

# **SIN BARRERAS**

(Without Barriers):

**Interaction with the Hispanic Community**



An Award Submission for the 1997 Herman Goldstein Award for Excellence in Problem-Oriented Policing

**"SIN BARRERAS" (WITHOUT BARRIERS):  
INTERACTION WITH THE HISPANIC COMMUNITY**

**1. ABSTRACT**

The Hispanic population in Multnomah County, Oregon is growing rapidly, and much of the Hispanic group speaks little or no English. The non-Spanish speaking deputy is often in the position of creating tension or fear and doing inadequate investigation, even for a traffic stop. In the context of community policing, the deputies could not make social service referrals or even converse casually with the Hispanic residents they encountered.

Some deputies sought out language training for themselves and then prepared roll call language training and an all-day inservice, including investigative techniques. They quickly recognized that cultural sensitivity was as important as language and began to raise funds for out-of-country cultural immersion experiences for interested deputies. Multnomah County Sheriffs Office (MCSO) administration wholeheartedly supported the deputies but laid out expectations that they would become involved in the Hispanic community on their return. Deputies have initiated and participated in a wide variety of community activities, including a Hispanic Citizens Academy.

Results show an increase in language skill and cultural awareness within patrol and detectives, as well as considerable involvement in the Hispanic community. In turn, Hispanic community members have initiated increasing numbers of contacts with MCSO deputies for law enforcement, informational and social service referral purposes.

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### **2. DESCRIPTION**

#### **A. Scanning**

Hispanic Americans are the fastest growing cultural group in the US (Shusta, 1995). Between 1990 and 1993 the Hispanic population in Oregon increased by 31 % and from 1990 to 1996 it grew by 52%. Hispanics form a significant population in Multnomah County-officially 3.8% of the 1993 total, an increase of 28.4% from 1990.

Other statistics indicate that Hispanics use community services in numbers exceeding their proportion in the population. The Multnomah County Sheriffs Office reports a consistent 10%-15% of the jail population are Hispanic. The Multnomah County Health Department reports that nearly 60% of the "interpreted visits" (requiring an interpreter) are for Spanish.

The Oregon Human Development Corporation, a statewide non-profit service agency serves large number of Hispanics in poverty. Director Sanchez noted that an annual survey showed that in 1996 only 35% of the Hispanics surveyed in Multnomah County had resided here for more than one year; in 1997 the same survey indicated over 75% had been here more than one year-a significant indication of the transition of farm workers to the metropolitan area. He stated that these workers are finding employment in landscaping and nursery work, a major industry in East Multnomah County.

Hispanics residing in Multnomah County are especially concentrated in East Multnomah County where the bulk of the Multnomah County Sheriffs Office (MCSO) patrol is focused<sup>1</sup>. Thus, as the Hispanic population increased, Sheriffs Deputies were finding themselves more and more frequently encountering Hispanics in their police work, many of whom did not speak English.

Effective communication and mutual understanding with members of the Hispanic community are often very difficult for law enforcement agencies to attain. The following scenario is not uncommon:

An eager patrol officer makes a routine traffic stop for a minor equipment violation. The driver and three passengers are Hispanic. As the officer approaches the vehicle, he does so in a

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<sup>1</sup> The Sheriffs patrol area has a total population of about 40,500, of which about 35,000 is in East County, (t includes unincorporated area and two small cities, plus supplementary service to another small city. Two of these cities (Wood Village and Fairview), with a combined population of 7,665, had the highest proportion of Hispanics within Multnomah County in the 1990 census.

very cautious manner. When he begins by asking for a driver's license, he soon learns that none of the occupants speak English. At this point communications break down and negative feelings are exacerbated. The Hispanics probably feel frightened, singled out and embarrassed. The officer is frustrated and may feel he is not getting their full cooperation.

Much more serious scenarios are played out daily when officers respond to traffic accidents or crime scenes and are unable to effectively communicate with Spanish-speaking victims, witnesses and suspects, or in less serious situations where Hispanic members of the community and officers must communicate.

Language, however, is not the only obstacle in effective communication. There are many cultural differences within the Hispanic community and between that community and American culture. Officers must understand and be able to apply this knowledge in their routine field work. For example, Hispanics in some Latin American countries have come to expect that all law enforcement officers are corrupt or represent an oppressive government. In the above scenario the officer's cautious approach or stance (body language) in the traffic stop might be interpreted by the Hispanics as threatening or hostile.

Some Multnomah County Sheriffs deputies began discovering they did not have the skills needed to relate to the Hispanics they encountered in their work. One area was traffic enforcement, with problems such as those described above. Another area was patrol: one officer often encountered nursery workers and their families with whom she could not communicate. In one situation she remained helpless to comfort and reassure a distraught Hispanic mother whose young daughter had just been raped. A third area was major crime investigation: deputies could not conduct proper interviews of victims, witnesses or suspects in major crimes.

The common frustration of these deputies was that the inability to communicate with the non-English-speaking Hispanics was preventing them from doing their job well. They could not relate on a human level, could not avoid intimidating those they encountered, and could not perform a thorough investigation—even in a traditional law enforcement context. They were far from able to reach out proactively or in partnership with the Hispanic community they served.

Deputies and Sheriffs Office management realized that the problem was growing and would continue to grow along with the rapid increase in the Hispanic population within the Sheriffs service area. Because the number of Hispanics in the Sheriffs service area was still small, relative to the population overall, deputies and managers believed this problem could be addressed with available resources, and that it called for creative solutions.

A key component of the Sheriffs community policing philosophy is that management rests responsibility for problem solving with line staff. Management's role is to provide support, tools and resources needed to perform their job. When deputies came to management with ways to address their inability to communicate with Hispanics, they were encouraged and supported. "Sin Barreras" developed from a partnership of management and line deputies.

## **B. Analysis**

Law Enforcement Deputy Sheriffs were becoming increasingly aware of and frustrated with their inability to relate to Hispanics in the community at least three years ago. By late 1994 at least one deputy had begun to take Spanish classes on his own. In early 1995 he had been appointed Hispanic Liaison. Other deputies began to take Spanish classes (often funded with Training monies), and two deputies proposed patrol roll call training in Spanish. The concept of Sin Barreras had begun.

All members of the community have been affected by the inability of law enforcement officers to communicate with Hispanic offenders, witnesses or victims. Offenders are often perceived to be engaged in more criminal activity than they actually are. Victims and other witnesses are unable to communicate the important facts of their situation to law enforcement. Harms include the frustration and fears engendered within the Hispanic Community, and the additional time and effort involved when officers are unable to do a thorough and informed situation analysis or investigation.

When Deputies have had contact with Hispanics, they have had to rely on calling a Language Line translator or requesting a Spanish-speaking officer, often from another agency, to be present. There have been few available. Another response has been to simply take alleged offenders to jail without having obtained all of the pertinent information available. Using any of these approaches puts the deputy in a secondary role, at the least, and at worst in the position of passing his/her responsibility to someone else to resolve.

The factor that was not immediately obvious to Anglo deputies was that **the inability to speak Spanish was only part of the problem.** There are differences in culture. These differences exist between most Hispanic groups and Anglos, but also between Hispanics from different countries. As in the scenario described above, the cultural discrepancies often show up in situations involving law enforcement procedures.

Concern about deputies' cultural awareness was elicited during full-day training sessions. El Programa Hispano, a social service agency brought in to assist with the training, helped deputies recognize the need for cultural training. As a result of this and other experiences, some deputies began to realize that cultural immersion was an important strategy for accomplishing such awareness.

Several agencies and jurisdictions wrote letters supporting the concept of a Spanish Language immersion program especially in a Hispanic country. Other input from the Hispanic community resulted from the Hispanic Citizens' Academy held in October - November 1996, which elicited discussion and suggestions from Hispanic community leaders who attended.

### C. Response

Within the community policing philosophy of the Multnomah County Sheriffs Office the process of relating to the public may be conceptualized as occurring in four phases:

- Contact
- Interaction
- Communication
- Trust

In the case of Hispanic suspects, victims or witnesses and Anglo officers, the process may be short-circuited when the officer is uncomfortable and the interaction occurs in a manner that raises fear or suspicion, perhaps on both sides. The process may never get as far as Communication.

Some deputies began looking for ways to grapple with the difficulties they encountered in their work with Hispanics. They initially sought personal language training, then to develop and conduct roll call training, share investigative techniques, and seek language and cultural immersion experiences. Law Enforcement Division management sought ways to support and encourage their efforts. These disparate activities began to form a programmatic response to community policing without barriers ("sin Barreras") with Hispanics.

Communication was recognized as the **key** to the process; however, communication includes not only issues of language barriers, but also a genuine understanding of culture, problems and roles. Trust (confianza) takes time to develop (Shusta, 1995) and it was obvious that simply attacking the language barriers was not going to be adequate to really implement community policing in relation to Hispanics.

Programmatic response arising from the MCSO Community Policing philosophy, therefore, seemed to fall into four categories:

- Language skills
- Cross-cultural skills
- Bridging to services
- Citizen involvement

Each of these categories had optional ways of approaching them.

Spanish language acquisition for deputies was seen as a basic and necessary building block. A variety of options for language training exist and several were

tried: a curriculum that taught simple questions or commands in roll calls and reviewed in the all-day training; some deputies attended community college or university classes with tuition reimbursement {"Officer Survival and Command Spanish", "Law Enforcement Spanish Training," "Conversational Spanish," "Rapid Spanish I" "Beginning Spanish I," "Conversational Spanish for Peace Officers"); self-teaching; and language immersion experiences (3, 5 or 14-days in Arizona or as part of the minimum four-week Hispanic country-non-US- cultural immersion program). For those deputies who wished to pursue the language immersion experiences, the Sheriffs Office required them to develop at least intermediate level language proficiency using whatever opportunities were available to them.

Cross-cultural awareness skills were addressed in the all-day training and included videos, scenarios and training in potential investigative situations with Hispanics. One deputy attended a cultural awareness seminar ("Latino Awareness Conference"); Another deputy began to investigate cultural immersion programs available, including some in the US and some in Hispanic countries. Two deputies have participated in a program in Cuernavaca, Morelos, Mexico. Two deputies went to a program in Costa Rica, through Oregon Department of Transportation traffic enforcement funding, and two deputies attended a program in Arizona. Use of Hispanic country immersion as the preferred approach was largely based on the experiences of Portland Police Bureau and Gresham Police Department officers.

MCSO administration had clear expectations of those who went out-of-country. To:

1. Assist with teaching other members in basic Spanish language skills.
2. Be available to assist other members with investigations.
3. Be available as a spokesperson and representative to the Hispanic community.
4. Participate with El Programa Hispano (a social services agency) in a variety of activities.
5. Participate in Hispanic community activities.

Bridging to services has developed and continues to develop as a result of individual and agency contacts with social service agencies, especially those primarily serving Hispanics. The concept of bridging to services is a key component of community policing-the realization that the deputy often needs to deal with the needs of the whole family of an offender or victim, whether those needs be shelter, substance abuse treatment or child care.

One component of the Sheriffs Office bridge to services is a bilingual Integrated Services Coordinator (ISC) whose principal assignment is to link clients with services, in collaboration with a variety of human service agencies. The ISC conducts a one-hour weekly community radio broadcast in Spanish, which provides information on access to services, as well as politically, economically

and culturally relevant programming. Deputies and the ISC have done several segments for the "East Metro Edition" public access cable television.

Partnerships with human service agencies are also an important aspect of the bridging strategy. MCSO has established links with several agencies that provide services or advocacy to the Hispanic community. A significant partnership has been established with the social service agency, El Programa Hispano, which has worked with MCSO in creating service access outreach. For example, one deputy (who participated in a cultural immersion program) has worked with El Programa Hispano to conduct a very successful training to enable Hispanics to pass the written test for obtaining their driver's license. In addition, three deputies have donated time to teach English as a Second Language.

The Sheriffs Office has established a Hispanic Access Line so that non-English speaking citizens can leave a message and be assisted by a Spanish-speaking deputy on a return call.

Citizen involvement is a basic value in MCSO community policing. In order to develop trust with the Hispanic community, citizen involvement was seen as a key factor early in the analysis as well as the basis for determining if the program was proceeding in an appropriate direction. Among other commitments to the community, the Sheriff has appointed the Law Enforcement Commander as the Agency liaison to the Hispanic community county-wide, and the Law Enforcement Division maintains a Hispanic Affairs Coordinator deputy.

A deputy (who had participated in the cultural immersion program) came up with the idea of a Hispanic Citizens<sup>1</sup> Academy, planned and implemented it. For that initial effort, leaders in the Hispanic community were invited to participate. Future academies will seek Hispanics from the full spectrum of society. A serendipitous involvement with the community was initiated by a resident of an apartment complex which is largely occupied by Hispanics. He requested a meeting between residents and deputies that would be conducted in Spanish. The meeting occurred and was deemed successful by all participants. Another mechanism for citizen involvement which is planned is a Hispanic Citizens' -- Advisory Committee for the Sheriffs Office. The groundwork has been laid to hold initial meetings in September 1997. While the Citizens' Academy and Advisory Committees are strategies that will be maintained, it is anticipated that other unforeseen opportunities for citizen involvement will occur.

Another citizen outreach was to businesses and agencies that could potentially provide funding for the immersion program. A deputy developed a brochure advertising the "Officer Language Application (OLA)<sup>11</sup> training for MCSO deputies. In addition, a letter describing the out-of-country immersion solicited not only funding but the support of a variety of agencies and jurisdictions. A May 21, 1996 article in *The Oregonian*, the Portland area's only major daily newspaper, featured the program.



The overall goal of Sin Barreras was to increase officer safety, decrease tensions and develop trust between MCSO law enforcement and the Hispanic community it serves.

Objectives: Increase language skills of participating deputies.  
Increase awareness of cultural differences between Hispanic and Anglo cultures.  
Increase contact and interaction with members of the Hispanic community.

The program was started with virtually no added monetary resources from the agency. When an out-of-country immersion program was proposed to the Board of County Commissioners, they reacted negatively to the perception that deputies would be given a "vacation" to Mexico. This constituted a major setback to the program implementation. Funds have been obtained from employees' personal monies, private contributions, and the Oregon Department of Transportation (ODOT), and deputy time was contributed by MCSO for the immersion program. Law Enforcement Division Training funds have been made available to reimburse tuition for Spanish language classes

D. Assessment:

Evaluation of this evolving program has primarily focused on evaluation of the program components and data collected by the deputies in charge of each project.

Spanish language training. Both participation level and test passage rate were important in assessing the effectiveness of the training:

- 21 deputies participated in the inservice sessions (64% of the total patrol deputies and detectives).
- 11 deputies participated in local college classes, seven of whom received department funding.
- 9 passed the basic assessment.
- 6 passed intermediate assessment (which made them eligible to participate in cultural immersion programs when funds became available).
- 4 deputies attended out-of-country language/cultural immersion training and 2 participated in training in Arizona.

Letters of support for the language immersion concept. Letters were received from one city (Wood Village), five social service or advocacy agencies serving Hispanics, three businesses that directly serve Hispanics, two Spanish language newspapers and three citizens/business persons.

Hispanic Citizen Academy Evaluation Surveys. Of the 13 who began the Academy, ten graduated and nine completed the evaluation form. The full results may be found in the attachments.

- Four felt the academy was better than their expectations; five thought it was "right on."
- On a scale of 1 - 10, five rated the academy a "10" with the lowest score 8.5, an average of 9.6.
- On "How well is MCSO serving, relating to and meeting the needs of the Hispanic community? 1 - no response; 2 - "extraordinary" or "excellent" 5 - "great", "good" etc.; 1 - "more than adequate"; no negative responses.
- Suggestions were solicited for how MCSO could better serve the Hispanic community:
  - Presentations in schools
  - Hire Spanish speakers
  - DUII training in [migrant] camps
  - Educate immigrants about laws and penalties
  - Immersion language training for Deputies
  - Citizens present to Deputies

Department of Motor Vehicles (DMV) written test. Of over 200 Hispanics that have participated in workshops jointly conducted by a deputy and the social service agency El Program Hispano, 98% have passed their DMV written test.

Anecdotal Outcomes. Several results have come from the MCSO efforts in the community which have not been "written up." To most of the participants they represent the true worth of *Sin Barreras*.

Calls for assistance from members of the Hispanic community. Spanish-speaking deputies and the ISC staff member have noticed a definite increase in unsolicited calls from members of the Hispanic community. These calls have included queries about persons in jail, legal rights, and needs for social services. In one situation two Hispanic nuns had been unable to pass their driver's test. The brother who usually drove their group was no longer able to and the group was desperate for transportation. A Sheriff's Office employee called on their behalf, a deputy tutored them and they passed.

Request for in-Spanish meeting at apartment complex. A resident of a nearly all-Hispanic apartment complex in Wood Village called and requested deputies participate in a meeting there to be held in Spanish. Five deputies attended on their own time. The agenda included discussion of criminal activity and apartment maintenance as well as other issues; the meeting was deemed successful by participants.

Assistance to other agencies. One deputy has reported being requested to assist at least six other enforcement agencies with situations involving Hispanics. Other deputies and the ISC have also helped other police departments, especially with investigations. As this nomination was being prepared, a Portland Police Officer was killed. The Hispanic suspect was also wounded and the ISC was called to the scene and accompanied him in the ambulance to the hospital.

Participation in Activities within the Hispanic Community. As mentioned previously, deputies began initiating and participating in a variety of community activities on their own time. These included instructing in ESL and Driver's Education; attending and participating in the apartment complex meeting; and conducting the Hispanic Citizens' Academy. Another activity has been participation by deputies and other Sheriffs Office staff and spouses in two annual "Festivals of the Three Wise Men" held in January each year.

Feedback from members of the Hispanic community. Several apartment complex residents commented on their appreciation of the effort made by the deputies, both to attend the above meeting on their own time and to speak Spanish throughout the meeting. A Hispanic man who had received several traffic citations and fines called one of the deputies at home to tell him that, thanks to his persistence and encouragement, he had realized he must pay off his fines and begin complying with the driving laws.

Hispanic Community Leaders Survey. A survey is being conducted asking Hispanic leaders and service providers to respond to how they perceive the Multnomah County Sheriffs Office is progressing in relation to its relationship with the Hispanic community. Due to short timelines before this application deadline, only three responses have been received. The complete results are in the attachments. Respondents gave the Sheriffs Office high marks for responsiveness to the community and to requests for help. With one exception they gave high or "good," to the effectiveness of various outreach activities and the Sheriffs Office efforts to develop Spanish-speaking deputies. They also made comments on ways to improve the effectiveness of the agency's presence in the community.

Summary of Results. The overall results of Sin Barreras have been an increase in the number of deputies with better Spanish language skills; more deputies with greater sensitivity to the Hispanic community and cross-cultural awareness; mutual assistance, information and "bridging of services" with an increasing number of agencies and businesses serving Hispanics; a more open flow of communication with a variety of Hispanic community leaders; and greater numbers of calls and contacts from Hispanic community members requesting assistance with a variety of problems.

While improvement and progress have been shown in each of the project's objectives and thus the overall goals, administration and key participants agree that the program implementation must continue to be monitored and supported if progress is to continue. Although the present administration (Sheriff, Commander and lieutenants in Law Enforcement) is committed to continuation of the program, realistically this program is at least two years from being "institutionalized," that is, becoming an integral part of the problem-oriented community policing philosophy shared by all of the law enforcement deputies within the agency. When that philosophical shift is complete, the program will no longer be a separate response or "program," but the activities will merge into the on-going planning and routine strategies of law enforcement within a community policing philosophy.

The implementation to date has encountered some obstacles. The major problem has been lack of funding for the language immersion program. In addition, rotation of law enforcement assignments for some of the key deputies has also been a problem to "work around" since all assignments are not in the same geographic area. Shifts also present a challenge, which is always of concern in any 24-hour operation. However, a greater number of deputies are interested in pursuing advanced language training and cultural immersion. As numbers of deputies with these skills increase, the issues of assignments and shifts will diminish in importance.

In addition to the Law Enforcement function, the Sheriffs Office operates five jail facilities which continuously show 12% - 15% or more of those in custody being Hispanic. One facility, which has an open dormitory setting for 190 male inmates often has 40% Hispanic. Although populous, Multnomah County has the smallest geographic area in the state and the residents are concentrated in the metropolitan area. Thus, a program targeted to the corrections deputies and staff of the jails could be of great benefit to the County as a whole, as well as making an impact on the issues found specifically in the Law Enforcement analysis in East Multnomah County. Members of the Corrections staff have shown great interest in building on the Law Enforcement program response and developing strategies that will work in the context.

### Reference

Shusta, R. Multicultural law enforcement. Prentice-Hall, Englewood Cliffs, NJ. 1995.

### **3. A GENCY AND OFFICER INFORM A TION**

1. *At what level of the police organization was this problem-solving initiative adopted (e.g., the entire department, a few select officers, etc.)?*

While the initiative was formally adopted by the Sheriff and the Law Enforcement Division command, the problem-solving initiative came from deputies in various areas of law enforcement. As stated previously, Sheriff's Office management expects deputies to identify a problem, consider alternative responses, select one or more appropriate strategies and implement it/them.

*2. Did officers or management receive any training in problem-oriented policing and/or problem solving before this project began or during its execution?*

The Commander and lieutenants in Law Enforcement attended the Problem-Oriented Policing conference in 1995 and 1996. It should also be noted that all sworn law enforcement staff in the Sheriff's Office are college graduates; many have more advanced degrees. Thus, all deputies and managers have a grounding in the scientific method and other problem-solving strategies.

*3. Were additional incentives given to police officers who engaged in problem solving?*

Other than the opportunity to be involved in the language immersion program out-of-country for those who could be funded, the only incentive offered these deputies is the chance to initiate, develop and implement strategies for Hispanic community outreach. The incentive for all deputies who have participated in the language and cultural awareness training has been to do their work more effectively and professionally.

*4. What resources and guidelines (manuals, past problem-solving examples, etc.) were used, if any, by police officers to help them manage this problem-solving initiative?*

There was evaluative information available on the language immersion program in Mexico, specifically from participation by Portland Police officers. The roll-call language training and full-day session curricula were developed by the deputies in charge of them. The DMV component was developed initially by El Programa Hispano, a social service agency, and enhanced by the deputy who took the lead for MCSO. The Hispanic Citizens Academy was adapted from similar, but non-targeted programs offered by other police agencies.

*5. What issues/problems were identified with the problem-oriented policing model or the problem-solving model?*

As described in section A. Scanning, the problem was addressed from a problem-oriented policing perspective. This approach was documented in a paper prepared by the Commander for the FBI Academy in April, 1996.

6. What general resource (monetary and/or personnel) commitments were made to this project, and of those resources, what went beyond the existing department budget?

As noted above, the resources for the Spanish language immersion to date have come from private contributions (Mexico immersion experience) and the Oregon Department of Transportation (Costa Rica immersion experience). The Sheriffs Office has been able to contribute some unassigned time and training funds for deputies to take language classes from community college, university and private trainers ("Officer Survival and Command Spanish", "Law Enforcement Spanish Training," "Conversational Spanish," "Rapid Spanish I" "Beginning Spanish I," and "Conversational Spanish for Peace Officers"), and to attend a cultural awareness seminar ("Latino Awareness Conference").

7. Project Contact Person:

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**List of Attachments:**

Evaluation Results of the Hispanic Citizen's Academy

Evaluation Results of the Hispanic Leaders Survey

Selected Letters supporting the cultural immersion experience for deputies

Article from *The Oregonian* featuring the Spanish language training for deputies

Article in *The Briefing*, the Sheriffs Office newsletter, on the Spanish language training for deputies

**MCSO Hispanic Citizen's Academy  
Participation Evaluation**

1. Has the Academy lived up to your expectations? Was it better, worse or right on?

Better 4(44%)  
Right on 5(56%)  
Worse 0(0%)

2. How would you rate this course on a scale of 1 to 10? (1=very poor, 10=outstanding)

1 - 8 0  
8.5 1  
9 2  
9.5 1  
10 5

3. How would you change this course?

No Changes 4(44%)  
Make Changes 5(56%)

**Suggested changes:**

More handouts and visual materials  
More audience involvement in lectures  
More pictures and printed materials  
start ½ hour earlier  
More videos and visual presentations

4. What was your favorite part of the Academy?

Note: multiple responses from some participants

"Everything" 2(22%)  
Participant discussions 2(22%)  
Jail visit 4(44%)  
DUII presentation 4(44%)  
Ride-along 2(22%)  
River Patrol 1(11%)

5. What was your least favorite part of the Academy?

No least favorite part 6(67%)  
Lectures 2(22%)  
Haz Mat 1(11%)

6. Has the Academy left you with a more favorable impression of the Sheriff's Office?

Yes 9(100%)  
No 0(0%)

7. What area would you have liked more of or less of in the Academy?

Note: multiple responses from some participants

**More of:**  
None 3  
Drugs 3  
DUII 1  
Gangs 1  
Ethnic Education 1  
Search & Rescue 1  
River Patrol 1

**Less of:**  
Alarm 1  
Equipment 1

8. How would you rate the presenters on a scale of 1 to 10?

1 - 7 0  
8 1  
9 3  
9.5 1  
10 4

9. Did the presenters adequately address your questions?

Yes 8(89%)  
No 1(11%)

10. How well is MCSO serving, relating to and meeting the needs of the Hispanic community?

No response 1  
"extraordinary" or "excellent" 2  
"great", "good", etc. 5  
"more than adequate" 1  
Negative responses 0

11. Suggestions for MCSO to better serve the Hispanic community?

No suggestions 3  
Presentations in schools 1  
Hire Spanish speakers 1  
DUII training in camps 1  
Educate immigrants about laws 1  
Immersion language training: Deputies 1  
Citizens present to Deputies 1

12. What is the best way for MCSO to promote future Citizen Academies to Hispanics?

Hispanic TV/Radio 5  
Community leaders 2  
Hispanic Neighborhoods 2  
Hispanic Groups/Activities 2  
Flyers 1  
Hispanic retail stores 1  
Schools 1  
Churches 1

13. Would you suggest the Academy to friends and colleagues?

Yes 9(100%)  
No 0(0%)

14. do you have any other comments, concerns or ideas about the Academy?

No Comments 2  
Make it longer 1

**Other comments:**

"We need more contact w/ Sheriff Noelle & his administration to know how to support the projects that affect our communities + any other efforts his agency is making to increase service to the communities at large"

"Deputy Harry Smith should be greatly commended for all of the work that he put into this academy. He is a fine example of an excellent deputy who really cares about the community he serves."

"Thank you very much."

"I think Harry did a great job, especially since he did this all on his days off and without pay. I was really impressed with his organizational skills and his devotion to this program. He should be commended for his hard work!!"

"you guys did very good. Keep the good job! I liked the way it is! Maybe go get us all together once more again!! It is been a very good experience."

"Good job. PS I might be interested in any river search & rescue."

## HISPANIC LEADERS SURVEY

**Preface:** The Sheriff's Office has made an effort over the past two years to relate in a positive way to the Hispanic/Latino Community in East Multnomah County. We are interested in knowing whether we are being effective in these efforts.

In the past two years I have been in contact with the Sheriff's Office:

1. Not at all
2. Once
3. More than once (1)
4. Many times (2)

Of the following Sheriff's Office programs that I am familiar with, I consider it/them to be:  
Very Effective = 4 - Very Ineffective = 1.

|   |              |
|---|--------------|
| DMV Training  | 1 - 4, 1 - 2 |
| Citizen's Academy   | 1 - 4, 1 - 3 |
| Apartment Complex Meeting   | 2 - 3s       |
| Other: Assistance with Annual Hispanic Children's<br>Christmas Festival | 1 - 4        |
| Restraining Orders  | 1 - 4        |

Comment: DMV Training: "Need more outreach, set classes"

Compared to other police agencies (or places I have lived), the Sheriff's Office is:

1. More responsive to the Hispanic/Latino Community - 3
2. Less responsive to the Hispanic/Latino Community
3. About the same responsiveness

The Sheriff's Office's efforts to develop Spanish-speaking deputies are:

- |                  |              |   |
|------------------|--------------|---|
| 1. Excellent - 1 | 3. Poor      | Comment: "I'd like to see more recruitment of bicultural/bilingual deputies." |
| 2. Good - 2      | 4. Very Poor |   |

Whenever I contact the Sheriff's Office for assistance, they make every effort to answer my questions or resolve my problems:

1. Always - 2
3. Occasionally
2. Most of the time - 1
4. Never

Can you suggest ways in which the Sheriff's Office could better serve the Hispanic/Latino community?

"To have a bilingual/bicultural person in the front office."

"I'd like to see a 'coalition' formed of agencies & the Sheriff's dep't--to meet & discuss quarterly (or more) issues facing the community here."

"Have more direct interaction and laws and connection with Latino families. Education on the laws in the United States, which affect this community and more participation and support of individual officer's efforts to reach out to the Latino community (i.e. driver's education, etc.)"