after the completion of the consent form (Appendix J).

The third and final step of the triangulation process included interviewing experts in the training of Spanish-speaking police officers. The experts interviewed vary in what department they train. Some experts work for police departments and others work for companies who offer Spanish-speaking services. These experts were able to elaborate on the training they provide.

Limitations of the Study

This research was conducted to determine the most effective way for police officers to learn Spanish. One should be careful to transfer this study to other companies or police departments because it was based only on Chesterfield and Henrico County Police Departments.

Chapter 4

Analysis of Findings

Introduction

The data for this study was collected over a period of six months from all three groups, in an effort to determine the best Spanish training practices for police officers.

Review of Findings

The survey was sent out to Chesterfield and Henrico County Police Department patrol officers. The data from each department was collected and manually placed into an Internet survey engine called Survey Monkey. Survey Monkey analyzed the data by breaking it down into percentages using the number of respondents who answered the questions.

The results of the surveys are shown separately and then significant comparisons between the departments are made.

Chesterfield County Survey Results

The data analysis for Chesterfield County yielded some interesting results. Approximately, 150 surveys were sent out to Chesterfield County Police Officers and 62 responded; roughly a 41.3% response. The data for all the questions are located in Appendix K.

The first few questions were demographic in nature. The first question was years of service. The majority of officers who responded had between 6-10 years of service 40.3%. The second largest group 35.5% was 0-5 years of service, 12.9% were 16 or

more years, and 11.3% were 11-15 years. Years of service were relevant to this study, because most of the officers surveyed were between 0-10 years. The majority of officers with 0-10 year of service was young, new police officers and seemed to be more willing to take the time to learn new skills.

The second question asked the jurisdiction they worked for and all respondents answered Chesterfield County. Jurisdiction was relevant in this study because there were differing opinions in both jurisdictions and this writer wanted to compare the differences.

The third question on the survey asked the age of the respondent. The data showed 45.2% were between the ages of 21-30 and 40.3% were between the ages of 31-40. The two smaller groups were between the ages of 41-50, 11.3% and 50 plus, 3.2%. The first two questions indicated the majority of the respondents were young, new police officers. Younger officers are the majority within this department which made age ranges relevant to this study. The older officers tend to feel the Hispanic population should learn English because they live in the United States (speaking with random officers). The generational differences of the officers could have a large impact on how they answer the survey questions.

The fourth question was related to gender. The overwhelming majority was male 82.3% and the percentage of females was 17.7%. Women police officers are a minority in police departments. Opinions can sway based on female and male perceived gender roles in society and concern for minority populations.

The fifth question asked if the respondent spoke Spanish. 45.2% of the respondents indicated they spoke Spanish, while 54.8% stated they did not.

The sixth question asked the respondent how well they spoke Spanish. The second largest response, 51.6%, did not speak any Spanish. The remainder of the respondents showed, 35.5%, spoke some Spanish and 9.7% spoke Profession Oriented Spanish (see operational definitions).

The seventh question was related to race. The majority of respondents surveyed were Caucasian 86.9%. The remainder of respondents was African American 6.6%, Hispanic 4.9% and other 1.6%. Each race has a culture with different views and opinions; therefore, race is a relevant factor to this study because of these differing opinions.

The eighth question dealt with the increase in the Hispanic population within the Richmond area. The majority of the respondents, 77.4%, stated they had noticed a great increase in the Hispanic population. Other respondents, 21%, indicated they have noticed to some extent an increase. One respondent was neutral in reference to this question.

Question number nine asked how often an officer encounters a Spanish-speaking citizen during the course of their duties. The majority of the respondents indicated to some extent, 48.4%. The second largest response, 41.9%, stated to a great extent they encountered Hispanics during their duties. The third largest number showed 21.7% of the respondents encountered Hispanics to a little extent. Seven respondents, 11.7%, indicated to no extent did they encounter Hispanics during their duties. Finally, one of the respondents was neutral when answering this question.

The tenth question asked the length of time it took for a Spanish-speaking officer to assist the officer during a traffic stop or call for service. The majority, 41.7% stated to some extent they waited for an officer to assist them. The second largest 21.9% indicated

they waited a little extent for assistance. A group of seven (11.7%) respondents indicated to no extent did they wait for assistance. Lastly, 10% of respondents were neutral when answering this question. Two respondents desired not to answer this question.

Question number eleven asked the respondent if he/she felt ineffective when encountered with a non-English speaker. The bulk of respondents, 38.7%, answered to some extent they felt ineffective. The second largest response indicated 29% of respondents felt to a great extent they were ineffective. Surprisingly, 22.6% of respondents were neutral when they answered this question. Four of the respondents indicated they felt ineffective to a little extent. Two respondents indicated to no extent did they feel ineffective.

The twelfth question asked respondents whether they felt language line was an effective tool to assist with Spanish-speakers. The majority of respondents, 58.1%, stated to some extent they felt language line was an effective tool. 17.7% of respondents stated that the language line was effective to a great extent. Eight or 12.9% indicated a little extent. Seven (11.3%) of the sixty-two who responded were neutral about the question.

The thirteenth question asked how often the respondent used language line. Surprisingly, 66.1% of respondents stated they used language line zero times during a week. The second largest group of respondents, 30.6%, indicated they used the language line roughly twice during a week. The remaining two respondents indicated they used the language line ten or more times a week or five or more times a week.

The percentages for question number fourteen are as follows. Respondents were asked if they felt Spanish language training should be offered at their academy. The majority, 61.3%, stated to a great extent, Spanish language training should be offered at

their academy. The second largest group indicated to some extent Spanish language training should be offered through their academy. The third group of respondents indicated 8.1% were neutral when answering this question. Three respondents remained and two indicated to a little extent a Spanish language-training program should be offered at their academy. The remaining respondent indicated to no extent a Spanish language-training program should be offered at their academy.

The fifteenth question asked the respondent if learning certain phrases in Spanish would assist in their duties as a police officer. Many of the respondents, 53.2%, indicated to a great extent phrases in Spanish would help in their daily duties. Other respondents indicated to some extent, 37.1%, certain phrases in Spanish would assist in their daily duties. Four respondents, 6.5%, were neutral when they answered this question. One (1.6%) respondent felt to a little extent learning certain phrases would assist in their daily duties. The final respondent felt to no extent would learning certain phrase assist in their daily duties.

Question sixteen asked if the respondent felt the police departments waited too long to combat the communication problem between Hispanic citizens and police officers. The majority of respondents, 54.8% believed to a great extent that the police department waited too long to deal with the communication problem. The second largest sample stated to some extent, 18.3%, the department waited to long to deal with the communication problem. Some respondents, 14.5%, indicated they were neutral in the department waiting to long to combat this communication dilemma. Five respondents stated they felt to a little extent the department waited to long to deal with the

communication problem. One respondent stated to no extent was the department at fault because they waited too long to deal with the communication dilemma.

The seventeenth question inquired whether the police department was effective in training officers to deal with Spanish-speaking citizens. The majority, 40.3%, indicated to a little extent the department had been effective in reference to training officers how to deal with Spanish-speaking citizens. The next largest group stated to some extent, 22.6%, the department was effective in training officers to deal with Spanish-speaking citizens. Surprisingly, 17.7% indicated they were neutral on this issue. Eight (12.9%) of the remaining 62 indicated to no extent did they believe the department was effective in training officers to deal with Spanish-speaking citizens. The remaining four (6.5%) stated to a great extent they believed the department had effectively trained officers to deal with Spanish-speakers.

The data for question eighteen is as follows. The respondents were asked whether they felt the Chesterfield County Police Department's weeklong Spanish training program was effective. An overwhelming number of respondents, 50%, were neutral when answering this question. The second largest group stated to a little extent, 20%, that the weeklong program was effective. The next group of respondents expressed to some extent, 18.3%, that the weeklong Spanish program was effective. Six (10%) of the remaining respondents felt to no extent was the program effective. The remaining respondent indicated to a great extent the program was effective in training the department. Two respondents failed to answer this question.

It is believed the respondents answered the last two questions so negatively because they had not taken the training program. This Spanish program began at the end

of 2004 (personal experience. November, 2004). The new recruits who enter the academy are required to take this training; however, current officers who wish to take the course are put on a waiting list (ibid). The training staff at the academy only allows 4-6 officers into the training with the recruits to keep the class size reasonable.

The nineteenth question asked how often the respondent used the training provided by the academy. The majority, 54.8%, indicated they used the training zero times a week. The second largest response, 35.5%, was 2 times a week. The last response was 9.7% of respondent advised they used the training 5 times a week. Thirty-one of respondents did not answer this question. The reasoning for so many respondents failing to answer this question goes to the wording of the question itself. The actual percentages are skewed due to the inadequate wording of the question.

Question twenty asked the respondent if the training provided by the academy was effective. Twenty-one respondents answered the question and 16 (76.2%) believed the training was effective. The other five (23.8%) believed the training was not effective. It is believed this question was not clear. The question should have asked who took the training and those officers who did not take the class would not have answered this question.

The twenty-first question was open-ended question and related to question twenty by asking the respondent why the training was effective or why it was not. There were 13 responses in reference to this question. Five of the responses were positive toward the training. The five responses to the training were "Anything helps," "It created a foundation to build on," "Any Spanish training is needed, it helps a little, but need more training," and "It addresses the issue." There were 7 negative responses to the training

held at the academy. One respondent explained a week of Spanish is not enough time to learn to effectively communicate with Hispanic customers. Two respondents indicated individuals did not practice or use it enough and only officers with prior experience do well. Three respondents stated the course is not inclusive or extensive enough and it's for introductory purposes. Another respondent stated just because teachers spoke Spanish did not mean they were good teachers. An actual teacher is needed, not just cops that speak Spanish. The final respondent indicated a refresher course. It is unknown whether the respondent meant the actual class was a refresher course or one needs to be added after the initial training. It is believed some respondents did not wish to write additional information for this question.

Question twenty-two asked if the respondents felt the department should pay for outside training for officers to become proficient in the Spanish language. There were two significant responses from the respondents for great extent (42.6%) and some extent (39.3%) for the department to pay for the training for officers to become proficient. The next response indicated 13.1% of respondents were neutral about this question. Two respondents (3.3%) indicated a little extent when asked about the department pay for outside training in Spanish. One respondent (1.6%) believed to no extent should the department pay for outside training in Spanish. One respondent failed to answer this question.

Question number twenty-three inquired whether an immersion program would benefit an officer willing to become fluent in Spanish. The majority of respondents, 45%, indicated to a great extent an officer would benefit from an immersion program. The second largest response indicated to some extent, 39.3%, an immersion program

would benefit an officer. 15% of respondents were neutral about this question. One respondent stated to no extent would an officer benefit from an immersion program. There were two respondents who failed to answer this question.

Question twenty-four investigated whether a stipend in pay would motivate a police officer to become skilled in the Spanish language. Over half of the respondents (55.7%) agreed to a great extent that a stipend would motivate an officer to enhance their Spanish skills. The next response indicated 37.7% of respondents agreed to some extent a stipend would motivate an officer to speak more Spanish. Three respondents, 4.9%, were neutral as to whether a stipend would motivate an officer to speak more Spanish. One respondent, 1.6%, stated to a little extent a stipend would motivate an officer to speak more Spanish. One respondent failed to answer this question.

Question twenty-five asked the respondents whether an outside agency, that taught Spanish, would benefit the police department. The majority of respondents, 44.3%, indicated to a great extent an outside agency, that taught Spanish, would benefit the department. The next significant response, 36.1%, indicated to some extent an agency outside, that taught Spanish, would benefit the department. Ten, 16.4%, of respondents indicated they were neutral as to the benefit a department would receive from an outside agency that taught Spanish. Two respondents, 3.3%, stated to a little extent that the department would benefit from an outside agency that taught Spanish.

Question twenty-six of the survey was open-ended. The respondents were asked to specify other methods police departments could take to combat this dilemma of Spanish-speaking personnel. Table 1.1 below reports the answers received from the

survey. A number of respondents suggested over twenty-eight suggestions; however, many respondents had more than one suggestion.

Table 1.1 Other Methods

Suggestions	# of Responses
Pay Incentives	12
Hispanic Community Leader Coordinate Training with PD	1
Immersion Program	3
PD Sponsored Spanish Classes	1
Staff Civilian or Sworn Spanish-Speaking Person Per Shift	1
Cell Phone	1
Mandatory In-service Classes	4
Hispanics Learn English	2
Computer Program That Teaches Spanish for Car	1
Recruit Personnel	4
Not Responsibility of PD	2
Recorded Phrases on Computers	1
Roll Call Training	1
Encouragement to Practice with Hispanic Community	1
Electronic Translator	1
Total	37

The responses provided by the respondents were great. A few of the responses will be utilized in the short and long term recommendations.

Henrico County Survey Results

The data retrieved from the Henrico County survey was not as productive as the results from the Chesterfield County survey. Approximately, 75 surveys were sent out and only 17 responses were received. The data can be seen in Appendix L.

The first few questions were related to the officer's demographics. The first asked the number of years the officer had worked in the public safety field. The majority of responses, 41.2%, had 0-5 year's experience. The second largest response indicated 35.5%, of participants had 6-10 years experience. The remaining respondents in both categories 11-15 years and 16 or more years had 11.8%. This question was pertinent to the study because officers with any law enforcement experience know the difficulty of communicating with non-English speaking citizens.

The second question asked the jurisdiction of the respondents and all were from Henrico County. The jurisdiction was relevant in this study because of the differing opinions and this writer wanted to compare the differences between Henrico and Chesterfield County.

The third question asked the respondent's age. The majority of respondents, 52.9%, indicated they were 21-30 years old. The second largest response indicated 41.2% of respondents were 31-40 years old. The remaining respondent, 5.9%, was 41-50 years old. Age was relevant to this study because younger officers are the majority within this department and are more willing to learn new skills to assist them in their duties as police officers. The older officers tend to feel the Hispanic population should learn English because they live in the United States (speaking with random officers).

The fourth question asked respondents their gender. 70.6% of respondents indicated they were male. 29.4% of remaining respondents indicated they were female.

The fifth question asked respondents whether they spoke Spanish. 52.9% of respondents indicated they did not speak Spanish. 47.1% of respondents stated they spoke Spanish.

Question number six asked respondents their level of fluency. The majority of respondents, 47.1%, stated they had none. 35.3% of respondents indicated their level of fluency was some. 11.8% of respondents stated their level of fluency was profession-oriented. The remaining respondent (5.9%) indicated he spoke fluent Spanish.

Question number seven, the last of the demographic questions, asked the respondents race. The majority of respondents, 82.4%, indicated they were Caucasian. The second largest response, 11.8%, was African American. The remaining respondent indicated he was Hispanic. Race was a relevant factor to this study because different races have differing perspective when it comes to communicating with non-English speaking citizens.

Question number eight asked respondents if they had noticed a large increase in the Hispanic community within the Richmond area. The majority of respondents, 58.8%, stated to a great extent the Hispanic population had increased among the Richmond area. The second largest response, 35.3%, indicated to some extent the Hispanic population had increased. The remaining respondent 5.9%, indicated to a little extent the Hispanic population had increased in the Richmond area.

The ninth question asked the respondents how often they encountered a Spanish-speaking citizen during the course of their duties. The majority of respondents, 52.9%, indicated to a great extent they encountered Spanish-speaking citizens. 29.5% of respondents felt to some extent they encountered Spanish-speaking citizens. 11.8% of respondents indicated to a little extent they encountered Spanish-speaking citizens. One respondent, 5.9%, felt neutral about this question.

The tenth question asked respondents to what extent had they waited for assistance from a Spanish-speaking officer during a traffic stop or a call for service. The majority of respondents, 43.8%, indicated they had waited to some extent for a Spanish-speaking officer to assist. The second largest response, 31.2% indicated they were neutral when answering this question. 12.5% of respondents stated to a little extent they had waited for a Spanish-speaking officer to assist. One respondent, 6.2%, indicated he waited to a great extent for a Spanish-speaking officer to assist. Another respondent 6.2% stated he waited to no extent for a Spanish-speaking officer to assist. One respondent failed to answer this question.

Question eleven asked the respondent if he/she felt ineffective when encountered with a situation where a citizen did not speak English. The majority of respondents, 43.8%, stated to some extent they felt ineffective when encountered with a non-English speaking citizen. 37.5% indicated to a great extent they felt ineffective when encountered with a citizen who did not speak English. Other respondents, 12.5%, indicated to a little extent they felt ineffective when encountered with a citizen who did not speak English. One respondent, 6.2%, felt neutral when answering this question. One respondent failed to answer this question.

The twelfth question asked the respondent if they believed language line was an effective tool to assist with Spanish-speaking citizens. The majority of respondents, 50%, indicated they were neutral when asked this question. Three respondents, 18.8%, believed to some extent the language line assisted them with Spanish-speaking citizens. Two respondents, 12.5%, stated to a great extent the language line assisted them. Two respondents, 12.5%, indicated to a little extent the language line helped assist them with

Spanish-speaking citizens. One respondent, 6.2%, believed to no extent that language line was helpful with Spanish-speaking citizens. One respondent failed to answer this question.

Question thirteen asked respondents how often they use the language line. All respondents, 100%, indicated they use the language line 0 times a week.

The fourteenth question asked the respondent if he/she felt a Spanish language-training program should be offered at their academy. The majority of respondents, 47.1%, indicated to some extent a Spanish language program should be offered at their academy. 41.2% of respondents believed to a great extent a program should be offered at their academy. One respondent, 5.9%, believed to a little extent a Spanish program should be offered at their academy. The remaining respondent, 5.9%, was neutral when he answered this question.

Question fifteen asked respondents if they believed learning certain phrases in Spanish would assist in their duties as a police officer. The majority of respondents, 58.8%, indicated to a great extent learning Spanish phrases would assist in their daily duties. 35.3% of respondents believed to some extent learning Spanish phrases would assist in their duties as a police officer. The remaining respondent, 5.9%, stated to a little extent learning Spanish phrases would assist in their duties as a police officer.

Question sixteen asked the respondents if the police department waited too long to combat this problem with communication between Hispanic citizens and police personnel. 35.3% of respondents stated to a great extent the police department waited too long to combat this dilemma with Hispanic citizens. 35.3% of respondents believed to some extent the police department waited too long to combat the problem with

communication between the police and Hispanic citizens. Three respondents, 17.6%, were neutral when asked this question. One respondent, 5.9%, believed to a little extent the police department had waited too long to combat this communication issue with police and Hispanic citizens. The remaining respondents, 5.9%, stated to no extent had the police department waited too long to deal with this communication issue.

Question seventeen asked if the police department had been effective in training officer to deal with Spanish-speaking citizens. The majority of respondents, 47.1%, indicated to a little extent the police department had been effective in training officers to deal with Spanish-speaking citizens. 17.6% of respondents believed to some extent the police department had been effective in training officers to deal with Spanish-speaking citizens. 17.6% of respondents were neutral when asked this question. 11.8% of respondents believed to no extent had the police department been effective in training officers to deal with Spanish-speaking citizens. The remaining respondent 5.9%, indicated to a great extent the department had been effective in training officer to deal with Spanish-speaking citizens.

The eighteenth question asked the respondents if they believed the police department should pay for outside training in order for officer to become proficient in the Spanish language. The majority of respondents, 58.8%, believed the department should pay for an officer to have outside training to become proficient in the Spanish language. 29.4% of respondents felt to some extent the police department needed to pay for the outside training. 5.9% of respondents, indicated to no extent the police department needed to pay for outside training for officer to become proficient in the Spanish language. The remaining respondent, 5.9%, were neutral when answering this question.

Question nineteen asked respondents if they believed an immersion program would benefit an officer willing to become fluent in Spanish. The majority of respondents, 58.8% indicated to a great extent an immersion program would help an officer willing to become fluent in the Spanish language. 23.5% of respondents stated to some extent an immersion program would assist an officer to become fluent in Spanish. The remaining respondents, 17.6%, indicated they were neutral when asked this question.

The twentieth question asked respondents if they believed a stipend in pay would motivate police officers to become skilled in the Spanish language. The majority of respondents, 56.2%, indicated to a great extent a stipend would motivate officers to become fluent in the Spanish language. 31.2 % of respondents indicated to some extent a stipend would motivate officers to become fluent. One respondent, 6.2%, believed to no extent a stipend would motivate officers to become fluent in Spanish. 6.2% of respondents were neutral when asked this question. One respondent failed to answer this question.

The remaining questions asked about “Awaken the Spanish Within” a program offered by Henrico County Police Department to its police officers.

Question twenty-one asked the respondent if he/she took the Awaken the Spanish Within program. Four (25%) out of the sixteen respondents took the Awaken the Spanish Within program.

Question twenty-two asked the four respondents if they benefited from the program and all four stated yes.

Question twenty-three asked if the respondents would recommend this program to other agencies. Three respondents, 75%, stated they would. One respondent, 25%, indicated he/she would not.

The twenty-fourth question asked the respondent why or why not. One respondent, advised he would recommend the program, stated, "The officer will be more comfortable speaking with Spanish-speaking people and more able to assist."

Another officer, who advised he would not recommend the program stated,

"Though Lisa claims she can teach Spanish to anyone, I disagree. The class is not designed to teach students of different levels of Spanish at the same pace. It lacks the realization that not all of these students will learn at different paces. The course is, at times, too fast paced for beginner Spanish speakers and I found several of the students to become bored or down right lost with what was going on. In turn, at the end of the course several students decided not to come to class out of frustration for how the class was taught and for the little Spanish they were actually able to obtain out of it. I speak enough Spanish myself to get me through most of the basic conversations I need to have with people on the street. If I were a complete beginning Spanish speaker, I would have been quite frustrated with the course myself. It is my belief you cannot teach people to conjugate verbs and successfully retain them in a two-hour a week class. Between classes the students often have little practice with these verbs, not to mention other works, to retain the material without feeling overwhelmed. Though class members are encouraged to have "Spanish buddies," the reality of the situation is the main practice student's get is saying hello and other greetings to each other. When conversing with citizens, you have to be able to keep talking past hello. I think the class has potential to teach people Spanish but at a greater frequency. A once a week class is not enough for something that requires a significant amount of repetition for beginners to learn. I feel if the course or another Spanish course were taught in the academy with more frequency (daily), I feel the students would better converse with the citizens. For experienced Spanish speakers the course does offer a refresher on the language and does introduce new vocabulary, at times."

Question twenty-five asked the respondents for other methods the police department could take to combat this dilemma of Spanish-speaking personnel. Seven of the seventeen respondents replied; however, a few had more than one suggestion. Table 1.2 below illustrates the responses.

Table 1.2 Other Methods

Suggestions	# of Responses
Pay incentives	2
Teach citizens English	2
Proactive stance on Illegal Immigrants	1
Other training opportunities	1
Local community college classes	1
Cheat sheets for officers and citizens	1
English classes for Hispanics	1
Total	9

Comparisons between Departments

The responses to a number of questions answered by both departments were intriguing. The responses received in reference to respondents who were fluent were precisely why this research was conducted. Only one respondent out of Henrico and two respondents out of Chesterfield were fluent in Spanish. A total of 79 respondents answered the survey between Chesterfield and Henrico Counties. With the steadily increasing Hispanic population in the Richmond Metropolitan area and only 3 out of 79 respondents were fluent in Spanish. Think of the difficulty the police departments will have communicating with the Hispanic population if this dilemma is not fixed.

Another interesting question was number nine, the frequency of respondents encountering Spanish-speaking citizens during the course of their duties. 9 out of 17 respondents in Henrico County stated to a great extent; that is over 52.9%. In Chesterfield County, 56 out of 62 respondents indicated they encountered Spanish-speaking citizens very frequently; 90.3%. This research verifies the majority of respondents frequently meet Spanish-speaking citizens during the course of their duties.

Question number twelve asked respondents if they believed language line was an effective tool. The results of this question were surprising; 50% of the respondents in Henrico answered neutral. Chesterfield respondents who answered to a great extent and some extent totaled 85.8%.

Question number thirteen asked how many times language line was used during a week. All respondents in Henrico stated they used language line 0 times a week. The majority, 66.1%, of Chesterfield respondents indicated they used the language line 0 times a week as well. However, 30.6% indicated they used language line roughly 2 times a week.

The answers from the Henrico respondents could be due to their particular assignments among the community. It is very likely those respondents do not encounter many Hispanic citizens. The majority of Chesterfield respondents tended to work in highly populated Hispanic areas of Chesterfield County.

Question fourteen asked respondents if they felt a Spanish language-training program should be offered at their academy. The respondents in Chesterfield who answered great extent and some extent totaled 87.1%. The respondents in Henrico who answered great extent and some extent totaled 88.3%. These responses indicate the respondents from both departments recognize the need for assistance in learning the Spanish language.

The next question, number fifteen, asked respondents if learning certain phrases in Spanish would assist in their duties. The respondents from both departments who answered to a great extent and some extent were 90.3%, Chesterfield and 94.1% Henrico. Respondents from both departments believed learning certain phrases are a start to

solving the problem with communication between the Hispanic community and police officers.

Question number nineteen on the Henrico survey and question twenty-three on the Chesterfield survey asked respondents if an immersion program would be beneficial to officers willing to become fluent in Spanish. Both departments agreed in thinking immersion would help. The respondents who answered to a great extent and some extent totaled 83.3% in Chesterfield and 82.3% in Henrico. Again, all respondents who responded to the surveys were aware of the increasing Hispanic population and the need for Spanish-speaking officers.

Another question asked if the respondents believed a stipend in pay would motivate officers to become skilled in the Spanish language. It was interesting money did not appear to be a motivator. 57 out of 62 respondents in Chesterfield felt a stipend would increase the motivation. Three were neutral and one felt to a little extent it would motivate officers to learn the language. In Henrico, 14 out of 16 respondents indicated they felt a pay incentive would motivate officers to learn the language. One respondent was neutral and another respondent felt it would not motivate officers. All individuals have their own opinion, but after speaking with several officers, the general consensus was the majority felt a pay incentive would greatly motivate fellow colleagues to learn Spanish.

Coinciding with the surveys, several interviews were conducted with Spanish-speaking officers in Chesterfield and Henrico. Five of the six officers interviewed believed providing a stipend in pay would motivate them, as well as, other colleagues

who spoke Spanish. The motivation is needed because translating takes away from the officer's own duties.

Another similarity found between the interviews and the survey is how four out of six officers believed their respective departments should pay for an immersion program. However, two officers believed an immersion program was not feasible or beneficial. They believed the amount of time and money necessary for someone to become proficient would hinder the departments on a long-term basis.

Based on these findings an ideal program was developed for both departments to assist in the teaching of Spanish to their police officers.

Chapter 5

Discussion and Implication of Results

Introduction

Concerning collected data from the surveys distributed in both departments and the interviews conducted from officers of both departments, some short and long term changes should be implemented into the educational curriculums of both departments. These recommendations are oriented toward police officers that are motivated and have the desire to learn to speak Spanish.

Short-Term Recommendations

One short-term goal is to continue with the "Survival" Spanish classes. These "Survival" Spanish classes are a quick fix for the departments; however, they are helping assist officers with basic traffic stops and collecting information on calls. Question fifteen explains my rationale for continuing the use of the "Survival" Spanish classes. This question revealed that the overwhelming majority, of officers, 90.3%, indicated that they felt learning certain Spanish phrases would assist them in their duties as police officers.

Janet Joyce, the coordinator for training for the police officers at the Chesterfield Police Academy training facility, schedules the "Survival" Spanish classes. These "Survival" Spanish classes in the Chesterfield County Police Department have been created by Spanish-speaking police officers; with the help of Marilyn Blake, a former Spanish teacher and volunteer. Each recruit class is required to take this one-week class prior to graduation. Since officers teach the classes, related expenditures are kept to a

minimum. The minimal expenditures are beneficial to the department because they can spend that money on more advanced Spanish training when needed.

In Chesterfield County there is relatively no cost to the department provided they use the Spanish-speaking officers as the instructors.

The Henrico County Police Department has used a program in the past called "Awaken the Spanish Within." One Spanish-speaking officer pointed out to me he had not heard other officers speaking Spanish, but stated they might know some particular phrases from this class (January 11, 2007). An interview with Ken Burnett was conducted on January 26, 2007. Burnett is the training coordinator with Henrico County Police Department, and he stated no "Survival" Spanish class currently exists at their training academy. However, they hope to implement a class of this sort as part of their curriculum soon.

The Awaken the Spanish within Program would cost the Henrico Police Department roughly \$200.00-\$400.00 dollars per person (L. Zajur, personal communication. July 12, 2006)

A solution in the transition period between the short-term and the long-term goal would be to purchase electronic translators. An Ectaco Speech Guard PD-4 is an electronic translating device, designed to spit out 3,000 police commands and phrases in Spanish (B. Purser, December 23, 2004). "The translator understands common police terms and commands spoken in English (ibid). An officer can speak into the translator in English and the translator will speak the command in Spanish" (ibid). One Speech Guard PD-4 device will cost \$950.00 (ibid). Additional languages can be added to the translator to reflect the population of a particular county or city (ibid).

In order to supply each officer, roughly approximately 500 officers each, both Chesterfield and Henrico County would have to spend approximately \$475,000 dollars. An alternative to this would be to purchase only a few translators per shift. The senior officers or sergeants on the shift would have the responsibility of transporting the device to the location of officers who need translating assistance.

Long-Term Recommendations

My recommendation for the long-term would be for each of the departments to hire a full-time teacher to teach classes at the respective academies. Each of the departments would pay their teachers salary and benefits, just like they pay their officers. The teacher would need to have a working knowledge of or have a specialty in adult education. The teacher, if desired, would have the assistance of Spanish-speaking police officers and some Hispanic community volunteers. The officers would be there to assist the teacher with police terminology, assist with particular helpful phrases and help the teacher build a rapport with the officers he is teaching.

The responsibilities of the teacher would be two-fold. The first would be making up a curriculum and teaching it throughout the year. A basic one-week curriculum for either department is described in Appendix M. The second responsibility would be for on call interpretation. This would require the teacher leaving home and coming to a crime scene or to headquarters to speak with victims or suspects. Mainly, this interpretation would be for interviews of major cases such as homicides. These interpretations are extremely important, due to the fact; major cases rely heavily on interviews and confessions.

A description of the classes to be taken is they would be progressive in nature and conclude after one full year. The slots of the classes would be filled on a voluntary basis. The officers would be committing themselves to a week long class of the fundamentals of Spanish and then each subsequent week come back to increase their vocabulary. Additionally, on the subsequent week the officers would practice conducting conversations with Spanish-speaking officers or Hispanic members of the community.

After one year of training, the officers would be allowed to take a proficiency test. An evaluator involved with the language program of the Chesterfield County Public Schools would conduct the proficiency test orally. These evaluators are members of the American Council on the Teaching of Foreign Languages (ACTFL). The ACTFL is a national program used to certify individuals as evaluators (<http://www.actfl.org>). Chesterfield County Public Schools have one or two evaluators, which will be used to conduct tests. The department will compensate the evaluator for his services. The evaluation per officer would cost approximately \$50.00 dollars and would be paid by the department.

The evaluation will last approximately 30 minutes and will begin with general questions to attain the individual's skill level. After the evaluator has a feel for the individual's skill level he will proceed to a more detailed discussion. The evaluator will then determine whether the individual is moderate, proficient or very proficient. Moderate is described as an individual who can use memorized phrases to obtain information. Proficient is described as an individual who may have to pause and think about what he/she is saying, but is still able to carry on a conversation. The level of very

proficient is described as an individual who can carry on basically any conversation without a hitch. The level of moderate would not receive a stipend in pay.

The individuals determined moderate in proficiency would remain in classes to increase their skill level. Individuals determined to be proficient will receive a stipend in pay of \$1500. If an individual is evaluated and determined to be very proficient, he will receive a stipend in pay of \$3000. This financial incentive may greatly increase the level of voluntary participation.

If the officer is determined by the evaluator to be moderate in proficiency, he/she may try to test again six months from the original test date. During those six months, that officer would attend more training classes to enhance his/her vocabulary and practice conversational difficulties.

Each year the officers who are proficient and very proficient would be required to retest and verify that their level of proficiency is the same. For instance, if an individual was proficient the year before and the evaluator determines they are very proficient now, that individual's stipend would increase to accurately reflect their increased proficiency. Likewise, if an individual is proficient and the evaluator determines their level has dropped to moderate they will lose their \$1500 dollar stipend. These individuals may take classes prior to their retest date in order to ensure they remain at the same level of proficiency. These maintenance classes would be offered by the department prior to the retest and completed during a normal workday.

A problem may ensue with the number of officers who are scheduled to be in class on their workday; overtime. Additional money will need to be set aside for

overtime due to lack of adequate personnel to cover beats on the road. These will be additional costs after factoring in the cost of hiring the teacher.

To determine the cost of hiring a teacher to train police officers in Spanish, the departments must consider the number of officers who would volunteer to take the classes. In order to secure the money for the new program a maximum number of officers would be no more than twenty. The cost of the classes implemented into the academies depends on the salary and benefits for the teacher and the number of officers who would be able to receive a stipend. For an approximate cost on implementing this project, assume one teacher is hired and 20 officers are willing to undertake the task of completing these classes for one year. This projection is for one department only. The compensation and benefits package is explained in Table 1.3.

Table 1.3 Compensation and Benefits Package

Salary	\$45,000
Health Care	\$3500
Dental Plan	\$250
Retirement	\$6000
Employee Assistance Program	\$30
FICA/Medicare	\$2700
Total	\$57480

These estimates come from comparison to similar teaching positions throughout both counties. The compensation and benefits package must be competitive to recruit a teacher who will accommodate our needs. The responsibilities for the teaching position meet the amount of compensation the teacher will receive upon hire.

Now, an estimation of the amount of money it would take to pay the officers the additional stipend. First, the evaluation would cost approximately \$50.00 dollars per officer. The estimated cost for twenty officers would be \$1000 dollars. Secondly, after evaluation, the evaluator determines 10 officers are proficient and the remaining 10 are very proficient. The cost of the 10 proficient officers would be \$15,000 dollars and the cost of the 10 very proficient would be \$30,000 dollars.

Compare the estimated combined financial expenditures described in this new program to the estimated amount of money spent during 2006 on the language line in Chesterfield County, which was \$46,000 dollars (Appendix N). The total amount of money spent on implementing this program in Chesterfield County would be \$57,480 dollars. An additional cost would be providing staffing to relieve officers during their shift to take classes prior to the test and retests. Additional funds would have to be set aside to incur this additional cost for staffing.

The recommendation provided would first have to be approved by the Chief of Police. Then Police Department would need to approach the County's Board of Supervisors requesting additional funding for the program. Other options for funding would be to request the Chief of Police to move funding from a different area in the budget or to apply for state or federal funding to incur the costs of incorporating this new program.

Conclusion

A review of the collected material in the literature review, surveys, and interviews, strongly suggest that finding a more productive way to teach police officer Spanish is crucial now and will be even more vital in the next few years. Therefore, implementing a program to teach police officers Spanish would be beneficial to both departments in the future.

This program would greatly benefit the reputation and status of both departments with their respective employees and the communities they serve. This program would help the Hispanic communities among Chesterfield and Henrico Counties to develop trust between the citizens and the police officers.

It is believed this program would be instrumental to both departments for recruitment and retention purposes. Both Chesterfield and Henrico County Police Departments want to be known as an Employer of Choice. An Employer of Choice is known for having the best culture, best leadership and best practices to attract and retain top talent. Paying proficiency stipends would provide some incentive for an officer to learn another language, which could result in a higher retention rate.

By branding their departments this way it would attract more employees to work for both departments. In essence, the departments would be developing current employees for tomorrow's needs.

References

- Brown, J., (2006). *Bilingual Skill Pays! Como se llama? Comment allez-vous? Guten Morgen, Auf Wiedersehen, Anyoung Haseyo?*
- Bridging the Language Gap: Employees Learn Spanish. (1998) Retrieved on September 24, 2006, from <http://www.chp.ca.gov/pdf/per98-08.pdf>.
- Bureau of Justice Statistics. (2003). Local Police Departments, 2003. Retrieved on June 20, 2006 from <http://www.ojp.usdoj.gov/bjs/pubalp2.htm#lpd>.
- Carden, E. (2006, August 16). Officer trains to better serve growing Hispanic community. *The South Alabamian*. Retrieved on August 29, 2006, from <http://www.southalabamian.com/news/2006/0817/News/019.html>.
- Castaneda, R. (2006, August 4). Suspect Blames Language Barrier between Him and Police. *Washington Post*.
- Centazzo, K. (2006, July 19). Translator Removes Language Barrier. *Connection Newspaper*.
- City sues: Didn't teach cop Spanish: Attorney seeking over \$1 million says officer who assaulted Hispanic couldn't communicate. (2006, September 30). *World News Daily*. Retrieved on October 1, 2006, from http://www.wnd.com/news/article.asp?ARTICLE_ID=52228.
- Cops learn Spanish On-line. (2006, October 5). *Mt. Olive Chronicle*.
- Fort Valley breaks language barrier with translating tool. (2004, December 23). *The Telegraph*.
- Futty, J. (2003, September 28). Bridging Language Gap; Spanish Now Part of Police Training. *The Columbus Dispatch*.
- Getz, J. (2006, October 14). Do officer need to be able to speak Spanish? Royse City, Irving suits question responsibility of police immigrants. *The Dallas Morning News*.
- GM hires bilingual salespersons. (2005, July 30). *UPI*.
- Handheld translator helps traffic stops of non-English speakers. (2006, December 24). *Virginia News*. Retrieved on December 28, 2006 from <http://www.wvec.com/sharedcontent/APStories/stories/D8M7DIK00.html>.
- Hensley, L. (2005, November 26). Bryan police working to bridge language gap. *The Eagle*

- Home Depot wants Spanish-speaking workers; Corporation says it seeks to tap into valuable customer niche. (2005, February 14). Retrieved on December 12, 2006 from: <http://www.msnbc.msn.com/id/6969811>.
- Home Invasions Show Needs for Translators. Retrieved on July 12, 2006 from www.wtvm.com/global/story.asp?S=5622727&ClientType.
- IMAC: Spanish for Law Enforcement. Retrieved on August 30, 2006, from <http://www.spanish-school.com.mx/courses//spanish-law.html>.
- Instituto Chac-Mool. Retrieved on August 30, 2006 from <http://www.chac-mool.com/lawenforcementspanish.html>.
- Khashu A., Almo, C., & Rahman, I. (June, 2006). A Guide for New York City's Justice and Public Safety Agencies to Improve Access for Residents with Limited English Proficiency
- Kruszewski, P. (2006, July 7). 'Ayuda' for Henrico County Police Officers; Spanish Training Academy Provides Critical Knowledge. *Henrico Citizen*.
- "Language barrier led to fatal shooting, family says." Record (Stockton, CA) (Nov 17, 2005): NA. *Infotrac OneFile*. Thompson Gale. University of Richmond. 31 July 2006 from http://newman.richmond.edu:3089/itx/infomark.do?&contentSet+IAC-Document&type=retrieve&tabID=T004&prodId=ITOF&docId=CJ138882866&Source=gale&srcprod=ITOF&userGroupName=vic_uor&version=1.0.
- Londono, E., (2006, March 2). For County Police Force, Diversity is Elusive; Numerous Obstacles Hinder Minority Hiring. *The Washington Post*.
- Merriam-Webster Collegiate Dictionary*. (10th Ed). (1995). Springfield, MA: Merriam-Webster.
- Partners in Training. Retrieved on August 30, 2006 from <http://www.patc.com/courses/language-immersion.shtml>.
- Purser, B. (December 23, 2004). Fort Valley breaks language barrier with translating tool
- Rose K E, Webb C (1997) Triangulation of data collection: practicalities and problems in a study of informal careers of terminally ill cancer patients. *NT Research* 2, 2, 108-116.
- Sentementes, G. G. (2006, May 23). Police Expand Hiring Efforts; City officials to travel To Puerto Rico to recruit bilingual candidates. *The Baltimore Sun*.
- Sherman, C. (2003, November 4). Police Agencies Struggle with Hispanic

Outreach. *Puerto Rico Herald*. Retrieved on June 2, 2006, from http://www.puertorico_herald.org/issues/2004/vol18n02/PolicAgenc.shtml.

Spanish Academy and Cultural Institute. (2000). Retrieved on July 26, 2006, from <http://www.spanishacademyci.com/products.html>.

Steele, K., (2005, February 5). Reaching out by Language. *Tampa Tribute*.

Study Looks at Corporate Recruitment of Hispanics. (2002, June 18). Retrieved on July 7, 2006, from <http://www.hispanicbusiness.com/news/newsbyid.asp?id=6935>.

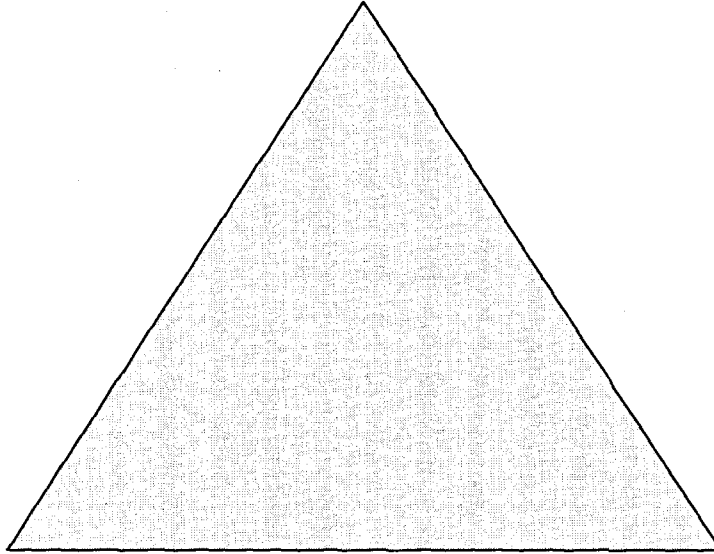
Weiss, J. (2006). Spanish a required subject at many valley companies. *San Fernando Valley Business Journal*, 11, 1-3.

Retrieved on July 26, 2006, from www.freshpatents.com/foreign-language-instruction-by-voice-tonality-technology-dt20051222ptan20050282121.php

Appendix A

Triangulation

Subject Matter Experts

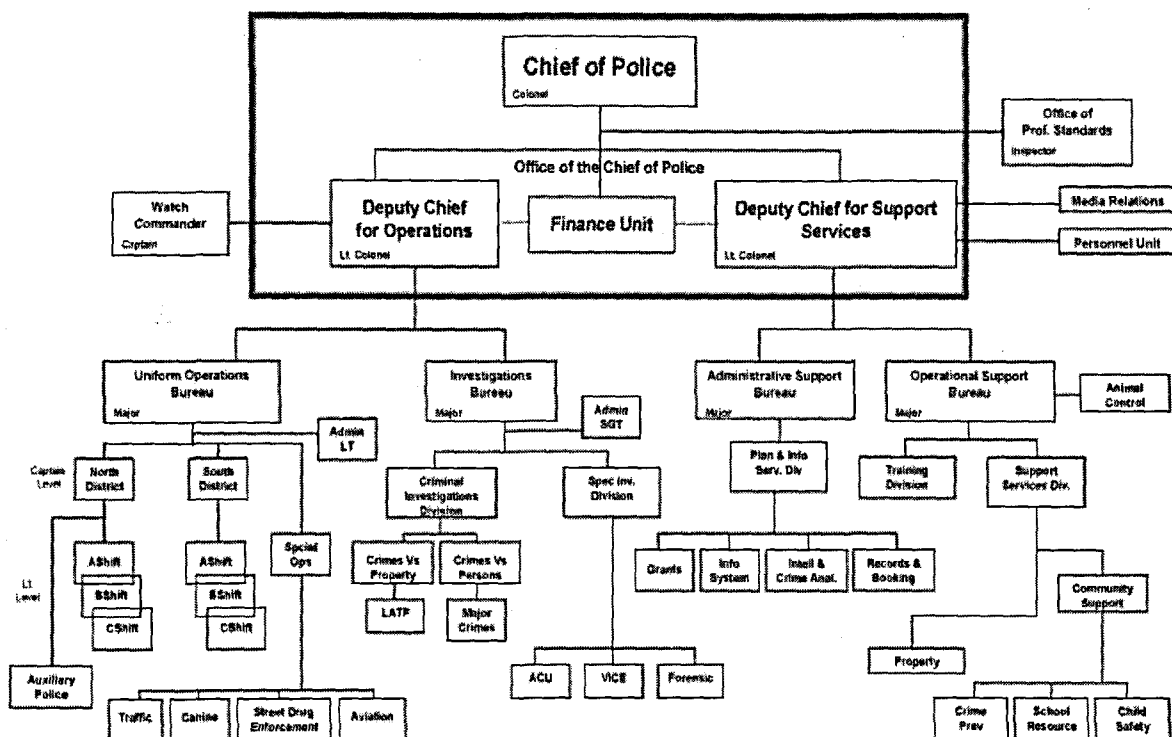


Spanish-speaking Police Officer's

General Population

Appendix B

Chesterfield County Police Organizational Chart



January 27, 2005

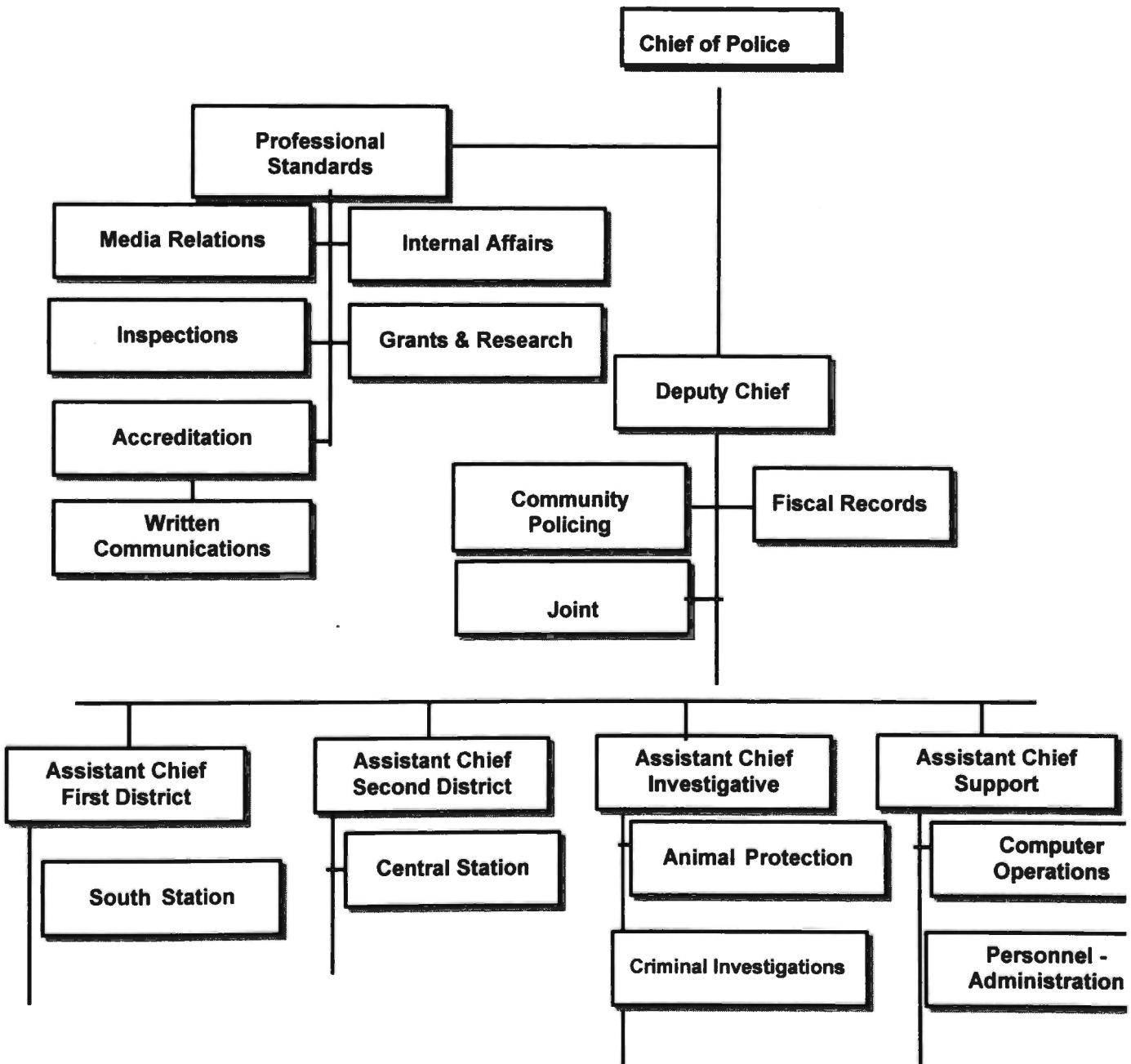
Appendix C

Henrico County Police Organizational Chart



County of Henrico
Division of Police

Full Table of Organization



Appendix D

Chesterfield County Survey

1. How many years have you worked as a public safety employee?
 0-5 years 6-10 years 11-15 years 16 or more years

2. What is your jurisdiction?
 Chesterfield Henrico Richmond

3. How old are you?
 21-30 31-40 41-50 50+

4. What is your gender?
 Male Female

5. Do you speak Spanish?
 Yes No

6. How well do you speak Spanish?
 Fluently Profession Oriented Some None

7. What is your race?
 African American Hispanic Asian Caucasian Other

8. To what extent have you noticed the increased growth among the Hispanic community within the Richmond area?
 great extent some extent neutral little extent no extent

9. How often do you encounter a Spanish speaking citizen in the course of your duties?
 great extent some extent neutral little extent no extent

10. To what extent (length of time) do you wait for a Spanish-speaking officer to assist you during a traffic stop or a call for service?
 great extent some extent neutral little extent no extent

11. To what extent do you feel ineffective when encountered with a situation where a citizen does not speak English?

great extent some extent neutral little extent no extent

12. To what extent do you believe the language line is an effective tool to assist with Spanish-speaking citizens?

great extent some extent neutral little extent no extent

13. How often do you use the language line?

10 > times a week 5 times a week 2 times a week 0 times a week

14. To what extent do you feel some sort of Spanish language training should be offered at your academy?

great extent some extent neutral little extent no extent

15. To what extent do you feel learning certain phrases in Spanish would assist you in your duties as a police officer?

great extent some extent neutral little extent no extent

16. To what extent do you feel the Police Department has waited too long to combat this problem with communication between Hispanic citizens and police personnel?

great extent some extent neutral little extent no extent

17. To what do extent do you believe the Police Department has been effective in training officers to deal with Spanish speaking citizens?

great extent some extent neutral little extent no extent

18. To what extent do you feel the Chesterfield County Police Departments week long Spanish training class has been effective?

great extent some extent neutral little extent no extent

19. How often do you use the training provided by Chesterfield County?

10 > times a week 5 times a week 2 times a week 0 times a week

20. Do you feel the training was effective?

Yes No

21. Why or why not?

22. To what extent do you feel the Police Department should pay for outside training in order for officers to become proficient in the Spanish language?

great extent some extent neutral little extent no extent

23. To what extent do you believe an immersion program would be beneficial to an officer willing to become fluent in Spanish?

great extent some extent neutral little extent no extent

24. To what extent do you believe a stipend in pay would motivate police officers to become skilled in the Spanish language?

great extent some extent neutral little extent no extent

25. To what extent do you feel bringing in an outside agency to teach Spanish would benefit your Police Department?

great extent some extent neutral little extent no extent

26. What other methods do you feel the Police Department should take to combat this dilemma of Spanish speaking personnel?

Appendix E

Henrico County Survey

1. How many years have you worked as a public safety employee?
 0-5 years 6-10 years 11-15 years 16 or more years

2. What is your jurisdiction?
 Chesterfield Henrico Richmond

3. How old are you?
 21-30 31-40 41-50 50+

4. What is your gender?
 Male Female

5. Do you speak Spanish?
 Yes No

6. How well do you speak Spanish?
 Fluently Profession Oriented Some None

7. What is your race?
 African American Hispanic Asian Caucasian Other

8. To what extent have you noticed the increased growth among the Hispanic community within the Richmond area?
 great extent some extent neutral little extent no extent

9. How often do you encounter a Spanish speaking citizen in the course of your duties?
 great extent some extent neutral little extent no extent

10. To what extent (length of time) do you wait for a Spanish-speaking officer to assist you during a traffic stop or a call for service?

great extent some extent neutral little extent no extent

11. To what extent do you feel ineffective when encountered with a situation where a citizen does not speak English?

great extent some extent neutral little extent no extent

12. To what extent do you believe the language line is an effective tool to assist with Spanish-speaking citizens?

great extent some extent neutral little extent no extent

13. How often do you use the language line?

10 > times a week 5 times a week 2 times a week 0 times a week

14. To what extent do you feel some sort of Spanish language training should be offered at your academy?

great extent some extent neutral little extent no extent

15. To what extent do you feel learning certain phrases in Spanish would assist you in your duties as a police officer?

great extent some extent neutral little extent no extent

16. To what extent do you feel the Police Department has waited too long to combat this problem with communication between Hispanic citizens and police personnel?

great extent some extent neutral little extent no extent

17. To what do extent do you believe the Police Department has been effective in training officers to deal with Spanish speaking citizens?

great extent some extent neutral little extent no extent

18. To what extent do you feel the Police Department should pay for outside training in order for officers to become proficient in the Spanish language?

great extent some extent neutral little extent no extent

19. To what extent do you believe an immersion program would be beneficial to an officer willing to become fluent in Spanish?

great extent some extent neutral little extent no extent

20. To what extent do you believe a stipend in pay would motivate police officers to become skilled in the Spanish language?

great extent some extent neutral little extent no extent

21. Have you taken the "Awaken the Spanish Within" offered by your agency?

Yes No

22. If so, would you say that you benefited from this class?

Yes No

23. Would you recommend this class to other agencies?

Yes No

24. Why or why not?

25. What other methods do you feel the Police Department should take to combat this dilemma of Spanish speaking personnel?

Appendix F

Chesterfield County

Informed Consent

Dear Survey Participant,

I am currently a graduate student at the University of Richmond and I am conducting a study to determine the best practices to teach Spanish-speaking employees within public safety. The research should provide data in which, I can make recommendations to the police departments in the Central Virginia area.

Your participation in this project is voluntary and involves you answering a few questions. The questions will be provided to you in a survey questionnaire. The information obtained in this survey will be held in the strictest of confidence. The data collected will be used in my written paper. No names will be mentioned in the written paper only the use of the aggregate data will be presented.

Participant's Rights Information

If you have any questions concerning your rights as a research participant, you may contact the Chair of the University of Richmond's Institutional Review Board for the Protection of Human Participants at 289-8417 for information or assistance.

Participant's Consent

The study has been described to me, and I understand that my participation is voluntary and that I am free to withdraw my consent and discontinue my participation in the project at any time without penalty.

I understand that if I have any questions or concerns about this experiment, I may pose them to Nicole Otero, 706-2903, or Dr. Robert Kelley, 347-0637.

Thank you for your participation. Please return the survey to Adrian Otero's (U-412) mailbox at North Station.

Nicole Otero U-560
Chesterfield County Police Department
804-706-2903
nicole.otero@richmond.edu

Appendix G
Henrico County
Informed Consent

Dear Survey Participant,

I am currently a graduate student at the University of Richmond and I am conducting a study to determine the best practices to teach Spanish-speaking employees within public safety. The research should provide data in which, I can make recommendations to the police departments in the Central Virginia area.

Your participation in this project is voluntary and involves you answering a few questions. The questions will be provided to you in a survey questionnaire. The information obtained in this survey will be held in the strictest of confidence. The data collected will be used in my written paper. No names will be mentioned in the written paper only the use of the aggregate data will be presented.

Participant's Rights Information

If you have any questions concerning your rights as a research participant, you may contact the Chair of the University of Richmond's Institutional Review Board for the Protection of Human Participants at 289-8417 for information or assistance.

Participant's Consent

The study has been described to me, and I understand that my participation is voluntary and that I am free to withdraw my consent and discontinue my participation in the project at any time without penalty.

I understand that if I have any questions or concerns about this experiment, I may pose them to Nicole Otero, 706-2903, or Dr. Robert Kelley, 347-0637.

Thank you for your participation. Please return the survey to Sgt. Mark Banks.

Nicole Otero U-560
Chesterfield County Police Department
804-706-2903
nicole.otero@richmond.edu

Appendix H

Chesterfield County Interviews

Questions for Officer Interviews:

1. Where did you grow up?
2. Was Spanish your first language?
3. If Spanish is not your first language how did you learn it?
4. Are you fluent in the Spanish language?
5. Do you find a lot of Chesterfield police officers feel that Hispanic citizens are in the U.S. and should learn English? Why do you think they believe this?
6. How often are you called to translate during your shift?
7. Do you feel disgruntled and used when asked to translate on various calls? Do you feel an incentive, pay or additional time off, would motivate you to assist with translations?
8. How do you feel the department should pay a bilingual officer?
9. Do you feel the department should send officers to an immersion program to enhance their Spanish skills?
10. What proposals do you have to develop Spanish speaking police officers? Do you feel the program Chesterfield County currently uses is beneficial?

Appendix I

Henrico County Interviews

Questions for Officer Interviews:

1. Where did you grow up?
2. Was Spanish your first language?
3. If Spanish is not your first language how did you learn it?
4. Are you fluent in the Spanish language?
5. Do you find a lot of Henrico police officers feel that Hispanic citizens are in the U.S. and should learn English? Why do you think they believe this?
6. How often are you called to translate during your shift?
7. Do you feel disgruntled and used when asked to translate on various calls? Do you feel an incentive, pay or additional time off, would motivate you to assist with translations?
8. How do you feel the department should pay a bilingual officer?
9. Do you feel the department should send officers to an immersion program to enhance their Spanish skills?
10. What proposals do you have to develop Spanish-speaking police officers? Do you feel the program Henrico County currently uses is beneficial?

Appendix J

Interview Consent Form

Dear Interviewee,

I am conducting a study to determine the best practices to facilitate Spanish-speaking employees within public safety. The research should provide data in which I can make recommendations, to the police departments in the Central Virginia area.

Your participation in this project is voluntary and involves an interview, which will be conducted by me, Nicole Otero. I appreciate your willingness to assist me in this study. The interview will consist of a number of questions pertaining to your knowledge and/or skill of the Spanish language and will take approximately 30-40 minutes. I will be conducting a number of interviews with police personnel who are bilingual and outside agencies who train individuals to speak Spanish.

Your name and occupation may be used in my paper; however, you may decline and request your information be confidence. If you request your information be confidential you may be identified only in numbers with other individuals.

Participant's Rights Information

If you have any questions concerning your rights as a research participant, you may contact the Chair of the University of Richmond's Institutional Review Board for the Protection of Human Participants at 289-8417 for information or assistance.

Participant's Consent

The study has been described to me and I understand that my participation is voluntary and that I am free to withdraw my consent and discontinue my participation in the project at any time without penalty.

I understand that if I have any questions or concerns about this experiment, I pose them to Nicole Otero, 706-2903, and Dr. Robert Kelley, 347-0637.

I have read and understand the above information and I consent to participate in this study by signing below.

Signature

Date

Signature of Investigator

Nicole Otero
Chesterfield County Police Department
804-706-2903
 nicole.otero@richmond.edu

Appendix K

Chesterfield County Survey Results

1. How many years have you worked as a public safety employee?		
A. 0-5 years	35.5%	22
B. 6-10 years	40.3%	25
C. 11-15 years	11.3%	7
D. 16 or more years	12.9%	8
Total	100%	62

2. What is your jurisdiction?		
A. Chesterfield	98.4	61
B. Henrico	0%	0
C. Richmond	1.6%	1
Total	100%	62

3. How old are you?		
A. 21-30	45.2%	28
B. 31-40	40.3%	25
C. 41-50	11.3%	7
D. 50+	3.2%	2
Total	100%	62

4. What is your gender?		
A. Male	82.3%	51
B. Female	17.7%	11
Total	100%	62

5. Do you speak Spanish?		
A. Yes	45.2%	28
B. No	54.8%	34
Total	100%	62

6. How well do you speak Spanish?		
A. Fluently	3.2%	2
B. Profession Oriented	9.7%	6
C. Some	35.5%	22
D. None	51.6%	32
Total	100%	62

7. What is your race?		
A. African American	6.6%	4
B. Hispanic	4.9%	3
C. Asian	0%	0
D. Caucasian	86.9%	53
E. Other	1.6%	1
Total	100%	61

8. To what extent have you noticed the increased growth among the Hispanic community within the Richmond area?		
A. Great extent	77.4%	48
B. Some extent	21%	13
C. Neutral	1.6%	1
D. Little extent	0%	0
E. No extent	0%	0
Total	100%	62

9. How often do you encounter a Spanish-speaking citizen in the course of your duties?		
A. Great extent	41.9%	26
B. Some extent	48.4%	30
C. Neutral	1.6%	1
D. Little extent	6.5%	4
E. Neutral	1.6%	1
Total	100%	62

10. To what extent (length of time) do you wait for a Spanish-speaking officer to assist you during a traffic stop or a call for service?		
A. Great extent	15%	9
B. Some extent	41.7%	25
C. Neutral	10%	6
D. Little extent	21.7%	13
E. No extent	11.7%	7
Total	100%	60

11. To what extent do you feel ineffective when encountered with a situation where a citizen does not speak English?		
A. Great extent	29%	18
B. Some extent	38.7%	24
C. Neutral	22.6%	14
D. Little extent	6.5%	4
E. No extent	3.2%	2
Total	100%	62

12. To what extent do you believe the language line is an effective tool to assist with Spanish-speaking citizens?		
A. Great extent	17.7%	11
B. Some extent	58.1%	36
C. Neutral	11.3%	7
D. Little extent	12.9%	8
E. No extent	0%	0
Total	100%	62

13. How often do you use the language line?		
A. 10 > times a week	1.6%	1
B. 5 times a week	1.6%	1
C. 2 times a week	30.6%	19
D. 0 times a week	66.1%	41
Total	100%	62

14. To what extent do you feel some sort of Spanish language training should be offered at your academy?		
A. Great extent	61.3%	38
B. Some extent	25.8%	16
C. Neutral	8.1%	5
D. Little extent	3.2%	2
E. No extent	1.6%	1
Total	100%	62

15. To what extent do you feel learning certain phrases in Spanish would assist you in your duties as a police officer?		
A. Great extent	53.2%	33
B. Some extent	37.1%	23
C. Neutral	6.5%	4
D. Little extent	1.6%	1
E. No extent	1.6%	1
Total	100%	62

16. To what extent do you feel the Police departments have waited too long to combat this problem with communication between Hispanic citizens and the police?		
A. Great extent	54.8%	34
B. Some extent	21%	13
C. Neutral	14.5%	9
D. Little extent	8.1%	5
E. No extent	1.6%	1
Total	100%	62

17. To what extent do you believe the police department has been effective in training officers to deal with Spanish-speaking citizens?		
A. Great extent	6.5%	4
B. Some extent	22.6%	14
C. Neutral	17.7%	11
D. Little extent	40.3%	25
E. No extent	12.9%	8
Total	100%	62

18. To what extent do you feel the Chesterfield County Police Departments week long Spanish training class has been effective?		
A. Great extent	1.7%	1
B. Some extent	18.3%	11
C. Neutral	50%	30
D. Little extent	20%	12
E. No extent	10%	6
Total	100%	60

19. How often do you use the training provided by Chesterfield County?		
A. 10 > times a week	0%	0
B. 5 times a week	9.7%	3
C. 2 times a week	35.5%	11
D. 0 times a week	54.8%	17
Total	100%	31

20. Do you feel the training was effective?		
A. Yes	76.2%	16
B. No	23.8%	5
Total	100%	21

21. Why or why not?
a. Refresher course
b. Anything helps
c. Not extensive enough
d. For introductory purposes
e. Not inclusive or extensive to be effective
f. Unless you use it everyday, there is not point of a two day Spanish class
g. Created foundation to build on
h. Any Spanish training is needed
i. It helps a little but needs more training
j. A week of Spanish in not enough time to learn to effectively communicate with Hispanic customers
k. People don't practice or sue it enough. Only officer with prior experience do well
l. It addresses the issue
m. Just because teachers speak Spanish doesn't mean they are good teachers. Need actual teachers, not just cops that speak Spanish.

22. To what extent do you feel the police department should pay for outside training in order for officers to become proficient in the Spanish language?		
A. Great extent	42.6%	26
B. Some extent	39.3%	24
C. Neutral	13.1%	8
D. Little extent	3.3%	2
E. No extent	1.6%	1
Total	100%	61

23. To what extent do you believe an immersion program would be beneficial to an officer to become fluent in Spanish?		
A. Great extent	45%	27
B. Some extent	38.3%	23
C. Neutral	15%	9
D. Little extent	0%	0
E. No extent	1.7%	1
Total	100%	60

24. To what extent do you believe a stipend in pay would motivate a police officer to become skilled in the Spanish language?		
A. Great extent	55.7%	34
B. Some extent	37.7%	23
C. Neutral	4.9%	3
D. Little extent	1.6%	1
E. No extent	0%	0
Total	100%	61

25. To what extent do you feel bringing in an outside agency to teach Spanish would benefit your police department?		
A. Great extent	44.3%	27
B. Some extent	36.1%	22
C. Neutral	16.4%	10
D. Little extent	3.3%	2
E. No extent	0%	0
Total	100%	61

26. What other methods do you feel the police department should take to combat this dilemma of Spanish-speaking personnel?
a. Have community leaders in Hispanic community coordinate training/interaction with the police department.
b. Use Church immersion programs but county still needs to pay officers.
c. Sponsor officer to go attend Spanish classes. Give officers incentive to go back to school and learn Spanish. Pay 2%-4% merit pay to officers who speak Spanish. This is a very valuable skill that should be rewarded by the department. I can say this because I don't speak Spanish and wish I did. Chesterfield's survival Spanish course is a knee jerk reaction. One week is not sufficient and I question the transfer of training and retention of this program.
d. Staff Spanish speaker/speaking officer on each shift or civilian sworn.
e. Cell phone issued to every officer to call language line.
f. More Spanish speaking officers on each shift. They need to have a class in in-service.
g. Set up classes for Hispanics to learn English.
h. Provide computer programs that teach Spanish. It can be done at home.
i. Recruit Spanish speaking personnel and extra pay or benefits.
j. Pay officers more that speak another language. This would help attract Spanish-speaking officers to the department.
k. None, not the department's responsibility.
l. Educational clinics. Better scheduling with Spanish-speaking officers. Pay or merit considerations for Spanish-speaking officers.
m. Money
n. More classes for every officer. (Mandatory In-service)
o. Offer incentives
p. Have recorded phrases on the MDC (Mobile Data Computer)
q. Extra pay. More classes. Roll call training 5 minutes night/day. Encourage officer to mix with Hispanic community and attempt to communicate.
r. Spanish immersion program.
s. An electronic translator
t. Pay officer for their talent, 3%. Give them a ribbon (specialized service)
u. I believe it would be most easily tackled through recruiting efforts. I do believe that additional pay would help recruiting efforts in this

and many other areas. Unfortunately, I just don't know if veteran officers would immerse themselves into certain lengthy projects for a small pay increase, but for someone already skilled in an area it may be enticing enough to help the recruiting effort.

v. I don't think the department should take any actions to combat the problem. Most non-English speaking Hispanics I come across are in our country illegally. I do not feel our department should take actions to accommodate an illegal population. Law enforcement would be better spent removing illegal immigrants from our country.

w. Pay money and invest time into it. This is not an issue that can be solved with a little effort and money (i.e. week long Spanish class). Need to do much more. Immersion is a great idea.

x. Hire more Spanish speaking personnel and train the personnel you have to be able to communicate with the Spanish-speaking public.

y. Hire more Spanish-speaking officers and pay them more.

z. Teach actual lessons, not just learn Spanish cuss words. Need more than one week in the academy. Not enough basic classes offered for guys out of the academy. County not addressing the language problem.

aa. Work with the Hispanic Chamber of Commerce and set up more classes to teach the Hispanic population English.

Appendix L

Henrico County Survey Results

1. How many years have you worked as a public safety employee?		
A. 0-5 years	41.2%	7
B. 6-10 years	35.3%	6
C. 11-15 years	11.8%	2
D. 16 or more years	11.8%	2
Total	100%	17

2. What is your jurisdiction?		
A. Chesterfield	0%	0
B. Henrico	100%	17
C. Richmond	0%	0
Total	100%	17

3. How old are you?		
A. 21-30	52.9%	9
B. 31-40	41.2%	7
C. 41-50	5.9%	1
D. 50+	0%	0
Total	100%	17

4. What is your gender?		
A. Male	70.6%	12
B. Female	29.4%	5
Total	100%	17

5. Do you speak Spanish?		
A. Yes	47.1%	8
B. No	52.9%	9
Total	100%	17

6. How well do you speak Spanish?		
A. Fluently	5.9%	1
B. Profession Oriented	11.8%	2
C. Some	35.3%	6
D. None	47.1%	8
Total	100%	17

7. What is your race?		
A. African American	11.8%	2
B. Hispanic	5.9%	1
C. Asian	0%	0
D. Caucasian	82.4%	14
E. Other	0%	0
Total	100%	17

8. To what extent have you noticed the increased growth among the Hispanic community within the Richmond area?		
A. Great extent	58.8%	10
B. Some extent	35.3%	6
C. Neutral	0%	0
D. Little extent	5.9%	1
E. No extent	0%	0
Total	100%	17

9. How often do you encounter a Spanish-speaking citizen in the course of your duties?		
A. Great extent	52.9%	9
B. Some extent	29.4%	5
C. Neutral	5.9%	1
D. Little extent	11.8%	2
E. Neutral	0%	0
Total	100%	17

10. To what extent (length of time) do you wait for a Spanish-speaking officer to assist you during a traffic stop or a call for service?		
A. Great extent	6.2%	1
B. Some extent	43.8%	7
C. Neutral	31.2%	5
D. Little extent	12.5%	2
E. No extent	6.2%	1
Total	100%	16

11. To what extent do you feel ineffective when encountered with a situation where a citizen does not speak English?		
A. Great extent	37.5%	6
B. Some extent	43.8%	7
C. Neutral	6.2%	1
D. Little extent	12.5%	2
E. No extent	0%	0
Total	100%	16

12. To what extent do you believe the language line is an effective tool to assist with Spanish-speaking citizens?		
A. Great extent	12.5%	2
B. Some extent	18.8%	3
C. Neutral	50%	8
D. Little extent	12.5%	2
E. No extent	6.2%	1
Total	100%	16

13. How often do you use the language line?		
A. 10 > times a week	0%	0
B. 5 times a week	0%	0
C. 2 times a week	0%	0
D. 0 times a week	100%	16
Total	100%	16

14. To what extent do you feel some sort of Spanish language training should be offered at your academy?		
A. Great extent	41.2%	7
B. Some extent	47.1%	8
C. Neutral	5.9%	1
D. Little extent	5.9%	1
E. No extent	0%	0
Total	100%	17

15. To what extent do you feel learning certain phrases in Spanish would assist you in your duties as a police officer?		
A. Great extent	58.8%	10
B. Some extent	35.3%	6
C. Neutral	0%	0
D. Little extent	5.9%	1
E. No extent	0%	0
Total	100%	17

16. To what extent do you feel the Police departments have waited too long to combat this problem with communication between Hispanic citizens and the police?		
A. Great extent	35.3%	6
B. Some extent	35.3%	6
C. Neutral	17.6%	3
D. Little extent	5.9%	1
E. No extent	5.9%	1
Total	100%	17

17. To what extent do you believe the police department has been effective in training officers to deal with Spanish-speaking citizens?		
A. Great extent	5.9%	1
B. Some extent	17.6%	3
C. Neutral	17.6%	3
D. Little extent	47.1%	8
E. No extent	11.8%	2
Total	100%	17

18. To what extent do you feel the Chesterfield County Police Departments week long Spanish training class has been effective?		
A. Great extent	58.8%	10
B. Some extent	29.4%	5
C. Neutral	5.9%	1
D. Little extent	0%	0
E. No extent	5.9%	1
Total	100%	17

19. To what extent do you believe an immersion program would be beneficial to an officer to become fluent in Spanish?		
A. Great extent	58.8%	10
B. Some extent	23.5%	4
C. Neutral	17.6%	3
D. Little extent	0%	0
E. No extent	0%	0
Total	100%	17

20. To what extent do you believe a stipend in pay would motivate a police officer to become skilled in the Spanish language?		
A. Great extent	56.2%	9
B. Some extent	31.2%	5
C. Neutral	6.2%	1
D. Little extent	0%	0
E. No extent	6.2%	1
Total	100%	16

21. Have you taken the "Awaken the Spanish Within" course offered by your agency?		
A. Yes	25%	4
B. No	75%	12
Total	100%	16

22. If so, would you say that you benefited from the class?		
A. Yes	100%	4
B. No	0%	0
Total	100%	4

23. Would you recommend this class to other agencies?		
A. Yes	75%	3
B. No	25%	1
Total	100%	4

24. Why or why not?		
a. Officers will be more comfortable speaking with Spanish-speaking people and more able to assist.		
b. Though Lisa claims she can teach Spanish to anyone, I disagree. The class is not designed to teach students of different levels of Spanish at the same pace. It lacks the realization that not all of these students will learn at different paces. The course is, at times, too fast paced for beginner Spanish speakers and I found several of the students to become bored or down right lost with what was going on. In turn, at the end of the course several students decided not to come to class out of frustration for how the class was taught and for the little Spanish they were actually able to obtain out of it. I speak enough Spanish myself to get me through most of the basic conversations I need to have with people on the street. If I were a complete beginning Spanish speaker, I would have been quite frustrated with the course myself. It is my belief you can not teach people to conjugate verbs and successfully retain them in a two hour a week class. Between classes the students often have little practice with these verbs, not to mention other works, to retain the material without feeling overwhelmed. Though class members are encouraged to have "Spanish buddies," the reality of the situation is the main practice students get is saying hello and other greetings to each other. When conversing with		

citizens, you have to be able to keep talking past hello. I think the class has potential to teach people Spanish but at a greater frequency. A once a week class is not enough for something that requires a significant amount of repetition for beginners to learn. I feel if the course or another Spanish course were taught in the academy with more frequency (daily), I feel the students would better converse with the citizens. For experienced Spanish speakers the course does offer a refresher on the language and does introduce new vocabulary, at times.

25. What other methods do you feel the police department should take to combat this dilemma of Spanish-speaking personnel?

a. Additional pay for officers already fluent in Spanish and some form of reimbursement for those working to learn.

b. Teach the citizens English.

c. Proactive stance against illegal immigrants. It irritates me that we have to pay for training for people that are here illegally.

d. Other training opportunities.

e. Local community college classes.

f. I feel that his department should compensate those who speak Spanish for their skills. This department often "burns out" those that do speak it without compensating them appropriately. It is sometimes hard for Spanish speakers to handle their own calls for service because they are running call to call to translate for others.

g. Cheat sheets, which we utilize. Classes for Hispanics on learning basic English, cheat sheets for Hispanics.

Appendix M

One-Week Curriculum

Monday

1. Teacher and assisting officer introductions
 - Each provides background indicating where and how they learned Spanish
 - Teacher describes what he hopes to accomplish during this one week training course
 - Teacher and officers speak as much Spanish as possible during the course of the week

2. Students introduces themselves
 - Each explains their level of fluency
 - Each describes the goals they wish to accomplish during this week

3. Hispanic/Latino Culture
 - Differences between different Hispanic cultures (Guatemalan, El Salvadorian, Puerto Rican, Colombian, and Cuban etc.)
 - Differences between Hispanics and everyone else
 - Show videos (movies) about the Hispanic culture
 - Discuss formality and being polite in Spanish
 - Gender Issues
 - Machismo
 - Role of Woman
 - Domestic Violence
 - Discuss reasons why Hispanics fear police (Explain why Hispanics say “yes” even if they don’t understand)

Tuesday

1. Touch briefly on things covered in Monday’s class
2. Begin Alphabet and correct pronunciation
 - Discuss similar words (English to Spanish and Spanish to English)
 - Rules for pronunciation
 - Vowel combinations
 - Break into groups and practice correct pronunciation using simple words they will develop into their vocabulary
 - Learn about accents
2. Begin words for introduction

Examples:

 - Hello----- Hola
 - I am the police-----Soy policia

-Activity: Break into pairs and practice having small conversations focusing on correct pronunciation

3. Additional Vocabulary for basic traffic stop
 - Words related to police work
 - Common phrases such as:
Your license please-----Su licencia por favor?
4. Practice at great length
 - Using introduction phrases and basic traffic stop phrases by actually doing traffic stop with a partner

Wednesday

1. Review everything from day before
2. Learn Spanish numbers
3. Learn months of year
 - Hispanics give date of birth and date differently (Day/Month/Year)
 - Saying the year in Spanish
 - Learn to listen for words in Spanish
 - Learn how to ask what the date is
4. Learn days of the week and how to ask what day
5. Begin other vocabulary for clothing descriptions
 - Practice with partner additional vocabulary by conversing back and forth
6. **Activity:** Play the bell game (Battle of the Brains)
 - Ask how to say a certain phrase in Spanish and the first person who rings bell and has correct answer wins and challenges next person

Thursday

1. Extensive review from Wednesday
 - Practice in pairs traffic stop vocabulary learned
2. Learn commands used in certain situations in Spanish
3. Learn “who, what, where, when, why and how” questions
4. Learn characteristics
 - Hair, eyes etc.
 - Physical descriptions
 - Clothing
 - Family members
 - Colors

5. Learn basic rules on how to properly describe things
 - Descriptive adjective goes AFTER noun
 - Adjectives agree in number and gender with the nouns they describe
 - Nouns, which end in "O", are often masculine
 - Nouns that end in "A" are often feminine.
6. Learn Miranda Warnings

Friday

1. Review of entire week
2. Practice in pairs for first half of day
3. Second half would be tested by instructors evaluating scenarios

Appendix N**Chesterfield County Language Line Use**

<u>Year</u>	<u>Cost</u>
2001	\$10,641
2002	\$20,219
2003	\$25,414
2004	\$24,686
2005	\$26,852
2006	\$46,000

Henrico County Language Line Use

<u>Year</u>	<u>Cost</u>
2005	\$2,600
2006	\$3,600

CURRICULUM VITAE

**Nicole Marie Otero
15310 Rowlett Road
Chesterfield, VA 23838
(804)-590-3230**

Educational Background

August 2005 – May 2007, University of Richmond, Richmond Virginia
Master of Human Resource Management

August 1996 – August 2000, Edinboro University of Pennsylvania, Edinboro
Pennsylvania, Bachelor of Art in Criminal Justice

Professional Experience

Chesterfield County Police Department, Chesterfield, Virginia
August 2000 - Present