

Lessons to Advance Community Policing

FINAL REPORT FOR 2015 MICROGRANT SITES

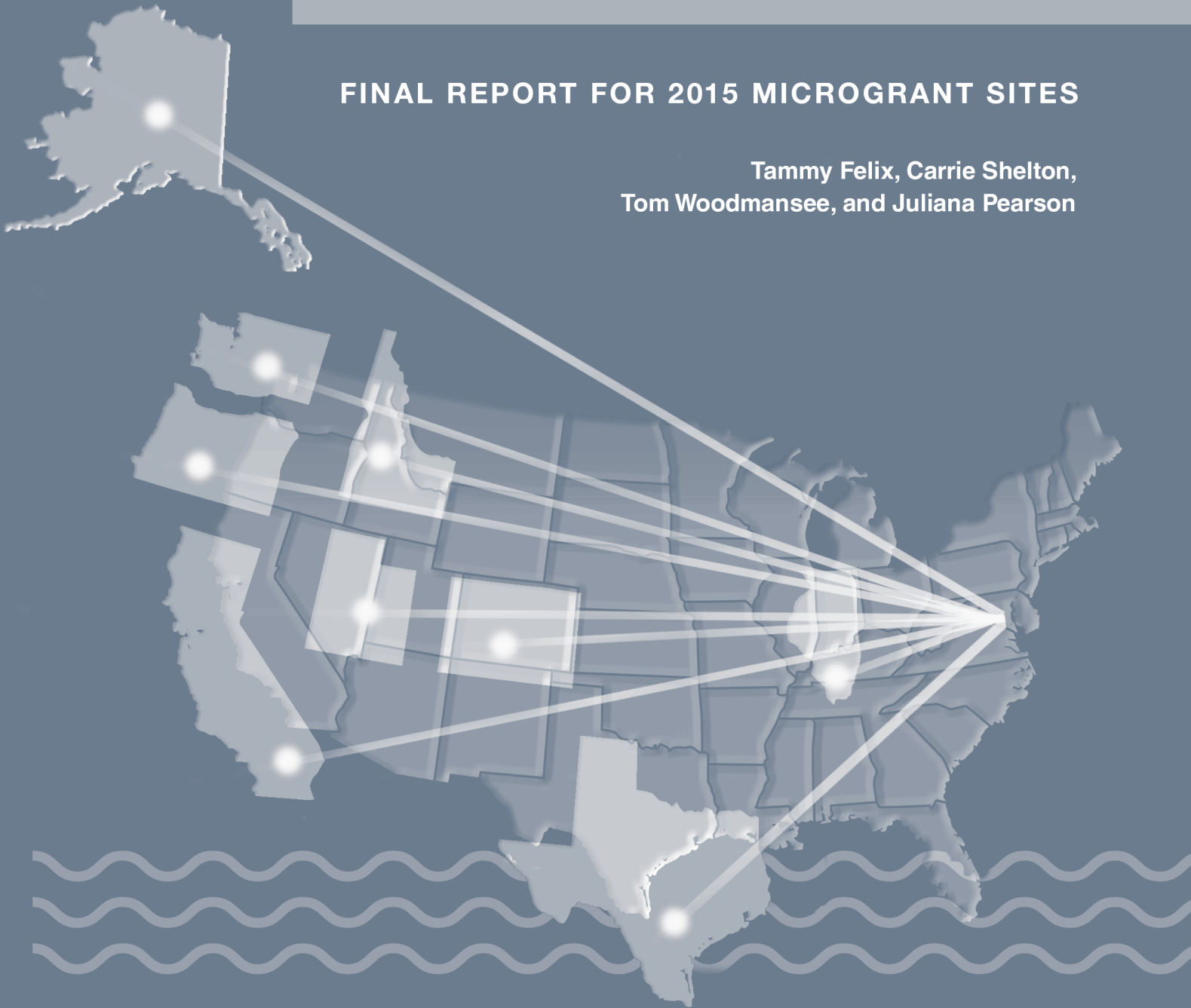
Tammy Felix, Carrie Shelton,
Tom Woodmansee, and Juliana Pearson



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This project was supported by Cooperative Agreement Number 2015-CKWX-K011 awarded by the Office of Community Oriented Policing Services, U.S. Department of Justice. The opinions contained herein are those of the author(s) or contributors and do not necessarily represent the official position or policies of the U.S. Department of Justice. References to specific agencies, companies, products, or services should not be considered an endorsement by the author(s), contributors, or the U.S. Department of Justice. Rather, the references are illustrations to supplement discussion of the issues.

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Recommended citation:

Felix, Tammy, Carrie Shelton, Tom Woodmansee, and Juliana Pearson. 2020. *Lessons to Advance Community Policing: Final Report for 2015 Microgrant Sites*. Washington, DC: Office of Community Oriented Policing Services.

Published 2020

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Letter from the Director

Colleagues:

Law enforcement agencies are always seeking more effective field-tested practices to improve public safety. Importantly, however, developing and testing innovative approaches to policing takes the commitment of state, local, and tribal agencies—as well as time and resources.

Since 2013, the Office of Community Oriented Policing Services (COPS Office) has administered the COPS Office Microgrant Initiative in partnership with state, local, and tribal law enforcement agencies to develop, pilot, and demonstrate projects in a real-world setting. In FY2015, it provided nine agencies with up to \$75,000 in seed funding. Those projects are now complete, and the originating agencies are ready to share their results—a variety of promising practices in community policing and low-cost interventions which can be replicated by local agencies across the country.

This report provides case studies of each of the 2015 microgrant projects, highlighting successful community policing strategies and lessons learned. These projects were implemented in large and small local and tribal agencies and address topics ranging from recruiting community outreach to crime prevention and sexual assault reporting. The agencies worked closely with a wide range of partners to define and address the issues their communities care about, and with the Microgrant Coordinator to refine and report on the approaches they developed.

On behalf of the COPS Office, I thank CNA for their work as Microgrant Coordinator and for their efforts in producing this report. I also commend all the agencies represented here for their service to their communities and to the field.

Sincerely,

A handwritten signature in black ink, appearing to read "Phil Keith". The signature is fluid and cursive, with the first name "Phil" and last name "Keith" clearly distinguishable.

Director

Office of Community Oriented Policing Services

Introduction

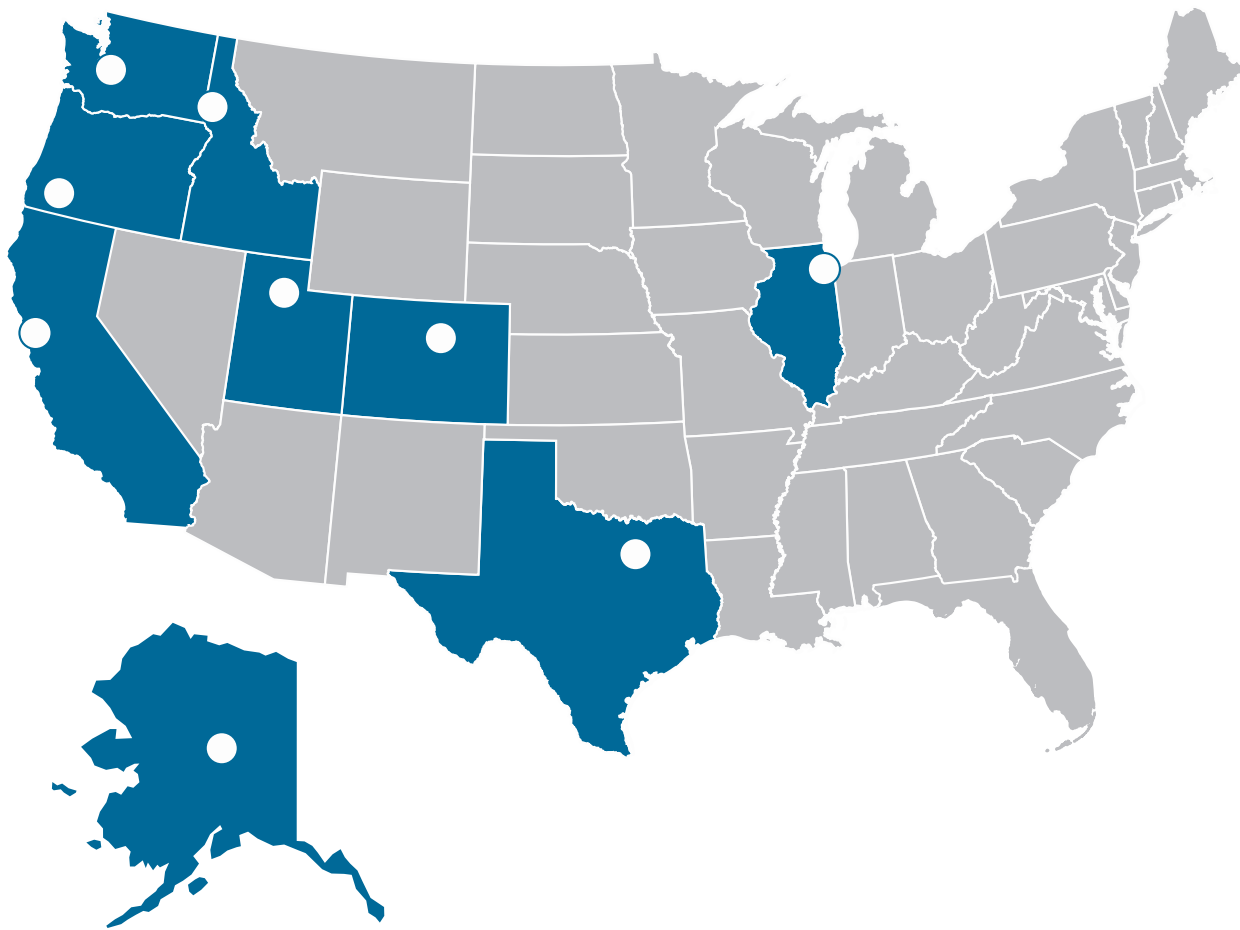
In 2013, the Office of Community Oriented Policing Services (COPS Office) created the COPS Office Microgrant Initiative to support law enforcement in implementing innovative community policing projects. This program aims to provide up to \$75,000 in small-grant seed funding to state, local, and tribal law enforcement to develop and test programs and strategies in a real-world setting. While these microgrant projects are smaller than other federally-funded grant programs, they allow law enforcement agencies to implement innovative initiatives they would otherwise not have the resources to undertake, helping to spur innovation within law enforcement agencies and across the profession.

- **Fairbanks (Alaska) Department of Public Safety**
Volunteers in Policing
- **Ashland (Oregon) Police Department**
The “You Have Options” Sexual Assault Reporting Program
- **San Leandro (California) Police Department**
Chinese Engagement Initiative
- **Arlington (Texas) Police Department**
Mobile Phone Application
- **Denver (Colorado) Police Department**
Evaluation of Police Outreach and Evidence-Based Recruiting Practices
- **City of Salt Lake, Utah**
Homeless Outreach Services Team (HOST) Program
- **Nez Perce Tribal Police Department, Lapwai, Idaho**
Indian Youth Explorers Police Academy
- **City of Tacoma, Washington**
Tacoma IF Project
- **Village of Harwood Heights, Illinois**
Improving Community Contacts with Senior Citizens and Non-English-Speaking Residents

In 2015, the COPS Office invested in nine programs through the Microgrant Initiative:

These microgrant projects provide the impetus at local levels for new and innovative community policing strategies.

Figure 1. Map of 2015 microgrant sites



In 2014, the COPS Office recognized the need to support microgrant awardees in documenting and sharing their project successes and lessons learned. To assist agencies in capturing and documenting promising practices resulting from their microgrant projects, the COPS Office created the role of Microgrant Coordinator, and provided funding to CNA for that role.

As the microgrant coordinator, CNA maintained regular contact with the 2015 microgrant sites to capture lessons learned and successes from their projects, and to assist as needed with the implementation of their projects through technical assistance and guidance on site-selected topics. These promising practices for the 2015 sites are shared in this report.

2015 Microgrant Promising Practice Case Studies

This report provides case studies of each of the 2015 microgrant projects, highlighting successful community policing strategies that may be used in other agencies across the country. Each site case study provides the following:

- An overview of the project with the site's defined goals and objectives
- A description of specific activities outlined in the objectives and the progress made on these activities
- Lessons learned and promising practices for other agencies to adopt
- Point of contact information for the local site, so that other agencies can reach out directly to learn more about the project

To develop these case studies, CNA analysts reviewed information gathered from October 2016 through August 2018. Information was collected from progress reports and other materials shared by each site and by the COPS Office, and through periodic conference calls with microgrant sites' points of contact; CNA analysts conducted conference calls with key program participants on a monthly or quarterly basis. Six microgrant sites—Arlington, Ashland, Denver, Fairbanks, Salt Lake City, and Tacoma—sought no-cost grant extensions for their projects. For these sites, the information and promising practices presented reflect activity through February 2019.

MyPD Mobile Phone Application

Arlington Police Department, Texas

Overview

The Arlington (Texas) Police Department (APD) partnered with 3Di to create a mobile application to allow access to real-time data and to improve communication within its workforce. The APD's approximately 700 sworn officers and 200 professional staff are responsible for policing a diverse city covering more than 100 square miles, an area that includes the homes of the Dallas Cowboys and the Texas Rangers, Six Flags Over Texas, and several large shopping venues. Policing this area causes communication challenges for both officers and command staff.

The APD's microgrant project is designed to enhance officer communication and intelligence sharing through the development of a customized mobile application available to all department employees on their mobile phones.



Poster promoting the Arlington Police Department's new mobile MyPD application. The application allows access to real-time data, helping to improve communication within the department's workforce.

Home screen on the MyPD mobile application. (left)

City and state statutes available within the MyPD application. (upper right)

Filters available in the MyPD app. (lower right)



This mobile application, called MyPD, is designed to provide access to departmental communications, training manuals, general orders, and victim assistance resources. Providing officers with mobile access to this information helps them share information with the public in real time—a way to proactively practice the APD’s commitment to its community policing policies and procedures. MyPD can also be tailored to allow access to restricted data that may be of use to specialized units on a need-to-know basis.

The objective of the APD microgrant project is to develop and deploy MyPD. Its goal is for this app to give employees department-wide rapid remote access to the following:

- Real-time information on deployed resources.
- Operational information, such as intelligence bulletins, shift reports, and citation and penal codes.

- Critical communications from Police Chief Will Johnson and other command staff.
- Specialized communications for operational units within the department.
- Reference materials, such as policies, procedures, statutes, citation codes, and training materials.

Lessons learned

Take time to consider the type of information and features that will provide officers (i.e., end users) with the breadth of information needed to successfully meet the program goals.

MyPD is a versatile tool with many useful features designed to assist employees and officers in the field by providing information in real time. Any agency planning a similar program should form a planning team to identify the specific capacities and features the app

should have and the data streams and sources it will use. The APD planners designed the MyPD app with the following sections:

- **Chief's Blog.** This section includes departmental communication from Chief Johnson on specific issues and provides mobile access to his weekly newsletter. The APD encouraged employees to comment on the posts via MyPD to provide feedback to the Chief.
- **Reference.** This section links to all information an officer may need while on duty. MyPD includes standard operating procedures, general orders, city and state statutes, intelligence bulletins, shift reports, and training materials. Having access to this information enhances officer safety and ensures that officers have the tools and materials necessary to perform their duties.
- **Calendar.** This feature is used to notify all staff of internal agency-related events such as graduations and retirements. This function helps to ensure that all staff are notified of important events and improves internal communication.
- **CAD.** The CAD feature allows officers to access CAD calls for service and status updates. Incorporating CAD into MyPD allows for a “one-stop shop” for officers to access the data critical to performing their duties and maintaining their safety.
- **Social Media.** The APD's media team uses social media to update the community on the department's activities. This section links employees to the department's social media posts, without their having to log in using their personal Facebook or Twitter accounts. This access helps to ensure consistency in messaging to the community. Since social media is a key platform for public outreach, planners should consider including this feature in any mobile applications. Messaging: MyPD enables communications among

individual users and groups. The chat messaging feature is a useful method for facilitating communications in the field (e.g., when unit commanders need to relay instant information to their staff). Planners should ensure that all messages are retained per their department and city's retention policies, and that these conversations are moved from personal devices to official storage platforms for archiving.

Establish a project timeline, hold regular meetings, and encourage engagement from all stakeholders.

The project team should meet in person on a regular basis. These meetings will ensure that all participants are adequately engaged throughout the project and are completing tasks according to the established timeline. Regular meetings will also keep both the department and project leadership apprised of whether a grant extension will be needed. It is critical that the team evaluate the grant deadlines at the launch of the project to determine if they are able to achieve them in the outlined time frame. Having regularly scheduled meetings will also facilitate decision making among internal and external stakeholders.

Ensure executive staff participates in the design and development process.

Leadership buy-in and vetting will ensure that the vendor's implementation of the executives' business requirements meets the department's expectations. Recognizing this, the APD assembled a project team that consisted of members both internal and external to the department.

The complexity of the application required breaking the project into multiple development and testing phases. Having a robust group of stakeholders engaged throughout the design and implementation helped the APD to ensure that MyPD met both the security requirements and its operational needs.



Arlington Police Department officers checking the MyPD app.

Consider potential security challenges and draft a comprehensive implementation and security plan.

Security considerations were paramount throughout the development process, as secure and confidential information will be accessed through MyPD. The implementation and security plan should include detailed guidance on how to address the security challenges of putting the Federal Bureau of Investigation's (FBI)

Criminal Justice Information Services (CJIS) policy information on employee's personal phones. The development of such a plan should be built into the timeline for completion of the mobile app, as this process can be both time consuming and cumbersome. To avoid delays, planners should consult their agency's CJIS auditor at the launch of the project to identify security challenges and implications during the design phase and ensure the final application is compliant with CJIS policy. This was the APD's primary security goal and most significant challenge of the project. Implementing CJIS security controls while still making the solution intuitive for end users required a great deal of collaboration across the department and product development teams.

Conduct security vulnerability assessments and penetration testing.

When planning for costs and making budget determinations, be sure to include funding for security vulnerability assessments and penetration testing through all phases of product design and implementation. These assessments will help to identify potential vulnerabilities such as the unauthorized access of CJIS information held within the MyPD application. Over the course of the period of performance, the APD development team completed four development sprints and two user acceptance testing (UAT) phases. Continual testing throughout the contract maintains the app's needed security measures as technology continues to evolve.

SITE CONTACT

Lieutenant Christopher Cook




Media Office

Arlington Police Department


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Arlington Police Department, Texas microgrant accomplishments

The following table provides a detailed summary of the site’s completion of the activities proposed to the COPS Office as part of their grant program.

<p>Status</p> 	<p>Proposed Activity</p> <p>Pre-planning and city governance</p>	<p>Details</p> <p>Q4 2016 to Q1 2017</p> <p>The team worked through the city project governance process, and then met with analysts from 3Di to develop business requirements for the application.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p>Procurement phase</p>	<p>Details</p> <p>Q1 2017 to Q2 2017</p> <p>As the APD was unable to find a turn-key app that performed the necessary functions and met Criminal Justice Information Services (CJIS) requirements, the department had to find a partner organization to develop the software. In order to expedite selecting this partner, the APD used the city’s Request for Orders (RFO) process, which allows agencies to choose vendors with existing cooperative contracts. The department worked with the city’s purchasing department on the RFO, vendor selection, and contract negotiations.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p>Implementation of foundation</p>	<p>Details</p> <p>Q3 2017 to Q1 2018</p> <p>The APD assembled a project team that consisted of members of its Research and Development and Media offices and Patrol, Crime Analysis, Administrative Services, and Tactical Intelligence units. The APD also engaged resources external to the police agency, such as the Arlington City Information Technology Project Manager’s Office and the city attorney’s office. This project team worked with 3Di’s business analyst, project manager, and development team to develop and establish the business analysis and project management processes. 3Di constructed the application, and the APD’s developer created APIs to connect the cloud services to APD’s in-house computer systems.</p>

Arlington Police Department, Texas microgrant accomplishments *cont'd*

<p>Status</p> 	<p>Proposed Activity</p> <p>Testing and continued phased development</p>	<p>Details</p> <p>Q1 2018 to Q4 2018</p> <p>The development team completed four development sprints and completed two user acceptance testing phases. Testing also included security vulnerability assessments and penetration testing. This testing will continue through the tenure of the contract to ensure that the application remains secure. The complexity of the application required breaking the project into multiple developments and testing phases.</p> <p>In addition to these considerations, the APD also had to develop the same features on two mobile operating systems. All of this had to be accomplished while working with the vendor during the vendor-driven application development and testing processes.</p>
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<p>Status</p> 	<p>Proposed Activity</p> <p>CJIS Audit, application launch, and project closeout</p>	<p>Details</p> <p>Q4 2018</p> <p>Before launch, the team met with its CJIS auditor to review its compliance with CJIS policy. Upon receiving successful feedback, the team deployed the application to executive staff for a testing phase. After internal discussions on how to present the app to the workforce to achieve maximum buy-in, the APD's Research and Development and Media units created an introductory training video, posters, and training materials to help facilitate officers' understanding and use of the app, and the app was rolled out to the entire department</p> <p>The team closed the project with a lessons learned exercise that was used in this report.</p>
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The “You Have Options” Sexual Assault Reporting Program

Ashland Police Department, Oregon

Overview

According to a 2010 Centers for Disease Control and Prevention report, the state of Oregon has the second highest rate of sexual violence in the country, with one of the lowest rates of reporting—as low as 10 percent. Like many jurisdictions across the country, the city of Ashland, Oregon, faces a problem investigating sexual assault cases, as the vast majority of victims never report the crime. Ashland experienced a series of sexual assaults in 2010, and investigation of these cases revealed further issues including victims omitting information, recanting disclosures, and dropping out of investigations.

I was given options. I was given validation in telling my story. I said this bad thing happened to me and I was believed. For me that's justice.

– Sexual assault victim after reporting to a “You Have Options” Law Enforcement Agency

I firmly believe that if every police agency in the country adopted the “You Have Options” Program model, sexual assault investigation and prosecution would be radically transformed.

– Dr. David Lisak

Following an assessment with its Sexual Assault Response Team partners, the Ashland Police Department (APD) concluded that for sexual assault cases, traditional methods of response and reporting were not effective in reducing crime. Instead, they contributed to an environment that discouraged victim engagement. In response, in 2013 the APD launched the “You Have Options” Program (YHOP) (<https://www.reportingoptions.org/>).¹ YHOP is an innovative, victim-driven approach to sexual assault reporting, investigation, and prosecution. It is a comprehensive program to address sexual assault that allows victims to determine when they are ready to report a crime, when they are ready for the police department to investigate, and —as much as legally permissible— who has knowledge of their reporting. YHOP has gained interest nationwide, as it has been identified as a best-practice approach to sexual assault investigations.

To help other agencies interested in YHOP, the APD and YHOP requested a microgrant to develop a comprehensive guidebook for nationwide dissemination to other agencies. The guidebook will include information for other agencies to reference in their own sexual assault investigations. YHOP administrators also provide program information on a one-to-one basis to agencies interested in implementing the program. As of September 2015, 57 law enforcement agencies from 24 states had contacted the APD expressing interest in YHOP.

The overarching goal of this project is to ensure that every person the victim encounters at every stage of the reporting and investigation process is equipped to respond to them appropriately, consistent with the goals of community policing, and within the standards of professional, empathetic concern.

The objectives of the project are as follows:

- To disseminate information to the community about this unique sexual assault program, which is victim-centered and therefore focused on the needs of the community.
- To share information with other agencies interested in implementing the YHOP Program.
- To increase the number of agencies and victims that take part in the YHOP.
- To aid participating agencies in institutionalizing a victim-centered approach.
- To increase law enforcement’s ability to provide victims of sexual assault with an appropriate environment that encourages reporting and cooperation with the criminal justice process.

Lessons learned

Tailor the program to the unique characteristics of the implementing agency.

As the YHOP team worked to implement the program across the participating agencies, they determined that a single structured approach would not be feasible. Instead, the team found that each agency is unique in its characteristics, such as its staffing levels and technical proficiency, and in its needs. The implementation approach, therefore, needs to reflect these differences and be tailored to the current capabilities and capacity of the agency. This tailored approach should consider the agency’s

1. The YHOP has requested an 18-month no-cost grant extension to continue its project through February 2019.

If this format would have been available for my loved one, so much suffering would not have happened during the report and investigation. Helping survivors report holds the potential to save so many from this horrible crime and its aftermath.

– *Community member*

administrative priorities, the internal level of support for the program, collateral initiatives the agency is conducting, and relevant agency resources.

To help gauge the agency’s readiness to implement YHOP, the guidebook includes a two-page list of questions for agency planners to consider prior to engaging implementation. These questions pertain to how the agency would respond to certain situations and helps agencies assess their readiness to change their approach to sexual assault reporting.

Some agencies are able to take on implementing multiple elements of the 20 YHOP components simultaneously, while others may only have the capacity to take on one element at a time.² Each agency will also have different local and state privacy laws to which they must adhere: for example, Virginia Commonwealth University had to spend a considerable amount of time developing its program to adhere to Title IX of the Education Amendments of 1972 compliance requirements. The university had to make sure to take appropriate precautions to appropriately and adequately inform their students about their reporting requirements. Agencies taking on the YHOP program should be sure to consider the impact of reporting requirements and other applicable rules and regulations regarding individuals’ rights to privacy.

It is critically important for implementing programs to promote strict adherence to the tenets of YHOP.

YHOP requires sites to adopt all 20 critical elements of a victim-centered and offender-focused law enforcement response. As such, one of the biggest hurdles the team has faced has been agencies wanting to take the

YHOP materials and implement only part of the program. Partial implementation can confuse victims about what protections they may have through a program that seems like YHOP but is not an official YHOP agency. The YHOP team has heard from victims dealing with agencies that claim to be YHOP, but are not, and those victims report being upset about the responses that they received. Adhering to all 20 critical elements of the program is important for protecting victims, and ensuring accountability for the agency in protecting vulnerable populations.

PROMISING PRACTICE

While tailoring programs to the unique needs of an agency can be instrumental to success of the program, agencies need to ensure that critical elements are identified and consistently followed to preserve the program’s goals, objectives, and integrity.

The YHOP approach has not only been successful in increasing victim reporting, but has also been beneficial in other unanticipated areas.

YHOP attempts to provide victims of sexual assault with an environment that encourages reporting and cooperation with the criminal justice system. Victims that report sexual assault through YHOP are shown care and compassion at every stage of the process, and given the power to choose how far they want to pursue investigating and prosecuting the crime. To determine the effectiveness of the approach, the program tracks the sexual assault reporting and prosecution statistics of YHOP agencies. According to a National

2. The 20 YHOP elements are provided in Appendix A.

Public Radio (NPR) report interviewing YHOP’s creator Detective Carrie Hull, “results have exceeded expectations. Hull says she would have been happy

I wasn’t sure in the beginning if I could go to trial but you still put in the effort and now he’s in prison. I would never have worked with police without this program. Thank you for changing my mind about cops.

– Sexual assault victim after her attacker was sentenced.

to see even a 4 percent increase in sexual assault reporting. Instead, in the first year alone, Hull says, Ashland saw a 106 percent increase.”³ Ashland, Oregon has maintained this more than doubling of sexual assault reports in the years since program implementation. The second department that implemented YHOP was the Brighton (Oregon) Police Department. Brighton has had a 75 percent increase in sexual assault reporting since implementation.

YHOP has not only increased sexual assault reporting, it has also increased participation in investigations. For example, according to NPR, “Brighton’s Police Department saw the number of victims who stopped participating in an investigation after making an initial report decline by half.”⁴

Prior to YHOP, it was a popular belief among law enforcement and other criminal justice system professionals that giving victims the option to not press charges against an offender would increase the likelihood that others would be victimized by the same perpetrator. Regarding this belief, Detective Hull stated, “The burden for future victimization doesn’t rest on the shoulders of those who have had previous victimization. The burden

to prevent victimization rests on us as professionals in this system.”⁵ This professional obligation was a driving factor behind the development of YHOP. And despite concerns about future victimization, YHOP has been successful in furthering the prosecution of serial sexual offenders, even when reports are provided anonymously. Every time an individual reports a sexual assault through a YHOP agency, the agency will check through their data to see if the individual has been involved in any other sexual assault reports. Finding a perpetrator has been involved in other instances of sexual assault, even if not prosecuted, has provided some victims the impetus needed to continue with an investigation and prosecution. Identification of serial offenders has also helped with the prosecution of those individuals.

SITE CONTACT

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3. NPR, “Oregon Detective Pioneers New Sexual Assault Reporting Program,” September 22, 2016, <http://www.npr.org/2016/09/22/491932615/oregon-detective-pioneers-new-sexual-assault-reporting-program>.

4. NPR, “Oregon Detective Pioneers” (see note 9).

5. NPR, “Oregon Detective Pioneers” (see note 9).

Ashland Police Department, Oregon microgrant accomplishments

The following table provides a detailed summary of the site’s completion of the activities proposed to the COPS Office as part of their grant program.

<p>Status</p> 	<p>Proposed Activity</p> <p>Conduct demonstration project/pilot evaluation plan</p>	<p>Details</p> <p>At the beginning of the project in December 2015, the APD and the Police Foundation, in cooperation with the COPS Office, started a small demonstration project/pilot evaluation with a few YHOP implementing agencies. The team conducted on-site visits with agencies to help them begin to implement the program or some of its components. As the team helped other agencies implement YHOP within their jurisdictions, the lessons learned by the YHOP team helped inform the first draft of the YHOP guidebook.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p>Develop “You Have Options” Outline</p>	<p>Details</p> <p>In January of 2016, the APD and their partners, the Jackson County Sexual Assault Response Team (JC SART) and the Police Foundation, developed an outline for the YHOP guidebook. This outline was reviewed and approved by the COPS Office before the APD progressed on to development of the guidebook.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p>Develop a comprehensive guidebook for nationwide distribution</p>	<p>Details</p> <p>Building on the previous program development work, the APD, the National Police Foundation, and JC SART developed the first draft of the comprehensive YHOP guidebook. The guidebook provides information on how to implement YHOP uniquely in any agency nationwide. The guidebook describes YHOP’s characteristics, components, and adoption and implementation strategies; how to address challenges; and additional resources.</p> <p>The guidebook took more time to develop than originally anticipated, as through the pilot program the team learned that YHOP’s implementation had to be tailored to the unique characteristics of each agency—there was no “one size fits all” approach. Additionally, because of some restructuring within the YHOP organization,* the team had to change the draft guidebook in April 2017. Work on the guidebook was also paused for a few months when the YHOP team went to train the New York City Special Victims Unit on how to implement a component of YHOP.</p> <p>A draft of the guidebook was completed in September 2017. The next step for the guidebook is to modify it based on feedback from the COPS Office’s evaluation of the draft.</p>

* YHOP separated from the City of Ashland so that the YHOP program director could be devoted full-time to YHOP implementation and training. Additionally, separating the program from the police department has allowed it to pursue other partnerships and funding options. YHOP is now partnered with Russel Strand of Forensic Experimental Trauma Interview (FETI).

Ashland Police Department, Oregon microgrant accomplishments *cont’d*

<p>Status</p> 	<p>Proposed Activity</p> <p>Solicit feedback on the guidebook from the COPS Office</p>	<p>Details</p> <p>The YHOP team submitted a draft of the YHOP guidebook to the COPS Office for review in September 2017. The team will work with the COPS Office and the Program Manager to address the COPS Office’s comments regarding the guidebook.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p>Work with the National Police Foundation to conduct a review and assessment of the guidebook</p>	<p>Details</p> <p>The National Police Foundation is currently conducting an evaluation of the effectiveness of the guidebook in helping agencies implement YHOP. This review and assessment is based on input from implementing agencies and will be used to inform guidebook contents. The desired end product is a guidebook that can help any agency implement YHOP within its jurisdiction with little to no input needed from the YHOP program team (although support will still be available). This will help more agencies implement YHOP, as they will not be constrained by the national YHOP organization’s personnel limitations.</p> <p>The evaluation plan for the guidebook includes (1) interviews with individuals responsible for implementing YHOP, or who have been trained in YHOP principles, at various agencies, (2) surveys of all the sites implementing YHOP (except those fully implemented before the guidebook), and (3) meetings with advocacy organizations in a focus group or other similar venue.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p>Disseminate the YHOP guidebook to law enforcement agencies</p>	<p>Details</p> <p>Once the guidebook is complete, YHOP, with its partner the National Police Foundation, will disseminate it to other law enforcement agencies and communities with the goal of increasing knowledge and implementation across the country. YHOP will also provide the guidebook directly to agencies that have inquired about YHOP to see if it addresses their questions about the program. Agencies will be provided with information on YHOP training, including how they might better serve the specific underserved and marginalized populations in their own communities and how to implement such a broad, multi-stakeholder program.</p>

Ashland Police Department, Oregon microgrant accomplishments *cont’d*



Status

Proposed Activity

Develop executive summary for YHOP and the guidebook

Details

Following completion of the guide book, the YHOP team will produce a standalone executive summary document for YHOP and the guidebook. This document is intended for use by law enforcement executives and others interested in an abridged version of the YHOP Microgrant program and the resources developed through this grant. This executive summary will outline the YHOP program, the evaluation plan and its results, and the program’s dissemination and follow-up. This document will be provided to the COPS Office for review and approval.



Status

Proposed Activity

Assist other agencies with implementing YHOP in their communities

Details

Currently, six law enforcement agencies have implemented YHOP:

1. Ashland (Oregon) Police Department
2. Brighton (Colorado) Police Department*
3. Garfield County (Washington) Sheriff’s Office
4. Virginia Commonwealth University Police Department in Richmond, Virginia
5. Commerce City (Colorado) Police Department
6. Bolivar (Missouri) Police Department

Six other agencies are actively working to implement the program, and numerous others across nine states are in earlier stages of training.

The YHOP team helps agencies implement the program by providing training and subject-matter expertise. Most recently, the YHOP program director trained the New York City Special Victims Unit on how to implement a component of YHOP.



Status

Proposed Activity

Track program statistics to evaluate the efficacy of YHOP

Details

When becoming a YHOP agency, the site signs a memorandum of understanding stating that it will submit sexual assault victim statistics quarterly. YHOP tracks these statistics to evaluate the effectiveness of the YHOP approach.

The YHOP team originally planned to track these statistics through a Microsoft Access database. However, as the program progressed and more support became available, they are now able to contract a team of developers to customize a database for YHOP.

The team is currently working on a request for proposal (RFP) for the database. The database will be housed internally, and coding will be open source so the database can be maintained by any database manager, not just the developer. (This is a programming best practice).

* The Brighton Police Department was the first external agency to implement YHOP, and created a video for their community to help disseminate information about the new program, <https://www.youtube.com/watch?v=OJ-5LYSp35o>.

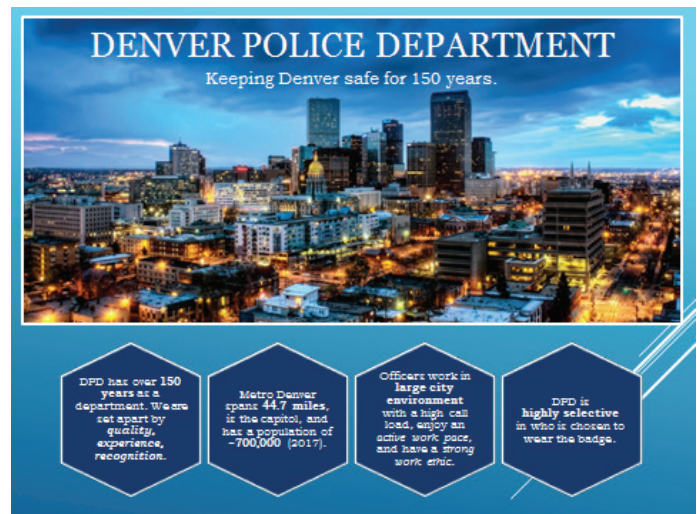
Evaluation of Police Outreach and Evidence-Based Recruiting Practices

Denver Police Department, Colorado

Overview

Due to city-wide budget cuts, the Denver Police Department (DPD) did not hire any new recruit classes from 2009 to 2013.


In 2013, the DPD reestablished the department's Recruiting Unit and hired five new recruit classes. This marked increase in hiring put a great strain on the Recruiting Unit, which comprises only two full-time sworn officers. Recognizing that local economic and political conditions often make police hiring cycles uneven, the DPD sought microgrant funding to hire an outside research firm to compare its current recruitment efforts to those of similarly-sized departments facing the same issues. Specifically, the DPD sought to determine how to best attract and examine candidates who have the right combination of knowledge, skills, and background experiences to be successful police officers.⁶



Denver Police Department recruitment presentation materials.

6. Denver has requested a 12-month no-cost extension on its microgrant.

The Skills You Need: Critical Thinking

 **What is critical thinking?**
Critical thinking is the ability to logically use all available information to understand and analyze a situation.¹

Critical Thinkers¹:

- ✓ Understand the links between pieces of information.
- ✓ Critically analyze information for accuracy and relevance.
- ✓ Approach problems in a systematic way, rather than relying on gut-feeling.
- ✓ Question how their own assumptions, values, and biases affect their thoughts.

How does it relate to Problem Solving?
Critical thinking is an important component of problem solving. It allows you to assess all the information and options so that you can arrive at the best possible solution to the problem.²

What affects decision-making?
As human beings, decision making can be influenced by many things that we are not even aware of. But as civil servants and officers of the law, you have a responsibility to think more critically about decisions on the job.

Factors that can affect decision making in police work include unclear options in a situation, ignoring relevant information, inaccurate cost/benefit analysis, internal biases, framing, over-confidence, selective attention, information overload, and emotions.^{3,4}

Putting these Skills to Work in Law Enforcement

How are these skills used in law enforcement?
The ability to critically assess situations and make informed decisions on the job is an essential part of law enforcement. As an officer in the field, you will make hundreds of decisions every day. Most decisions will be routine, but at times you will be faced with a complex, rapidly changing, or potentially dangerous situation where the decisions you make carry significant consequences.⁵ Your ability to quickly and accurately assess each situation in a way that minimizes risk while also completing your mission will help ensure the safety of both officers and civilians, enrich public trust in law enforcement, and protect your organization from damaging litigation.

Resources
Every officer benefits from enhancing critical thinking and decision making skills. Here are some other resources to help you improve yours. In addition, a summary of the DPD Decision Making Model can be found on the next page.

Articles:
This online resource for law enforcement provides a straight-forward method of analyzing and explaining decision-making processes in the field, and explores problems and potential solutions to policing situations.

- [Tactical Decision Making: An Equation for Critical Thinking in Moments of Crisis](#)
Page 7 of this resource developed by the Texas Association of Police Explorers provides a problem-solving activity for handling difficult situations. Review the scenarios, identify possible solutions, and answer the questions to critically reflect on the best approach.
- [Problem Solving, Critical Thinking, Field Note Taking](#)
The FBI Bulletin has identified 5 common and critical decision-making biases (framing, overconfidence, selective attention, information overload, and emotions) that interfere with effective decision making. Pages 1-9 of this resource provide information on how to recognize and mitigate these biases in yourself.
- [Good Decisions Tips and Strategies for Avoiding Psychological Traps](#)

Video:
This video by the Earn Your Badge YouTube Channel provide an example about how critical thinking and decision making is can be applied in policing situations.

- [Do You Think Police Work is Black & White?](#)

References:

- ¹<https://www.skillsyouneed.com/learn/critical-thinking.html>
- ²<http://www.essentialskills.net/thinkcritically.html>
- ³<https://job.dh.gov/2010/issue/feb-page-2010-4/>
- ⁴https://www.fbi.gov/newsroom/publications/2014/04/04/2014-04-04-01-14-45-30-announcements/chapter_1-5.pdf
- ⁵<http://www.managementstudy.com/factors-affecting-decision-making.html>
- ⁶http://www.handsonpub.com/resources/article_archive/results/details?id=1306

A page from the *Denver Police Candidate Resource Guide*.

A police officer’s connection and relationship to a community affect the outcomes of policing. The DPD believes that enhancing those relationships can help them recruit better police officers from the community. Most police departments have limited resources for recruitment, and focus those resources more on selecting the best candidates from their applicant pools, using background checks and psychology and personality assessments, than on expanding those pools. The DPD hiring process is no exception; its civilian Civil Service Commission identifies liabilities and disqualifies applicants. While this part of the hiring process has strong institutional support, the role of the Recruiting Unit, identifying strengths and assets for a police department, is more limited and lacking in institutionalized, replicable knowledge and practices; it relies entirely upon the skills and motivations of the assigned recruiter.

This project’s overarching goals are as follows:

- To develop knowledge by leveraging a private research firm to help determine the most effective strategies for community outreach.
- To increase community, and particularly youth, awareness of the option of a career in law enforcement.
- To develop broad awareness of the requirements and benefits of a career in law enforcement.
- To identify indicators of successful recruitment and academy completion in community members.
- To develop training materials to enable the broader law enforcement community to implement, modify, and build on the knowledge developed through this grant.

Its objectives are as follows:

- To review recruitment strategies used by similarly-sized departments and private industry.
- To develop a marketing campaign and promotional strategy to attract the best recruits.
- To develop materials to help recruits develop the job skills necessary to succeed in the academy and as police officers.

Lessons learned

Attract qualified applicants by fostering relationships with the community and setting expectations.

The DPD’s recruiting efforts, like those of other agencies, are affected by the public’s perception of the risks of a law enforcement career and their misconceptions of what such a career entails. These concerns prompted the DPD recruitment team (through its research partner, OMNI) to conduct a survey of similarly-sized law enforcement agencies to identify promising recruitment and selection practices. This study found that more successful recruitment practices seek to build personal relationships with candidates—survey respondents

identified web-based advertising and in-person networking as the most successful outreach strategies for building these relationships. Successful recruiters also leverage online sources, seminars, and ride-alongs to set candidate expectations about policing careers.

Using the results of this study, the DPD developed the Denver Police Candidate Resource Guide. The guide addresses the challenges most recruits face in the five skill areas identified by current officers as critical for policing: critical thinking, stress management, interpersonal communication, emotional skills, and writing. The guide highlights each priority skill area, describes its relevance to policing, and provides resources to understand and practice it. The guide is disseminated to all applicants and is attached to the recruit's manual distributed at the start of training. This effort helps to better set expectations for candidates and aids in the recruitment of officers.

The DPD has also developed a media presentation that highlights these priority skills areas and the desired traits of a good police officer. This presentation is the centerpiece of the department's outreach and marketing efforts and is posted on its improved web portal and shared with the media.

Reach out to younger demographics to set potential recruits on a path toward success.

The DPD hopes to attract candidates with human relations expertise integral to success in law enforcement (e.g. communication, respect, and the ability to empathize with others). To encourage and build these skills, the DPD is developing career path guides to disseminate to youth. In addition to offering more general career path advice, these guides will highlight law enforcement careers, emphasize the long term cost of poor decisions (such as drug use), inform users of critical skills for success in law enforcement, and advise users on how to prepare for a law enforcement career. Fostering interest

in law enforcement careers among younger community members should aid in attracting qualified candidates in the future.

Use pre-screening questionnaires to narrow down the applicant pool.

Once a department manages to collect applicants, the selection process can be daunting. Respondents to the DPD/OMNI survey reported that pre-screening questionnaires can make the selection process more manageable by weeding out unqualified applicants. Survey results show that agencies use psychological testing and testing of policing-specific skills (e.g. cognitive ability, integrity) in their selection processes. The DPD recruitment team has taken these findings and adapted its pre-academy approaches to and interactions with potential candidates. Understanding the personal traits and characteristics that tend to indicate an individual will not successfully complete the Academy will better help the recruitment team focus its efforts on individuals who will make good officers—and to dissuade unsuitable candidates from entering the process, saving the department money.

Hire quality analysis showed that certain personnel qualifications are good indicators of academy performance.

OMNI also conducted an analysis to determine the relationship between officer selection data and measures of officer success. The analysis showed that, on average, video test scores are a statistically significant predictor of DPD academy performance. The analysis also found that although academy tests were not related, generally, to officer performance ratings, individuals with high cumulative total academy scores were more likely to receive distinguished performance ratings. Narrowing down the methods that serve as the best indicators of success will help the DPD and other departments to narrow the applicant pool to those individuals with the greatest potential for successful Academy completion—and, more importantly, to becoming an officer capable of being entrusted with the public's safety.

Documenting and maintaining detailed candidate and officer information will allow for more robust analysis of hire quality as it relates to academy and officer performance.

Collecting relevant data for the hire quality analysis presented challenges. Some information was difficult to access due to the permissions required from multiple departments and agencies; other data was not maintained, or was maintained in too little detail. For example, the Civil Service Commission written test scores are only recorded as pass/fail, and the DPD panel interview ratings are not maintained at all. This lack of robust and valid data hampered efforts to gain a full understanding of how candidate skills relate to academy success and how academy success relates to officer success.

PROMISING PRACTICE

Develop priority skill area guides based on current officer knowledge and disseminate them to applicants and new recruits. Publicizing the skill set needed for a law enforcement career can increase participation from appropriate applicants and encourage development of these important skills.

OMNI made the following recommendations relating to data collection and maintenance:

- Collect video test dimensional scores, written exam scores, psychological test scores, and panel interview ratings in a format fit for analysis and review.
- Collect additional biographical information or life history information during initial intake or application, as it may improve DPD's ability to predict candidate success.
- Consider implementing self-assessments for academy recruits.

Implementing these recommendations may allow departments to better target ideal candidates and to assess the candidates' fitness for completing the academy and becoming a successful officer.

Physical fitness and command presence are important traits of successful police officers.

In addition to the priority skill areas identified in the Denver Police Candidate Resource Guide, the DPD felt it needed to bolster its new recruit training efforts in the areas of physical fitness and command presence. Physical fitness is important to becoming a police officer, so the department decided to pursue pre-academy fitness by bringing in potential recruits and showing them what physical skills are required of police officers. After putting the candidates through strenuous workouts and drills, the training academy staff recognized that many participants did not have a command presence—the ability to project a professional role or authority—and did not fully understand the importance of this trait in policing. The DPD plans to emphasize the need for this trait and will build this skillset amongst new recruits.

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Denver Police Department, Colorado microgrant accomplishments


The following table provides a detailed summary of the site’s completion of the activities proposed to the COPS Office as part of their grant program.

Status	Proposed Activity	Details
	<p>Systematically review, categorize, and prioritize testing of private sector recruiting practices for their viability in law enforcement</p>	<p>The DPD identified a research partner, OMNI, and hired them to research recruiting practices across law enforcement agencies and the private sector. OMNI and the DPD Recruiting Unit conducted a literature review of decision-making screening measures and tools and conducted informational interviews with private industry experts. OMNI also developed an online survey to better understand law enforcement recruitment and selection strategies. The survey was distributed to a convenience (non-probability) sample of 15 law enforcement agency recruiting and hiring professionals. The survey asked agencies questions about their recruitment outreach strategies, resources and professional development opportunities provided to applicants, tools and vendors used in the selection process, and perceived strengths and weaknesses of responding agencies’ hiring practices.</p> <p>OMNI analyzed the survey findings and provided insight into the importance of relationship development and expectation setting with recruits. Web-based recruiting and face-to-face networking were found to be the most successful outreach strategies.</p>

Denver Police Department, Colorado microgrant accomplishments *cont'd*

Status	Proposed Activity	Details
	<p>Promote law enforcement careers through marketing/outreach to diverse community of potential recruits</p>	<p>The DPD developed recruitment aids and tools designed to: define the department’s mission and core values, to describe the daily duties of law enforcement officers, to emphasize the importance of community engagement in policing, and to provide information about career opportunities at the DPD. These materials promote positive images of law enforcement careers and are currently in use by the department.</p> <p>The DPD has also made progress on its marketing campaign. The campaign includes social media (e.g., Facebook) and public mass media (e.g., radio and movie theater clips) to raise awareness about Denver police officers and careers with the department. The DPD has a robust in-house Public Affairs Unit with a large budget to conduct public outreach.</p> <p>Additionally, the DPD website is in development and will include a portal to build public interest in becoming a Denver police officer. As a part of this effort, the DPD will make the website more visually appealing and add media including videos and video blogs. The content of this portal will focus on what it is like to become a Denver police officer and what to expect in the academy.</p>


Status	Proposed Activity	Details
	<p>Disseminate info about employment and opportunities at the DPD and in law enforcement generally</p>	<p>The DPD has developed a career path guide and informational materials for recruitment (see previous item). These materials have not been disseminated yet.</p>


Status	Proposed Activity	Details
	<p>Work to promote positive images of law enforcement careers among youth, including outreach to promote prevention of activities that would decrease the potential for DPD employment, such as drug use</p>	<p>The DPD also plans to develop a second outreach model aimed at younger demographics. This model will include career path guides for a range of age groups. These guides will discuss the long terms costs of certain decisions, such as drug use, and will emphasize the importance of college and a clean criminal record. These career guides will also focus on Ride-Along participation, physical fitness, and skills critical to success as a police officer. Guides geared at older students will advise on what courses will prepare them for law enforcement work.</p>

Denver Police Department, Colorado microgrant accomplishments *cont'd*

<p>Status</p> 	<p>Proposed Activity</p> <p>Increase the technical skill of the recruiting unit by piloting, testing, and screening tools, linking screening data to outcome indicators</p>	<p>Details</p> <p>OMNI has completed the DPD Hire Quality Analysis (see final item), and the DPD is currently working on tracking mechanisms to determine the impact of screening tools on candidate outcomes. Preliminary analysis shows a strong indication that these enhanced screening tools may affect the quality of the applicant pool.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p>Increase job skills of potential applicants through long-range community education efforts</p>	<p>Details</p> <p>The DPD is committed to improving the quality of applicants in the pre-recruitment process, with a focus on increasing number of applicants with better “soft skills” (e.g., decision-making, common sense, sound rational thinking, problem-solving, logical intuition, and communication). The DPD developed a Critical Skills Survey to identify priority skill areas for new law enforcement recruits. This survey was distributed to DPD officers, academy instructors, and supervisors. The eighty-six respondents identified critical skill areas that are important for officers and difficult for many new recruits. The DPD used this information to develop the Denver Police Candidate Resource Guide (see appendix B). This guide highlights priority skill areas, describes their relevance to policing, and provides resources to understand and practice each skill. The DPD disseminated this guide to all applicants and attached it to the recruit’s manual provided at the start of training. The DPD is also working to track and evaluate the effectiveness of these new presentation materials. The DPD Recruitment Unit has also begun demonstrating to potential recruits the physical fitness requirements of the job and has provided an academic boot camp for recruits—and officers—to strengthen their writing abilities. These added efforts have helped the DPD achieve an academy washout rate of 17 percent).</p>

Denver Police Department, Colorado microgrant accomplishments *cont'd*

<p>Status</p> 	<p>Proposed Activity</p> <p>Create toolkits and guidebooks for replication and dissemination</p>	<p>Details</p> <p>The DPD developed the Denver Police Candidate Resource Guide and informational presentation materials used by recruiters (see previous item).</p>
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<p>Status</p> 	<p>Proposed Activity</p> <p>Analyze data to explore predictors of success at the academy, or hire quality</p>	<p>Details</p> <p>To conduct the Hire Quality Analysis, the DPD needed approval from the Civil Service Commission (CSC). Once this approval was obtained, the DPD's research partner OMNI collected data from the CSC; the DPD Training Division; the DPD Planning, Research, and Support Section; and the DPD Internal Affairs Division. This data included demographic and personal qualifications, academy performance, and active service performance of 2016 recruits. The DPD had hoped to conduct a retrospective analysis of existing 2013 data, but this data was not made available.</p> <p>The study recommended that the DPD make efforts to collect video test dimensional scores, written exam scores, psychological test scores, and panel interview ratings in a format fit for analysis and review. Ensuring that the department is able to capture and record data for candidate analysis will help it to further assess and refine recruitment strategies and methods. The study also recommends that the DPD should collect additional biographical information during the initial intake or application, as it may improve the department's ability to predict candidate success. In addition, the department can implement corrective measures to ensure that candidates who represent the community are attracted to and can complete the academy.</p>
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Volunteers in Policing

Fairbanks Department of Public Safety, Alaska

Overview

The Fairbanks (Alaska) Department of Public Safety's Volunteers in Policing (VIP) microgrant project is centered on improving community policing practices through developing and implementing new strategies to promote community partnerships. To operationalize this, the Fairbanks Police Department (FPD) partnered with community members and local agencies to identify problems and to develop solutions.

Working in partnership with VIP, a local nonprofit that links community volunteers with the police department, the FPD created a team of community partnership-oriented officers to leverage the skills and capacities of the volunteers to assist with a number of needed functions within the community.⁷

The overall goal of the project is to establish a more preventative approach to policing and implement the department's new community policing philosophy. At the start of the microgrant, the department outlined a plan for implementing this community policing mentality throughout the organization.

7. The Fairbanks Police Department has requested a 6-month no-cost grant extension to continue its project through February 2018. The information presented in this report is based on data provided prior to February 2018. Data on final outcomes is not currently available, but is forthcoming.

PROMISING PRACTICE

Engage in a wide variety of different types of community events to maximize the population reached.

The project's objectives are as follows:

- To increase the ability of staff to engage in proven community policing practices.
- To develop new strategies for transitioning away from reactive policing.
- To implement unique programs to establish a preventive policing philosophy.

The FPD anticipates this community policing program will result in a decrease in crime, improved perception of police, and a decrease in fear of crime for the residents of Fairbanks.

Lessons learned

There is tremendous value in community oriented policing, but implementing it is challenging.

During the grant period, the FPD learned the tremendous value of personal interactions between its officers and the community. The relationships built this way can increase officers' and community members' mutual trust and commitment to one another. Many of the outreach activities other cities use for community outreach, however, such as foot patrols, picnics, and other outdoor community events, are challenging to implement in Fairbanks because of its frigid temperatures and limited daylight during the winter months.

One approach the FPD implemented was to assign officers to specific areas of town, with each officer being responsible for a single area. Many residents appreciated knowing there was a dedicated officer assigned to their neighborhood, and their interactions with these officers were more positive and more frequent than before. Unfortunately, during the grant period the FPD lost nearly 30 percent of its sworn staff due to retirements and attrition to other departments. Full staffing for the

department is 46 sworn officers and six civilian staff, to serve a city of 33,000; officers work four-day weeks with 10-hour shifts. By the end of the grant period, 13 officer positions were empty. As the number of FPD officers dwindled, it became increasingly difficult for officers to be as responsive to the residents of their assigned areas.

It was also difficult for officers on the midnight shift (10 p.m. to 8 a.m.) to interact with many of the residents. Moving forward, the department is exploring assigning multiple areas to the community police officers who work during the day, in an effort to broaden the reach of this approach.

Diversity in community outreach activities helped the FPD maximize the population reached.

The FPD conducted approximately 5,795 hours of community policing activities and participated in 1,220 community policing events during the eighteen months covered by the microgrant. These activities ranged from annual "Shop with a Cop" events and a Public Safety Day for local business owners and community members to an annual "Run from the Cops 5K" which drew participants from many sectors of the community. This wide variety of activities allowed members of the department to interact with and reach out to citizens of diverse ages and backgrounds. Tailoring outreach events to different sectors of the community helped to maximize the departments reach and allowed for more robust community engagement.

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Fairbanks Department of Public Safety, Alaska microgrant accomplishments

The following table provides a detailed summary of the site’s completion of the activities proposed to the COPS Office as part of their grant program.

<p>Status</p> 	<p>Proposed Activity</p> <p>Reactivate the VIP initiative, train new volunteers, and use the VIP initiative to implement innovative programs</p>	<p>Details</p> <p>During the grant period, the Community Policing Liaison was able to train new volunteers, allowing the VIP program to become active again. Currently there are several active VIPs coming in several times a week to help with community events and assist patrol officers with basic tasks. The program is also beginning two new projects: comprehensively mapping surveillance cameras throughout the city and developing a customer satisfaction survey for persons who have recently had an interaction with an FDP officer or staff member.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p>Provide training on community oriented policing</p>	<p>Details</p> <p>The FPD, recognizing that its officers practiced more traditional and reactive policing, hoped to demonstrate the benefits of community policing through this project. The department noted that it was starting from scratch in trying to demonstrate any measurable benefits of Community-Oriented Policing (COP) and needed to establish a plan to promote COP to the organization.</p> <p>The FPD began by incorporating community policing into the training for new recruits. The FPD leadership believed that it would be easier to teach the newer officers the benefits of COP, but they also recognized that they cannot ignore their veterans and that these officers could ultimately be ambassadors for the approach—particularly as access to police training or peer networking is limited in Alaska, especially on community policing best practices.</p> <p>Nor is educating the police department on COP the only challenge. The FPD also realized they need to teach the community that they too are responsible for problem-solving—the police cannot do it alone, and collaboration is mutually beneficial.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p>Conduct community policing activities</p>	<p>Details</p> <p>To track activities under the grant, officers and VIPs were given a community policing activity code. The FPD and VIPs conducted approximately 5,795 hours of community policing activities and participated in 1,220 community policing events during the duration of this grant. Some of the activities conducted are listed in the second lesson learned.</p>

Crime Prevention Seminars for Senior Citizens and Non-English-Speaking Citizens

Village of Harwood Heights, Illinois

Overview

Harwood Heights, Illinois, is known as an “island in the city” because it is completely surrounded by the City of Chicago. As a result, although officially a village, Harwood Heights is impacted by what transpires in Chicago and deals with large-city issues, including crime. In the recent past, populations of senior citizens and monolingual Polish speakers have grown in the village. The 2010 U.S. Census reported 16.8 percent of the population of the Village of Harwood Heights was over age 65, and 52.4 percent of residents spoke a language other than English in the home.

The Village of Harwood Heights Police Department (HHPD) has embraced the community policing philosophy and implemented it through ongoing interactions and partnerships with residents, schools, businesses, and other village departments. To address crimes against the growing senior citizen and Polish-speaking populations, the HHPD sought microgrant funding to expand its community policing initiatives to conduct crime prevention seminars for these groups. With this program, they hoped to build positive relationships with these residents, who are normally less likely than other populations to call the police.

The overarching goals of this project are to reduce the unwarranted fear of crime that senior citizens and non-English-speaking individuals often experience, to increase the reporting of crimes against these populations, and to reduce the incidence of crimes against these populations by increasing safety awareness.

The objectives of the project are as follows:

- To protect and educate.
- To improve rapport.
- To gain the trust of the community.
- To create awareness.
- To improve the quality of the lives of the residents of Harwood Heights.

Lessons learned

Outreach to the Polish community required a customized approach.

To develop and conduct the Polish crime prevention seminars, the department leveraged a Polish-speaking detective. She translated the crime prevention seminar into Polish and delivered two sessions of the seminar to the Polish community. Outreach was a challenge for the HHPD—the department publicized the seminars at the local Polish church mass and online, but these outreach efforts did not result in a large turnout. Those who did attend, however, were very engaged and asked many questions of the Polish-speaking detective. The police department likely would not have had contact with these attendees without the seminars.

Modifying existing training materials and presentations was an efficient and effective way to reach additional audiences.

The original scope of the project was to conduct crime prevention seminars for senior citizens and non-English-speaking communities. Because of the local increase in school violence incidents, however, the HHPD decided to expand the scope of the project to include local school personnel. The department reached out to the Union Ridge School and, using equipment procured with grant funding, put on an active shooter presentation for the teachers. This training event included videos and a drill with the teachers. Many of those who participated told the outreach officers that the training was a valuable resource and tool.

Following the training at the school, other community stakeholders and groups were eager to receive active shooter training and made their requests known to the HHPD. The department was able to offer and provide

active shooter training to all interested local businesses. The HHPD adapted the active shooter training developed for the school and modified it to address workplace violence. The new training covered warning signs to look for to prevent workplace violence and what to do in the event of an active threat (intruder or shooter) in a business setting. Attendees of the active threat seminar for businesses said they had never received this type of training and voiced their desire for more training events in the future.

The HHPD Chief of Police noted that the department's concentrated outreach efforts to residents and local businesses was a great step forward to better engaging and involving the community.

There were unanticipated staffing requirements for seminar delivery.

One additional challenge that the HHPD faced was a lack of staffing. The department would have liked to conduct more seminars, but was limited by the availability of its staff and funding. Having department personnel put on the seminars and conduct outreach incurred personnel costs which, unfortunately, had not been requested in the grant funding. The police department's budget is very constrained, so it was limited in how many events it could conduct. Luckily, because of the department's streamlined approach to seminar development, it was still able to reach a much wider audience than originally intended.

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PROMISING PRACTICE

Modify and tailor existing training and outreach materials to streamline outreach to and training of new audiences.



Village of Harwood Heights, Illinois microgrant accomplishments

The following table provides a detailed summary of the site’s completion of the activities proposed to the COPS Office as part of their grant program.

<p>Status</p> 	<p>Proposed Activity</p>	<p>Details</p>
	<p>Develop a presentation for crime prevention seminars</p>	<p>The HHPD developed an English and Polish crime prevention seminar. The seminar touched on strategies and knowledge to help reduce crime against the target populations. Topics presented and discussed included who the police are and what they look like (uniforms); financial crimes, such as current frauds and scams targeting seniors; coping with telephone solicitors; physical abuse against seniors; personal safety in homes, cars, in public, using public transportation, and returning home; and how to secure and protect a home (e.g., be aware of people posing as workers to gain access to homes).</p> <p>Based on an identified need, the HHPD also developed an active shooter presentation for schools and then modified that presentation to create an active threat seminar for businesses and the local park district.*</p>
<p>Status</p> 	<p>Proposed Activity</p>	<p>Details</p>
	<p>Conduct officer training</p>	<p>Officers were provided training to help them respond to calls for service from senior citizens and non-English-speaking individuals. Training topics included the underreporting of crimes against senior citizens and non-English-speaking individuals, how to communicate with senior citizens and non-English speakers, investigating financial crimes, and responding to individuals with Alzheimer’s and related dementias.</p>
<p>Status</p> 	<p>Proposed Activity</p>	<p>Details</p>
	<p>Purchase equipment and educational materials for presentation delivery</p>	<p>The HHPD purchased laptops and projectors to conduct the seminars and educational materials for both the seminars and the officer training. The department also developed flyers to advertise the events.</p>

* The active threat seminar for businesses is provided in appendix C.

Village of Harwood Heights, Illinois microgrant accomplishments *cont'd*

<p>Status</p> 	<p>Proposed Activity</p> <p>Solicit participation in the seminars</p>	<p>Details</p> <p>Every few months the mayor of Harwood Heights disseminates a newsletter to the community. Outreach and marketing for the seminars was conducted through this newsletter and also through the global call system to residents. In addition, for the local business active threat seminar, officers distributed flyers to each of the more than 200 businesses in the Village of Harwood Heights. For the Polish seminars, they distributed information at a local church’s Polish mass and online. The park district and the church conducted their own advertising and outreach.**</p>
<p>Status</p> 	<p>Proposed Activity</p> <p>Deliver crime prevention seminars</p>	<p>Details</p> <p>To date, the HHPD has delivered 13 seminars, including 10 crime prevention seminars (two in Polish), an active shooter training and drill for elementary school teachers, an active threat seminar for local businesses, and an active threat seminar for park district employees.†</p> <p>Crime prevention seminars were held in both the daytime and evening so more people could attend. The seminars provided in English for senior citizens were especially well attended and often went on for hours after the presentation due to participants asking questions and sharing stories.</p> <p>At each crime prevention seminar, the police department offered to conduct home visits to any resident wanting the police to provide suggestions on how to better secure their homes. Although no one took advantage of this opportunity, after the seminar the department noted residents seemed more likely to call for assistance—the department received more calls for service for home checks and a number of calls from residents asking about people soliciting at their homes to determine if they were legitimate or a scam.</p>

** A copy of the Mayor’s Message in the Village of Harwood Heights Newsletter can be found in appendix C.

† The full list of seminars—including delivery date, location, and participants—is provided in appendix C.

Indian Youth Explorers Police Academy

Nez Perce Tribal Police Department, Lapwai, Idaho

Overview

Nationally, tribal law enforcement struggles with hiring tribal members to become police officers. Consequently, tribal law enforcement agencies are seeking new and innovative strategies to recruit qualified local applicants from within the tribes. With the help of microgrant funding, the Nez Perce Tribe developed the Indian Youth Explorers Police Academy (IYEPA) to help introduce Native American youth to the profession of law enforcement and, additionally, help them learn how to maintain a culturally-rich and healthy lifestyle. The IYEPA provided participants an opportunity to explore law enforcement and justice careers and resources.

The IYEPA was a week-long police academy for youth aged 14–18 years old. Two sessions of the academy were held, one in 2016 and one in 2017. Youth from local reservations and their environs were invited to participate. The academy was run by the Nez Perce Tribal Police Department, with support from its National Law Enforcement Explorers Program,⁸ the Lewiston (Idaho) Police Department, Lewis–Clark State College, and federal partners including the Bureau of Indian Affairs (BIA), Federal Bureau of Investigation (FBI), and U.S. Drug Enforcement Administration (DEA).



2017 Indian Youth Explorers Police Academy youth participants

8. The National Law Enforcement Exploring Program is “a hands-on program open to young men and women who have completed the 6th grade through 20 years old, interested in a career in law enforcement or a related field in the criminal justice system.” (See <http://www.exploring.org/exploring-discover-future/law-enforcement-career-exploring/> for more information.) The Nez Perce Tribe’s youth Explorers program has two charters, one in Lewiston and a satellite location in Kamiah.



Indian Youth Explorers Police Academy students participating in active shooter scenario training (*top*) and learning defensive tactics (*bottom*)

The overarching goals of this project were as follows:

1. To inspire youth to become interested in a career in law enforcement.
2. To introduce youth to the explorers program.
3. To provide youth with the resources to become active members in their community.
4. To help identify how to maintain a culturally rich and healthy lifestyle.
5. To train the Nez Perce Tribal Police Department how to implement and sustain an Explorers post.

Its objectives were to teach attending youth the basic principles of law enforcement and incorporate Native American culture and wellness into the curriculum, to make a difference in the lives of tribal youth, and to motivate tribal youth into starting their own youth explorers programs at their local agencies.

Lessons learned

Pre- and post-event participant surveys were helpful to determine the success of the academy and strengthen future academies.

At the beginning of the 2016 and 2017 IYEPA, participants were asked to complete a brief survey answering both qualitative and quantitative questions about their understanding and perception of law enforcement. Following the academies, participants were asked to complete a post-survey answering these same questions along with questions intended to gather feedback on the academies.⁹ Comparing the pre- and post-event survey results showed that IYEPA participants gained a better understanding of how law enforcement works in a tribal community. Some participants even expressed an interest in a career in law enforcement as a result of their participation.

9. A copy of the 2017 post-event survey is provided in Appendix D.

The survey analysis helped to identify areas for improvement. Using feedback from the 2016 participants, the organizers made improvements to the program by adding more culturally competent workshops and adjusting the timing and amounts of classroom-based and hands-on learning. They also had trainers submit lesson plans in advance so they could review and make adjustments, where appropriate, to incorporate lessons learned from the 2016 survey. Many of the students who attended the 2016 academy returned in 2017 and said they were impressed with the improvements made to the program agenda.

The program is also considering conducting a longitudinal cohort study of academy participants, to try to determine if the program results in any social changes or impact on participants' behavior).

An active and cumulative skill-building agenda helped keep participants engaged in the academy.

The IYEPA was held as a week-long academy, with activities starting each day at 7:00 a.m. The agenda for each day was designed to keep the participating youth

PROMISING PRACTICE

Use pre- and post-event surveys to capture participant feedback, and use that feedback to measure program success and identify areas for improvement.

fully-engaged. Every 30 minutes of classroom activity was followed by approximately two hours of hands-on activities. The lessons were cumulative, and each session built on and expanded the information learned in the previous sessions. In the 2017 academy,¹⁰ every course or session also had three different breakout groups to allow for more active participation in the scheduled activity.

The academy began with a basic course on drill and ceremony. This first lesson taught participants how to focus and listen and the importance of communication and teamwork. As the week progressed, participants were able to participate in more complex and skilled police operations. For example, at the beginning of the academy participants were taught about officer safety equipment and firearms operations; at the end of the academy, participants engaged in an active shooter scenario that involved clearing a building with simunitions, gloves, facemasks, and chest protectors. Before they could participate in the building clearing, the youths had to demonstrate that they could operate a pistol and officer safety equipment correctly.

In another example, the participants learned about evidence collection from DEA and FBI personnel; toward the end of the academy, each group had to process a crime scene and solve a case. To solve the case, they had to collect evidence, share information and work with other teams, and take the evidence to court. Feedback showed that the participants most appreciated these end-of-the-week, complex activities they had been working towards.

Targeting youth early in career development is a useful law enforcement recruitment strategy.

Many tribal law enforcement agencies struggle to fill vacancies because of a lack of qualified and eligible applicants from the local community. Often, positions are left unfilled. Hiring outside the community creates its own challenges; for law enforcement agencies to be seen as legitimate, and to gain their communities' cooperation and understanding, it is important for them to represent the tribes they serve.

Supporting positive youth development that embraces Native culture is important in making future leaders. Because of the economic distress in many tribal communities, youth development and leadership activities and

10. The 2017 IYEPA schedule is included in Appendix D.

““[IYEPA] gave me more understanding of the duties of a police officer and gave me more knowledge to see if it was for me and I believe it is. I would love to be a tribal police officer to help the people and protect people...”

– Ronney Craig, Yakama Tribal Youth.

programs are not readily available. To reduce juvenile delinquency—as well as provide a basis for future leadership in tribes—there must be an appropriate investment in tribal youth. Through IYEPA, youth are able to interact with tribal, local, and federal law enforcement officers and learn about their jobs. Organizers noted that IYEPA made them think about the role of law enforcement in their community, and participants noted it helped them to see law enforcement in a different, more

PROMISING PRACTICE

Invest in and engage youth to increase positive perception of law enforcement and to recruit for careers in law enforcement.

positive light. The Native youth who participated in the program also brought these perceptions and values back home to their peers and communities, as demonstrated by the fact that three tribal law enforcement agencies have reached out to Nez Perce Tribal Police Department asking for assistance to develop youth Explorers programs at the request of the IYEPA participants.

The academy also provided youth with information on careers in justice and law enforcement, with the goal of encouraging participants to consider a career in those fields. The inclusion of the Nez Perce Youth Explorers—youth who have already demonstrated an interest in law enforcement—as instructors also helped reinforce this goal, by showing participants other young men and

women pursuing a field in law enforcement. IYEPA participants were able to develop peer relationships with the Explorers and learn from them about law enforcement careers.

One highlight of the academy was a breakout session with FBI and DEA personnel where they talked about some of the things youth could do to disqualify them for a job in law enforcement, such as getting a criminal record or taking a scheduled narcotic. This resonated with the participants—many did not realize that they would need to start planning for a law enforcement career path early. For the organizers, participants’ reactions underscored the importance of recruiting at a younger, even junior high school, age, before youths have made mistakes that could negatively impact their career opportunities.

Following the IYEPAs, a number of participants said they are now planning on a career in law enforcement because of their experience at the academy. Specifically, after the 2017 IYEPA, 11 of 21 participants said they are seriously thinking of law enforcement as a career path. Being on the Lewis–Clark State College campus also influenced some to considering attending college and majoring in criminal justice. At the IYEPA, a few participants spoke to the FBI and DEA instructors and asked about what they needed to do next to get into the FBI, DEA, or other law enforcement careers. In response to this, the Nez Perce Tribe are joining with four other nearby tribes to take a number of IYEPA participants

and other youths to the Artesia Police Academy graduation to see some of the youth Explorer IYEPA instructors graduate from the academy. The Nez Perce Tribe has sent five recruits to the police academy in Artesia.

Diverse participation was a key element for the success of the IYEPA.

The Nez Perce Tribal Police Department invited youth aged 14–18 from on or around Indian reservations throughout the Pacific Northwest region to participate in the IYEPAs. The 2016 IYEPA included youths from six different Affiliated Tribes of Northwest Indians (ATNI) and the 2017 IYEPA included youths from all over the Pacific Northwest Plateau Region, including youths from the Nez Perce, Coeur d'Alene, Umatilla, Yakama, Colville, Kootenai, Oneida, and Pima Tribes. This resulted in the inclusion of youths from as far away as Seattle, Portland, and Spokane, from all different lifestyles.



Indian Youth Explorers Police Academy students standing at attention

The organizers were, at first, nervous to bring in such a diverse group of youths from different reservations together, due to their perceptions of rivalries between the groups, but found this diversity to be one of the best aspects of the program. They noted the youths formed friendships with each other quickly and still stay in contact. Because of the wide age range among participants, they also saw a lot of peer leadership and noted the older participants did an excellent job helping out and setting expectations. They also noted that through the program, they felt they welcomed not only the youth participants into their community, but entire families.

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Indian Youth Explorers Police Academy microgrant accomplishments

The following table provides a detailed summary of the site’s completion of the activities proposed to the COPS Office as part of their grant program.

<p>Status</p> 	<p>Proposed Activity</p>	<p>Details</p>
	<p>Conduct 2016 IYEPA</p>	<p>The first IYEPA was held July 17–22, 2016, with daily activities from 7:00 a.m.–9:00 p.m. The program was taught by personnel from the Nez Perce Tribal Police Department Lewiston Police Department, FBI, and BIA. Thirty-three youth aged 14-17 participated in the event and stayed on the campus of Lewis-Clark State College in Lewiston, Idaho where they were supervised by graduated Explorers.</p> <p>Areas of training ranged from drill/ceremony, defensive tactics, arrest techniques, social suicide prevention, Indian stick games, evidence recovery, active shooter training, and firearm safety. Participants also took a river trip to learn about the history and culture of the local Nez Perce people, and attended storytelling sessions with Nez Perce elders.</p>
<p>Status</p> 	<p>Proposed Activity</p>	<p>Details</p>
	<p>Conduct 2017 IYEPA*</p>	<p>The Nez Perce Tribal Police Department held the second IYEPA, also at the Lewis–Clark State College, from July 16–21, 2017. Twenty-one students from all over the Pacific Northwest Plateau Region attended, including tribal youth from the Nez Perce, Coeur d’Alene, Umatilla, Yakama, Colville, Kootenai, Oneida, and Pima Tribes. Participants included nine girls and 12 boys, ranging from 14–18 years of age. Fifteen officers and office staff dedicated over 400 hours of their time—plus experience and expertise—to making sure the academy ran smoothly.</p> <p>The 2017 agenda included drill and ceremony, defensive tactics, arrest techniques, officer safety and firearms, TASER/OC spray operations, traffic stops, a K9 demonstration, building clearing, active shooter training, evidence collection, and a chance to solve a case. It also included cultural activities such as hand games and tipi pitching. There was a “drunk busters” activity to demonstrate the effects of being impaired or under the influence, where students put on drunk goggles and tried to do activities like playing a game, operating a pedal car, and walking a straight line. Finally, participants they heard a presentation on how to protect themselves and be safe on the internet.</p>

* A second IYEPA was not included in the original proposal, but the Nez Perce Tribal Police Department was able to hold a second event thanks to remaining funding and the popularity of the first event. The department is now looking to make this an annual program.

Indian Youth Explorers Police Academy microgrant accomplishments *cont'd*

<p>Status</p> 	<p>Proposed Activity</p> <p>Market and distribute information on the IYEPAs</p>	<p>Details</p> <p>The IYEPA team used social media, mailers, and flyers to reach and recruit participants and instructors. The flyers were sent to school districts located on Indian reservations in Washington, Oregon, and Idaho, and to the Coeur d'Alene, Kootenai, Shoshone-Bannock, Colville, Umatilla, Spokane, Yakama, and Shoshone-Paiute tribal law enforcement agencies. After the events, the Nez Perce Tribal Police Department posted videos of the event activities and photos on its Facebook page (www.facebook.com/Impeweet/) and on YouTube (https://www.youtube.com/watch?v=mIHJEbKK7Nw).</p>
<p>Status</p> 	<p>Proposed Activity</p> <p>Work to expand tribal youth Explorers programs</p>	<p>Details</p> <p>The Nez Perce Tribe has a very successful and well-established National Law Enforcement Explorers program. The IYEPA program has increased the tribe's Explorer enrollment, especially among middle school students. Some participants from outside the tribe were so positively impacted by IYEPA that they went home and shared information about the Nez Perce Youth Explorer Program with their local law enforcement agencies. Based on that feedback, the chiefs of three of those tribal agencies reached out to the Nez Perce Tribal Police Department to ask for information about the Nez Perce Youth Explorers program and advice on how to set up an Explorer program for their own tribes. The Nez Perce Tribal Police Department will assist these other tribes by sharing what worked well for them; the department has also invited staff from these agencies to help with next year's IYEPA.</p>

Implementing a Police and Mental Health Collaboration Program to Improve Homeless Services

City of Salt Lake, Utah

Overview

In 2014, more than 68 percent of Utah’s homeless population lived in Salt Lake County—some 9,356 individuals. To address this crisis, the Salt Lake City Police Department (SLCPD) created a new organization, the Community Connection Center (CCC), with a mission of providing a safe environment to access individualized care, support, and community resources.¹¹ The center houses three teams: the Community Connection Team, the Homeless Outreach Services Team (HOST), and the Crisis Intervention Team (CIT). The Community Connection Team comprises civilian case workers and clinical social workers who serve as liaisons between front line police work, the community, service providers, and individuals and families who are experiencing homelessness or are in crisis. The HOST program was created in 2012 with the assistance of a Community Policing Development award from the COPS Office.¹² This award provided funding to staff the HOST team, allowing police officers to work proactively and collaboratively to build partnerships between police and service providers, and to connect homeless individuals with social service resources.

11. An overview flyer for the Community Connection Center can be found in appendix E.

12. The City of Salt Lake City, Utah Microgrant site requested a no-cost grant extension to continue its project through February 2018.

We have expected our officers to do social work for too long. By being embedded in law enforcement, we (social workers) are able to take the case on, help connect the dots for the person we are serving, and allow our officers to get back to being officers.

– Lana Dalton, LCSW

Social Work Manager, Community Connection Center, Salt Lake City Police Department

The overarching goals of this project are as follows:

- To develop knowledge regarding successful approaches and best practices to address homelessness around the nation.
- To incorporate concepts from training on homelessness into other police department programs to institutionalize community policing practices.
- To increase awareness of the unique challenges facing homeless populations, increase skills for interacting with this population, and develop innovative solutions.

The outcomes of the project are to assist homeless individuals in Salt Lake City to become self-sufficient, productive members of the community; to build trust between the police department and the homeless population to reduce criminal activity and decrease police response to calls for service; and to facilitate effective problem solving for specific issues facing the homeless population and enhance community partnerships.

Lessons learned

Integrating mental health and social work professionals into the agency increased the effectiveness of homeless services, both directly and by facilitating new community partnerships.

The police department began hiring civilian social workers in 2015 as it reevaluated its approach to serving the homeless population. Initially, the department created a team of police officers, the HOST team, who

focused specifically on improving service to the homeless population. These officers quickly became a valuable resource in the community, but found themselves providing case management and direct client services, in addition to serving as police officers. This created challenges, as the officers were not trained mental health professionals and did not have adequate resources to meet clients' needs.

When the department refocused its strategy, it began partnering HOST officers with trained social workers who provided direct social services, freeing the HOST team to focus on law enforcement homeless service efforts. This tactic not only helped the team be more effective, but brought old and new community partners to the table. While these partnerships are continually evolving, the police department's service model helped start a new conversation about how the entire community can collaborate to address homeless services.

Specific recommendations to help achieve buy-in from partners include the following:

- Ask partners what their needs are and help them while you help the officers. You will find most service providers are seeking a lot of the same assistance that police officers are.
- Typically cities, counties, and states have longstanding systems in place, and embedding social workers in law enforcement agencies is a new approach. Thus, it is to your benefit to get to know as many providers as possible, meet with them in person, invite them to your meetings, and create a relationship.

PROMISING PRACTICE

Always listen. Your community partners and law enforcement officers will tell you what their needs are. Once you are aware of those needs, follow through.

- Do what you say you are going to do, only make commitments you can keep, and make sure you follow through. Ensure you are giving appropriate customer service to all entities, including your clients, officers, and community partners.

Data collection and data-sharing practices are a unique challenge for mental health professionals working within a law enforcement agency.

Maintaining confidentiality, and working with confidential information, can be difficult, but there are ways to make it work! Existing data collection and reporting systems made it especially difficult for the HOST team to productively use personally identifiable information about the homeless population. Understanding how teams will collect, share and report information is critical to success and should be considered as early in the process as possible. Salt Lake City developed a customized compliance framework, but developing, implementing and integrating new systems presents its own set of challenges.

Specific recommendations to navigate confidentiality include the following:

- Involve your legal team from the beginning of the process.
- Create solid policies and procedures regarding public record requests, HIPAA, and CFR-42, which mandates the confidentiality of substance abuse patient records.

- Make sure your employees are trained in these policies and procedures.
- Remember that not all information should be shared, but that it is important to share what is appropriate and applicable, particularly in emergency situations.

It is important to ensure strong program buy-in from local government leaders and stakeholders and to continually communicate with them.

The officers in the HOST program not only helped identify the need for police social workers, but helped communicate it to leadership. Beyond their discussions police administration, the HOST team also conferred with the mayor’s office and city council regarding strategy and funding needs. Without their input and advocacy, this new service model would have likely never been implemented. It was critical to have the support

PROMISING PRACTICE

Understand the policies, procedures, and tools that will ensure compliance with rules and regulations. Involve your legal team and develop an implementation strategy early in the program development process.

the HOST team generated, from all levels of government and from the patrol officers who would use the service.

While this initial support is critical to implementing a program, program success requires continual communication to ensure officers and social workers understand the work the others do and the critical role they each play in the overall strategy. Teams must be able to demonstrate their value to patrol officers, police administrators, local leaders, community partners, clients, and all other stakeholders. The Salt Lake CCC team quickly

demonstrated its value by connecting individuals with services, providing resources for officers, reducing the number of police interactions for frequent social service clients, and reducing officer time on certain types of calls for service. The team focused on documenting successes, reporting on them regularly, and tying that data to cost savings for the police department and the community.

PROMISING PRACTICE

Communication is key. You must continually communicate with all levels of your department and all stakeholders in the community.

Having skilled staff to perform client assessments and implement case management strategy is crucial to successful operations.

Case managers should not just know their systems, but be well-rounded generalists. They need to know how to start processes and be creative in finding solutions. Specific lessons learned from the microgrant project include the following:

- It is best to start the assessment research process as early as possible.
- It is important to find as many evidence-based assessment tools as possible for triage; these may include suicide screenings, mental health status exams, trauma screening tools, and drug and alcohol screening tools.
- It may be helpful to partner with a college or university for assistance with the assessment research process. Often, they have completed similar work and can assist agencies with identifying tools that may work.

PROMISING PRACTICE

It is important that social workers understand systems well enough that they can not only use other providers' screening systems and other tools, but adapt them to solve new problems.




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City of Salt Lake, Utah microgrant accomplishments

The following table provides a detailed summary of the site’s completion of the activities proposed to the COPS Office as part of their grant program.

<p>Status</p> 	<p>Proposed Activity</p> <p>Site visit to Houston Police Department’s Mental Health Division</p>	<p>Details</p> <p>The CCC staff visited two Bureau of Justice Assistance Learning Sites, in Houston and Los Angeles, to learn how those agencies established their police mental health programs and discuss program successes and lessons learned. On the visit to the Houston Police Department, they saw firsthand how robust a police mental health program can become. The biggest lessons learned were the importance of data collection and of mental health professionals’ relationships with police officers and community stakeholders. The visit provided invaluable insight into how law enforcement and mental health collaborations work at a large scale.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p>Site visit to Los Angeles Police Department’s Mental Evaluation Unit</p>	<p>Details</p> <p>CCC staff also visited the Los Angeles Police Department (LAPD)’s Mental Evaluation Unit and gained valuable insight into how a longstanding program affects the community as a whole. The team learned about the LAPD’s collaborative efforts with the county health department, which generated valuable discussion about what worked and what didn’t. The greatest piece of knowledge the team took from the LAPD’s Mental Evaluation Unit was an overview of the information they collect, the assessment tools they utilize and how they document this information in their record management systems.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p>Community Connection Center informational open house</p>	<p>Details</p> <p>The Salt Lake City Police Department held an informational open house for the CCC in April 2017. More than 200 community partners attended the open house, toured the CCC, and met law enforcement and mental health staff. This event not only strengthened partnerships and facilitated collaboration, but gave partners the chance to give valuable feedback directly to police department staff. The open house format allowed all CCC staff to interact directly with stakeholders, community members, and peers, facilitating transparency and encouraging dialogue about how the department can best integrate with the community. Overall, the event was well received by attendees and was covered by local media: http://fox13now.com/2017/04/06/slcpd-tries-a-new-tactic-in-rio-grande-embedding-social-workers-with-cops/.</p>

City of Salt Lake, Utah microgrant accomplishments *cont'd*

<p>Status</p> 	<p>Proposed Activity</p> <p>Third-party evaluation of the Community Connection Center</p>	<p>Details</p> <p>The SLCPD partnered with the University of Utah’s Criminal Justice Center to complete two studies. The first evaluated more than 260 evidence-based triage and crisis assessment tools and recommended the best ones for various purposes. These recommendations will be used to select assessment tools for the department’s staff, both clinicians and non-clinicians, to use on the street and in the CCC. The second study evaluated the CCC itself. Evaluators interviewed community partners, police officers, and stakeholders about what the police department’s team was doing well and opportunities and suggestions for improvement.</p>
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<p>Status</p> 	<p>Proposed Activity</p> <p>Community partnerships</p>	<p>Details</p> <p>A comprehensive approach to issues requires a large number of community partnerships, both formal and informal. The police department’s partnerships are continually evolving and changing because the system is so dynamic. Since starting the microgrant project, the police department’s Community Connection Center team has been in collaboration with over 200 different agencies. Having meaningful relationships with all of these different entities is essential to the work they do. If the team did not have these partnerships, it would not be as successful because these partners link clients to specific resources that a law enforcement agency cannot provide. The team has partnered with hospitals, courts, jails, non-profits, federal agencies and others. To facilitate and strengthen these partnerships the teams conducts monthly community response meetings to discuss cases that affect organizations across systems.</p>
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Chinese Engagement Initiative

San Leandro Police Department, California

Overview

The City of San Leandro, California, has a population of approximately 90,000 people, although its proximity to Oakland causes it to face some of the violence and other challenges typical of larger cities. It is served by a police department of 93 sworn and 42 civilian staff. San Leandro is the fifth most diverse city in the country, with 53 percent of its residents having been born outside the United States. Its cultural makeup is 33 percent Asian, 27 percent Latino, and 25 percent Caucasian;¹³ however, most of its outreach was in English and on English language–dominant media platforms. The San Leandro Police Department (SLPD) sought microgrant funding to address this disparity. Through the Chinese Engagement Initiative, the SLPD aims to expand community outreach to the Asian population, particularly via social media; collect data on the impact of these efforts, and identify best practices for engaging with this demographic.

13. "Demographics," City of San Leandro, last updated April 2017, <http://sanleandro.org/depts/cd/econdev/demographics/default.asp>.

The overarching goal of this project was to develop a proactive means of community outreach to San Leandro's Asian population.

The objective of the project was to implement a social media presence, using the department's existing Weibo account, in order to provide an opportunity for the police and the Asian community to gain a better understanding of each other. The social media communication platform was intended to enhance community trust and police legitimacy and encourage the Asian community to call the police when needed.

Lessons learned

Identify existing methods for disseminating information to vulnerable populations, and leverage these to ensure maximum reach.

The SLPD hosted three community focus groups tailored to the Asian community in San Leandro. The first was with the Asian Business Council, the second with adult residents, and the third with high school students. Overwhelmingly, the panelists at all three events noted that the department underutilized the school system as a network of information sharing. The panelists stated that Chinese parents will read nearly everything their children bring home from school. Parents are especially likely to read information related to after-school programs run by the police department. The SLPD had not considered providing informational flyers to the school, but has subsequently adjusted its overall outreach strategy to leverage local schools to assist in providing critical outreach materials to harder-to-reach communities.

At the focus group for the business community, panelists noted that the department also underutilizes cultural channels for information sharing. The panelists said that Chinese community members prefer technology-driven channels (e.g., Weibo and

WeChat), while Korean community members generally prefer print media. The panelists also recommended that, of the many Chinese dialects spoken in San Leandro, Mandarin has the widest readability.

The focus groups also noted that there are cultural barriers to trust and communication between the department and the Asian community—for example, the Chinese term for “cop” literally translates as “bribe.”

Police engagement with Asian populations is an area needing additional research.

Although Asians comprise a significant and growing percentage of the U.S. population, there is little data on their engagement with police departments. For San Leandro, social media tools like Weibo and WeChat have not only been successful at advancing trust and access with this community—they have also been useful research tools for gauging the extent and audience of outreach efforts.

Weibo users were 55 percent more likely to engage with general interest stories than department-specific content.

This grant advanced the City of San Leandro's collective understanding of community engagement and provoked an internal dialogue about social media deployment. The City had subscribed to the traditional public policy view of social media: that it should be a one-way path, pointed outward. While the City has gradually staffed public information positions, its policy remains to not respond to user comments or engage in dialogue. Moreover, while administrative procedure allows for city social media to publish general interest content to be published, it is usually not done. The SLPD tested the theory that personalizing its social media content would promote greater engagement levels. The department started the program by mixing content and then transitioned back to only department-specific content and tracked user interaction during these changes.

From June 2016, as the outreach program started, to December 2018, the SLPD Weibo microblog averaged 42,807 visits per month for a blend of general interest and San Leandro-specific content. Initially, users were 16 percent more likely to engage with general interest stories than with department-specific content. The department then employed a University of California, Berkeley college student fluent in multiple Chinese dialects to draft content, overseen by a San Leandro resident with Weibo experience. Both employees on the project had backgrounds in marketing as well, which helped them deliver stories of interest.

By August 2016, staff found users were 44 percent more likely to engage with the general interest topics than the department-specific content. General-interest topics included a UCLA shooting (200,000 views), the city's annual Cherry festival (270,000 views), and items about Chinese Moon Festival activities in the Bay Area, a Washington state shooting of a Sikh man, and the Beijing Olympics.

SLPD-specific local crime stories generated decent, but much lower engagement—on the order of 30,000 views. Other department-specific content included the National Night Out campaign, the department's United 4 Safety annual open house, and the chief's message on community trust between communities of color and the police.

The department concluded that users were increasingly more interested in department-specific content when it was paired with general-interest stories. Weibo users were 55 percent more likely to engage with a mixture of general interest and local stories than department specific content alone. In essence, users seemed far more engaged when it felt like a person, not a robot,

PROMISING PRACTICE

Use social media outreach and pair general interest stories with department-specific content to increase community engagement with the department.

was behind the keyboard. Users wanted to engage, discuss, and ask questions. This is a double-edged finding, because this sort of engagement required considerable staff time and money to sustain.

This microgrant provided the environment for the SLPD to explore and learn, and has caused a profound shift in department's thinking about social media engagement. The project was extremely successful, and the City of San Leandro is planning not only to sustain the new outreach approach but to expand it: City Council has discussed funding a permanent part-time position for a Weibo outreach employee.



SITE CONTACT

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San Leandro Police Department, California microgrant accomplishments

The following table provides a detailed summary of the site’s completion of the activities proposed to the COPS Office as part of their grant program.

<p>Status</p> 	<p>Proposed Activity</p> <p>Develop a social media policy and expand outreach efforts to various ethnic communities</p>	<p>Details</p> <p>The department expanded outreach efforts to the Asian community through three community focus groups and employed a college student intern to draft social media content. As an extension of this grant, the department funded a second student intern to draft a social media outreach toolkit, which the department intends to share with other agencies.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p>Conduct at least three focus group discussions on social media outreach with the Asian population in San Leandro, including business partners and other interest groups</p>	<p>Details</p> <p>The department hosted three community focus groups for the Asian community in San Leandro. The first was with the Asian Business Council, the second with adult residents, and the third with high school students. From the focus groups, the department learned that they were underutilizing available channels for reaching out to and communicating with the Asian population (see the first lesson learned for more information).</p>
<p>Status</p> 	<p>Proposed Activity</p> <p>Determine what proportion of the 200,000 Weibo SLPD subscribers are local, regional, national, or international</p>	<p>Details</p> <p>Demographic data on the userbase of the SLPD Weibo site has been difficult to obtain. The Weibo platform charges \$9,000 for the sort of basic user data that similar social media platforms provide for free— age, geographical region, time of day access, etc.— and lacks robust analytics to help guide program decisions or content. As the SLPD’s site gained followers, staff recognized that site followers were not all local residents; and paid for a one-time user data profile; however, the purchased data analytics made available at the time did little to differentiate local users from international Chinese users. All metrics from Weibo users had to be logged and counted manually. Local users were categorized to help alert program staff to fellow users accessing city-specific data, but this proved challenging and time consuming. SLPD staff recommended shifting outreach efforts to another platform with better analytics, and the department has since begun shifting to WeChat, an application designed to perform like a text-message based group chatroom.</p> <p>The department has also funded a hackathon, where community tech-entrepreneurs congregate to help the police department find technology solutions to challenges. This project began in September 2017 and continued through June 30, 2018.</p>

San Leandro Police Department, California microgrant accomplishments *cont'd*

<p>Status</p> 	<p>Proposed Activity</p> <p>Understand Weibo demographics and further determine which posts or messaging efforts resonate with the target audience</p>	<p>Details</p> <p>To determine which posts or messaging efforts resonated with the target audience, the SLPD tested a theory that personalizing content would promote greater engagement levels. The department employed a University of California, Berkeley college student fluent in multiple Chinese dialects to draft content for the department's Weibo blogs. The college intern was overseen by a San Leandro resident who had started using Weibo two years earlier and was hired to provide insight on what the community might find interesting. Both employees on the project had backgrounds in marketing as well, which helped them deliver stories that sparked interest.</p> <p>Department-specific content included posts on the National Night Out Campaign, the department's United 4 Safety annual open house, and the chief's message on community trust between communities of color and the police. Stories of general interest included the city's annual Cherry Festival, Chinese Moon Festival activities in the San Francisco Bay Area (of which San Leandro is a part), shootings in Washington state and at UCLA, and the Beijing Olympics.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p>Determine how increased engagement with the Asian community on Weibo impacts crime</p>	<p>Details</p> <p>The department is still interested in determining the impact of its focused-outreach efforts on crime rates; however, the department realized that it was not feasible to assess outcomes within the grant period. This is an area that the department would like further assistance.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p>Consult with the International Association of Chiefs of Police (IACP) to develop best practices for engaging with the Asian community</p>	<p>Details</p> <p>The department has agreed to share its findings with its partners at the International Association of Chiefs of Police (IACP) and around the State of California.</p>

Tacoma IF Project

City of Tacoma, Washington

Overview

The City of Tacoma is the largest city in Pierce County, Washington, with a population of approximately 211,277. To serve these residents, the Tacoma Police Department (TPD) employs 338 commissioned officers and 43 civilians. The TPD and eleven additional city departments report to the City Manager. Within this structure, the city's Neighborhood and Community Services (NCS) Department works in close collaboration with the TPD on several of the city's human services initiatives. The TPD, which received CALEA Accreditation in 2010 and was recertified in 2013, strives to be an innovative and inclusive department that works closely with its community. One component of this community focus is the Tacoma IF Project, a program dedicated to reducing juvenile recidivism rates and diverting youth away from the path to incarceration, in support of the NCS Youth Development and Gang Reduction initiatives. Since the TPD has experienced a decrease in overall staff and funding in recent years, it relies on grant funding to continue operating the Tacoma IF Project.

The Tacoma IF Project was initially implemented in September 2012. Its primary goals are to reduce juvenile recidivism rates and intervene with at-risk youth before they enter the juvenile justice system. The Tacoma IF Project is also enhancing its existing efforts to address gaps in services to self-identified gang-affiliated youth and younger at-risk youth (ages 10–11) who may require earlier interventions. The TPD follows the principles of community oriented policing, pursuing a partnership strategy based on cooperation, mutual respect, and trust with both individuals and organizations. The Tacoma IF Project implements an expanded approach to the problem of juvenile delinquency by involving parents and guardians in the project, emphasizing mentorship and peer support, and focusing on building trust and opening lines of communication rather than simply diverting youth to external service providers.

Program background

Youth who are currently involved in or risk becoming involved in criminal activity are also more likely to engage in other risky behaviors, including substance abuse and self-harm. The long-term implications of these behaviors pose serious threats for individuals' health and relationships. Adolescents who are involved in the juvenile justice system are also more likely to become involved in criminal justice system as adults. Youth facing these challenges often struggle to develop resilience and healthy coping skills on their own, while their parents or guardians may not know how to help young people change their behavior.

The Tacoma IF Project's goal is to offer support, guidance, and resources in a supportive environment based on trusting and respectful communication. The inspiration for the program's development is the IF Writing Workshop, which was designed to use creative writing

to help women who were exiting prison successfully integrate back into their communities. A detective leading that project asked participants to write about what changes in life circumstances and choices would have prevented them from going to prison. The detective was surprised to learn that the participants had never been asked this question. The Tacoma IF Project for at-risk youth was inspired by these women's answers, in the hope that perspective from those in the system would help at-risk youth change their lives.

Youth workshops

The TPD and its IF Project partners host 10 workshops each year for at-risk youth; a different group of youth attends each session. The objective of each workshop is to help participants understand why their behaviors can have long-reaching consequences for their future. Through their participation, the program organizers aim to help these youth understand that they have options, and that help is available.

Hosted by TPD detectives, each workshop begins with an educational video about several convicted offenders' individual paths to incarceration. After the video, the youth, detectives, and a panel of former inmates participate in a common ground exercise, designed to remove barriers to communication by identifying shared experiences. By sharing their stories, the adults and youth understand what they have in common and build trust. Former inmates on the panel describe their respective paths to incarceration, and the youth have an open question and answer session with them before breaking into groups to discuss their own life challenges. The youth participants then write a short essay to answer the following question: *"If there is something someone could say or do to change my path today, what would it be?"*

Based on the both the discussion and the written exercises, project staff are able identify some of the youth's most immediate needs and provide referrals to services in the community. In addition, a steering committee of detectives, youth crisis professionals, and student interns from the University of Washington–Tacoma jointly reviews the written exercises to determine the best intervention or prevention strategies for each participant, connecting to them numerous local service agencies.

Youth mentoring

The project's youth mentoring program builds on the trust and rapport developed between officers and participants at the workshop and further strengthens these relationships through one-on-one mentoring. TPD detectives act as mentors, conducting phone calls, monthly group check-ins, and activities with youth. Current mentoring partners include the local Boys and Girls Club, which provides space for holding monthly mentoring check-ins, and a local church, which provides space for monthly dinners with the youth. Monthly check-ins last one to two hours, and group outings such as laser tag or other activities take place three times per year.

Parent/guardian workshops

To ensure that participants' family members are equipped with tools and strategies to help youth steer clear of criminal behaviors, the TPD partners with a local non-profit organization, Parent Support Providers, to host six parent workshops each year. These workshops emphasize family resiliency, effective communication, and healthy coping behaviors. A Common Voice, a nonprofit organization that offers peer-to-peer support for parenting at-risk youth, offers expertise on behavioral, emotional, and mental health issues within families. Staff members and volunteers from a Common Voice are available to participants after the parent workshop concludes.

Connection to services

A steering committee of detectives, youth crisis professionals, and student interns from the University of Washington–Tacoma develop and implement individualized intervention or prevention strategies for each Tacoma IF Project participant. Youth and their families are connected to numerous local community resources based on their individualized needs assessments. For example, a young person might be connected to counseling, job search assistance, and housing services.

During youth and parent workshops, it is common for participants to disclose issues of physical or sexual abuse, neglect, homelessness, chemical dependency, food insecurity, family instability, lack of basic living supplies, or other concerns. The Tacoma IF Project frequently refers participants to a network of more than a dozen local agencies that can help address broader social issues within families.

Program goals and outcomes

The overarching goal of this project is to reduce juvenile recidivism rates, and to divert youth away from the path to incarceration. The objectives of the project were to reduce juvenile recidivism rates, to divert youth away from the path to incarceration, and to address gaps in services to at-risk youth.

Lessons learned

Participants' personal histories likely shape how they respond to the workshop.

Analysis by Dr. Jeff W. Cohen at the University of Washington–Tacoma, a partner who conducts pro-bono program evaluation for the program, found that participants who have a history of running away from home respond to the workshop differently than those with a history of delinquent acts and those with no history of delinquency or status offenses. Dr. Cohen suggested that

You just never know what's going on with people inside. I realize that now and I am going to start acknowledging people I normally wouldn't.

– Youth Workshop Participant.

Tacoma IF Project partners customize workshop material to the needs of these groups and incorporate additional content on resiliency. While the workshop helps participants identify and understand the problems that they are facing, youth need additional information and strategies focused on overcoming obstacles.

Provide youth with additional information on prospects for the future.

While the Tacoma IF Project has been successful at achieving its goal of reducing juvenile recidivism rates and connecting youth with support services, additional program components could be added to increase participants' senses of self-worth and self-confidence. In both 2015 and 2017 reports, Dr. Cohen found that youth participants perceive their own future prospects in more negative terms after attending the workshop than before. He suggested adding content focusing on youth participants' prospects for the future, including educational and career opportunities aligned with their individual interests. Youth often express that they would like strong mentors and role models to keep them on the right track.

Nonetheless, the workshop has clearly had a positive impact on many participants' lives. For example, a 16-year-old participant reflected that prior to the workshop she would have simply "passed by" certain youth in her school without acknowledging them. After realizing that almost everyone has something going on in their private lives (stress, domestic violence issues, drug and alcohol issues, familial issues, poverty, mental health, etc.), she had a change of view and stated that "you just never know what's going on with people inside, I realize that now and I am going to start acknowledging people I normally wouldn't." According to facilitators,

participants are generally reluctant to participate at the beginning of workshops, but engage through discussion and the written exercise. Students regularly thank the TPD and its partners for hosting the workshop.

Develop a strong marketing strategy.

A challenge for the TPD and its partners has been how to effectively market the program to increase participation. Recognizing having a consistent project manager as key to the program's success, the TPD hired a civilian consultant to focus on the project. Her duties include assisting with research, partnerships, and program expansion. She attends the workshops, mentor check-ins, and monthly program dinners. She previously served as a volunteer chaplain with the TPD and has experience volunteering with at-risk youth.

Consider participants' transportation needs.

Transportation remains a hurdle for the full participation of youth in the program. Parents and guardians often have other work or family obligations and are, consequently, unavailable to drive youth to the workshop and follow-up meetings. As a result, the Tacoma IF Project devoted \$1,000 of its grant budget to purchasing transit passes for participants.

Recognize that you cannot do it all.

The IF Project facilitators have recognized that the IF Project is only one component of a more comprehensive solution. Project participants deal with complex family and mental and emotional health issues, such as oppositional defiance disorder, depression, addiction, and sexual abuse. The TPD works with its partners to refer these participants to mental health and youth development specialists who can more effectively address these issues.

PROMISING PRACTICE

For three years, the TPD has facilitated an internship opportunity with the University of Washington–Tacoma’s Social Work/Criminal Justice Program. This internship affords the selected student the opportunity to work shoulder-to-shoulder with a Juvenile Unit Detective. Intern duties include community outreach, parent/guardian outreach, developing and facilitating IF Project workshops, community resource referrals, and compiling and organizing community resource data. The internship program significantly increases the capacity of the initiative.

As a result, these university interns receive real world experience that benefits both their future career prospects and their communities. The internship provides university students with hands-on training helping parents and guardians of youth and family in crisis. The interns also make connections within the TPD. They get to know detectives and officers in their professional setting. One former intern, motivated by his experience, took the law enforcement test and got hired by a department in Nevada. He said that his interest in becoming a police officer was a result of interning with the TPD.

SITE CONTACT

City of Tacoma WA
Police Department Information Line

(253) 798-4721




[https://www.cityoftacoma.org/
government/city_departments/police](https://www.cityoftacoma.org/government/city_departments/police)

Social Media

<https://www.facebook.com/TacomaPD/>

The City of Tacoma, Washington microgrant accomplishments

The following table provides a detailed summary of the site’s completion of the activities proposed to the COPS Office as part of their grant program.

<p>Status</p> 	<p>Proposed Activity</p> <p>Fully implement grant activities, including youth and parent/guardian workshops, monthly mentor check-in, monthly dinners, and youth activities and community service</p>	<p>Details</p> <p>The TPD has implemented Tacoma IF Project activities for five years, serving 186 youth aged 10–17 and their families between 2012 and 2017.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p>Prevent recidivism and further criminal activity among participants</p>	<p>Details</p> <p>Of the 186 youth who have participated in Tacoma IF Project activities since 2012, 119 (64 percent) have not offended or reoffended. (Reoffense is defined as being arrested, listed as a suspect, or reported as a runaway.)</p>
<p>Status</p> 	<p>Proposed Activity</p> <p>Develop and strengthen partnerships with other government agencies and community-based organizations</p>	<p>Details</p> <p>TPD partners in the Tacoma IF Project include the Pierce County Juvenile Court and Tacoma Public Schools, which refer students; the University of Washington–Tacoma, which oversees the steering committee and provides independent review and analysis; A Common Voice, which conducts parent/guardian workshops and support groups; and the Boys and Girls Club and a local church, which provide meeting space.</p> <p>The TPD continues to build and strengthen partnerships. For example, the program now receives regular referrals from Renmann Hall, the juvenile detention center affiliated with the Pierce County Juvenile Court.</p>

Conclusion

Funding from the 2015 COPS Office Microgrant Initiative allowed grant recipients to develop and implement a variety of innovative projects designed to implement cutting-edge strategies to improve community policing programs. Although these projects were smaller than some other COPS Office–funded initiatives, the grantees noted that without this fiscal support, they would not have had the financial resources to implement them at all. Some of these programs have had a noticeable and lasting impact on their communities and have helped identify a number of promising practices that will benefit law enforcement agencies across the nation.

The participating sites identified a number of lessons learned as they worked to develop, implement, and evaluate the efficacy of their programs. Despite the diverse goals of the 2015 grantee programs, certain key themes emerged across programs:

- **Communicate:** Identify new and existing methods for information dissemination, and develop a plan for engaging the community in your program and department.
- **Calculate:** Understand how community engagement will impact your department’s goals and mission over the long term, and anticipate the cascading effects of even small changes.
- **Collaborate:** Identify and integrate key outside agency stakeholders and work collaboratively with them to address issues that impact the public’s safety.

In addition to these lessons learned, many sites identified promising practices that helped to bolster their programs. Table 1 shows the promising practices identified by the 2015 grantees.

While none of these program grants was larger than \$75,000, they were able to impact targeted problems at the local level—and at the national level, as new and innovative community-policing strategies are shared via lessons learned and best practices.

Table 1. Promising practices by site

Sites	Programs	Promising practices
Arlington Police Department, Texas	MyPD Mobile Phone Application	<p>Take time to consider the type of information and features that will provide officers (i.e., end users) with the breadth of information needed to successfully meet the program goals.</p> <p>Establish a project timeline, hold regular meetings, and encourage engagement from all stakeholders.</p> <p>Ensure executive staff participates in the design and development process.</p> <p>Consider potential security challenges and draft a comprehensive implementation and security plan.</p>
Ashland Police Department, Oregon	The “You Have Options” Sexual Assault Reporting Program	<p>Tailor the program to the unique characteristics of the implementing agency.</p> <p>It is critically important for implementing programs to promote strict adherence to the tenets of YHOP.</p> <p>The YHOP approach has not only been successful in increasing victim reporting, but has also been beneficial in other unanticipated areas.</p>
Denver Police Department, Colorado	Evaluation of Police Outreach and Evidence Based Recruiting Practices	<p>Attract qualified applicants by fostering relationships with the community and setting expectations.</p> <p>Reach out to younger demographics to set potential recruits on a path toward success.</p> <p>Use pre-screening questionnaires to narrow down the applicant pool.</p> <p>Hire quality analysis showed that certain personnel qualifications are good indicators of academy performance.</p> <p>Documenting and maintaining detailed candidate and officer information will allow for more robust analysis of hire quality as it relates to academy and officer performance.</p> <p>Physical fitness and command presence are important traits of successful police officers.</p>

Table 1. Promising practices by site *cont'd*

Sites	Programs	Promising practices
Fairbanks Department of Public Safety, Alaska	Volunteers In Policing	<p>There is tremendous value in community oriented policing, but implementing it is challenging.</p> <p>Diversity in community outreach activities helped the FPD maximize the population reached.</p>
Village of Harwood Heights, Illinois	Crime Prevention Seminars for Senior Citizens and Non-English-Speaking Citizens	<p>Outreach to the Polish community required a customized approach.</p> <p>Modifying existing training materials and presentations was an efficient and effective way to reach additional audiences.</p> <p>There were unanticipated staffing requirements for seminar delivery.</p>
Nez Perce Tribal Police Department, Lapwai, Idaho	Indian Youth Explorers Police Academy	<p>Pre- and post-event participant surveys were helpful to determine the success of the academy and strengthen future academies.</p> <p>An active and cumulative skill-building agenda helped keep participants engaged in the academy.</p> <p>Targeting youth early in career development is a useful law enforcement recruitment strategy.</p> <p>Diverse participation was a key element for the success of the IYEPA.</p>

Table 1. Promising practices by site *cont'd*

Sites	Programs	Promising practices
<p>City of Salt Lake, Utah</p>	<p>Implementing a Police and Mental Health Collaboration Program to Improve Homeless Services</p>	<p>Integrating mental health and social work professionals into the agency increased the effectiveness of homeless services, both directly and by facilitating new community partnerships.</p> <p>Data collection and data sharing practices are a unique challenge for mental health professionals working within a law enforcement agency.</p> <p>It is important to ensure strong program buy-in from local government leaders and stakeholders and to continually communicate with them.</p> <p>Having skilled staff to perform client assessments and implement case management strategy is crucial to successful operations.</p>
<p>San Leandro Police Department, California</p>	<p>Chinese Engagement Initiative</p>	<p>Identify existing methods for disseminating information to vulnerable populations, and leverage these to ensure maximum reach.</p> <p>Police engagement with Asian populations is an area needing additional research.</p> <p>Weibo users were 55 percent more likely to engage with general interest stories than department-specific content.</p>
<p>City of Tacoma, Washington</p>	<p>Tacoma IF Project</p>	<p>Participants' personal histories likely shape how they respond to the workshop.</p> <p>Provide youth with additional information on prospects for the future.</p> <p>Develop a strong marketing strategy.</p> <p>Consider participants' transportation needs.</p> <p>Recognize that you cannot do it all.</p>

Appendix A.

Ashland Police Department, Oregon



This appendix includes the Ashland Police Department's 20 Elements of a Victim-centered and Offender-focused "You Have Options" Law Enforcement Response.

20 ELEMENTS

of a Victim-Centered and Offender-Focused YOU HAVE OPTIONS Law Enforcement Response

All YOU HAVE OPTIONS Program Law Enforcement Agencies believe in providing victims of sexual assault with as much control over their report and any subsequent criminal investigation as the law allows.

Unless legally mandated or in other rare circumstances, the following victim-centered and offender-focused options are offered during every sexual assault report and/or investigation at all YOU HAVE OPTIONS Program Law Enforcement Agencies:

1 A victim of sexual assault is offered three options for reporting: Information Only, Partial Investigation and Complete Investigation.

A victim or other reporting party may remain anonymous and still have the information they provide documented by a You Have Options Program Law Enforcement Agency.

2

3 A victim or other reporting party may have questions answered regarding their options for reporting and/or a criminal investigation prior to providing any identifying or incident information to law enforcement.

A clear explanation of the reporting process and/or investigative procedures will be provided by a law enforcement officer if requested by the victim.

4

5 When making a report there is no requirement to meet in person with a law enforcement officer. For example, a victim or other reporting party may report using an online form or a victim may choose to have a sexual assault advocate report on their behalf.

Reasonable efforts will be made to allow the victim or other reporting party control over the location, time and date where their initial report is made to law enforcement.

6

7 A victim or other reporting party may provide as much, or as little, information as they choose with no time limitations or restrictions on when the information is given to law enforcement. For example, information obtained on an incident outside the current statute of limitations will be documented and used as the law allows to assist in other investigations.

Law enforcement officers will offer assistance in locating sexual assault advocacy services to every person reporting.

8

9 A victim may be accompanied by a sexual assault advocate or other appropriate support person during all phases of the reporting process and criminal investigation.

A victim, or other reporting party, may end an interview with law enforcement at any time without having to provide a reason.

10

11

After making a report, a victim or other reporting party will not be pressured to participate in a criminal investigation.

Reasonable efforts will be made to meet the needs of the victim and address any barriers the victim faces in providing information to law enforcement during the reporting process.

12

13

Law enforcement officers will conduct victim interviews in a trauma-informed manner.

Reasonable efforts will be made to meet the needs of the victim and address any barriers the victim faces when participating in a sexual assault investigation.

14

15

A victim’s right to keep their assault confidential will be respected. If legally permissible, no person (outside of a law enforcement agency) will be notified the victim has reported without the victim’s consent. This includes the interviewing of identified witnesses and perpetrators.

Investigators will utilize strategies to identify and document serial sexual perpetration, such as the Inquiry into Serial Sexual Assault (ISSA).

16

17

Investigators will collaborate with victims during the investigative process and respect a victim’s right to request certain investigative steps not be conducted. Criminal investigations will be conducted at a pace set by the victim, not the law enforcement officer. Victims will be informed that no case can proceed to arrest or referral to an office of prosecution until the investigative process is complete.

A victim may disengage from a criminal investigation at any time prior to an arrest being made or the case being referred to an office of prosecution. There is no requirement that an explanation be given by the victim to law enforcement.

18

19

If legally permissible and probable cause exists for a crime, no arrest or referral to an office of prosecution will occur without the consent of the victim. All You Have Options Law Enforcement Agencies respect the choice of every victim who reports a sexual assault, and understand that justice is not the same for every person who is victimized.

Criminal investigations that do not result in arrest or referral to an office of prosecution will be classified as “inactive” unless found baseless or false, allowing for the investigation to be re-opened in the future at a victim’s request and/or if additional information is discovered.

20

In some circumstances You Have Options Program Law Enforcement Agencies may be legally mandated to continue an investigation even when a victim does not want to participate. Examples include investigations involving domestic violence, child abuse or where the reported victim is still in physical danger. If you are unsure how law enforcement would respond to your situation, you can call and speak anonymously with an officer at a You Have Options Law Enforcement Agency. You will never be pressured to provide information in order to hear about your options.

YOU HAVE OPTIONS WHEN REPORTING A SEXUAL ASSAULT.

Learn more at www.ReportingOptions.org

Appendix B.

Denver Police Department, Colorado

This appendix includes the *Denver Police Department Candidate Resource Guide*.

**Denver Police Department
Candidate Resource Guide**

Dear Denver Police Officer Candidate,

Thank you for considering the Denver Police Department for your career as a police officer. Your career as a Denver Police Officer begins when you put the application in for the Denver Civil Service Entry / Lateral Police Officer Test.

The career of a Denver Police Officer is summarized with the Denver Police Department Mission Statement;

In partnership with the community, the Denver Police Department strives to operate a police agency focused on preventing crime in a respectful manner, demonstrating that everyone matters.

The mission statement of the Denver Police Department is more than just words, it is the guiding principal behind every Denver Police Officer on how they represent the city of Denver to all people who live, work and visit Denver.

As a Denver Police Officer, you are entering the one of the most innovative departments in the country. The career of a Denver Police Officer is filled with excitement that everyone looks for as they begin their career. Your career with the Denver Police Department will take you wherever you want to go.

To assist you in this journey of becoming a Denver Police Officer, The Omni Research Group developed this candidate resource guide. This guide will help you understand the dynamics of being a Denver Police Officer. The skills that you need to become a successful recruit and officer.

This candidate resource guide has a wealth of information that will help you become a Denver Police Officer.

The Denver Police Department / Recruiting Unit

The Skills You Need: Emotional Intelligence - Stress Management



What is stress management?

Stress management refers to the use of various techniques and practices to help decrease stress levels and improve daily functioning. Small amounts of stress can be beneficial to us, but chronic stress strains our internal "alarm system," producing chemicals in our body that can negatively impact our physical, mental, and emotional wellbeing. Managing stress helps reduce these effects so you can stay happy, healthy, and productive.

What are some sources of police stress?^{2,3}

- ✓ Frequent exposure to human pain and suffering.
- ✓ Threats to personal safety.
- ✓ Bearing the responsibility of protecting civilian lives.
- ✓ Constant state of emotional regulation on the job.
- ✓ The unpredictable and dynamic nature of police work.
- ✓ Anxiety around owning and using a firearm.
- ✓ Working excessive overtime.
- ✓ Limited agency resources.

Other contributors to police stress include rotating shifts that interfere with sleep schedules and poor nutrition

resulting from convenient food choices over healthy alternatives.

How is stress management used in law enforcement?

When you consider the immense pressures officers deal with daily including the responsibility of protecting the public, the great personal safety risks they take on, and the high administrative burdens, it's easy to see how many officers find themselves overwhelmed. It's true that stress is an unavoidable part of a career in law enforcement, but an officer's ability to manage that stress is critical to maintaining good physical, mental, and emotional health. If high stress goes unchecked, it can have damaging consequences including reduced job performance, increased absenteeism, high job burnout, weight gain, heart problems, fatigue, insomnia, family and marital distress, emotional volatility, increased aggression, increased alcohol use, depression, anxiety, and even suicidality.^{3,4} The good news is that job-related stress can be managed and helping you do that is a top priority of this agency.

Resources

Managing the stress of a career in law enforcement keeps you feeling good and ensures that you can reach your maximum potential on the job and at home. Here are some resources to help you identify and improve your personal stress management skills.

Articles:

A retired Army sergeant with over 30 years' experience as a police lieutenant, Police Magazine, and the Law Enforcement Survival Institute give expert advice and specific techniques on handling stress as an officer.

- [Best Practices for Mastering Stress Management](#)
- [How Do I Cope with Stress?](#)
- [A Stress Management Prescription for Law Enforcement and Police Officers](#)

Video:

Policeone.com interviews an expert in the neuroscience of stress management about specific skills for law enforcement.

- [Managing your Stress - Techniques for Officers](#)

Self-Assessment:

Take this quiz as a starting point to see how well you deal with the stresses in your life.

- [Coping & Stress Management Skills Test](#)

Apps:

[Pacifica-Stress and Anxiety](#) Learn to track your stress and its causes, and begin managing it at a gradual pace.

[Self-help Anxiety Management](#) Sometimes it's hard to figure out what exactly is stressing us out. SAM was created by experts to help you do just that so you can deal with what's bothering you and move on with your day.

[Breathe2Relax](#) The Department of Defense knows that using breathing techniques is one of the simplest, quickest ways to relieve the stress of high-pressure jobs like those in the military and law enforcement. With those folks in mind, they created the Breathe2Relax app for on-the-spot stress relief.

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- 3) <https://www.policeone.com/american-military-university/articles/322749006-How-police-can-reduce-and-manage-stress/>
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The Skills You Need: Written Communication & Report Writing



Why are written communication skills important?

Written communication skills allow you to effectively express your thoughts in writing so the reader can easily understand what you are saying. *What* and *how* you write significantly influences the message you convey to your target audience.¹

Effective Writers:^{1,2}

- ✓ Have a goal in mind when writing and state it clearly.
- ✓ Structure their writing so that ideas are linked together in a logical way.
- ✓ Use simple, clear language.
- ✓ Use correct grammar and punctuation.

How does it relate to report writing?

Reports are formal, written accounts of an observation, action, or investigation. Good writing skills are important in report writing because they allow you to clearly and concisely communicate information about an event or situation.³

Putting these Skills to Work in Law Enforcement

How are they used in law enforcement?

Good police work does not end once an officer returns to the precinct at the end of a shift. In fact, documenting one's field activities in official reports may be one of the most important aspects of an officer's daily routine. Almost every activity you perform as a police officer requires you to record it in some form of a permanent record, often as an official police report. These reports can be used to evaluate officers' field performance, so it is critical that you are able to accurately document detailed, complex information for others who were not there.^{4,5} In many cases, police reports are also used in investigations, trials, insurance claims, or media reports where significant decisions or public opinion hinges upon the information recorded by an officer.^{4,6} Your ability to write a report that contains accurate, clear, and truthful information helps to ensure due justice for offenders and victims, protects your credibility as a police officer, and helps ensure the integrity of the entire organization.

Resources

Written communication and report writing are skills that can be practiced and enhanced. Here are some resources to help you improve yours.

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- [Criminal Justice 1: What is a Professional Report](#)
- [Practice Writing a Report: Scenario 1](#)

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- 6) <http://www.lawcrossing.com/article/900010290/The-Importance-of-Police-Reports-and-Why-and-When-They-Can-be-Sloppy/>.

The Skills You Need: Communication- Conflict Resolution



What is interpersonal communication?

Interpersonal communication is the way people share ideas, feelings, and meaning using verbal and non-verbal language such as tone of voice, facial expressions, and body language.¹ Interpersonal communication skills are important because they help us effectively communicate with others, work in teams, and solve problems in social situations.

Key Interpersonal Communication Skills:^{1,2}

- ✓ Listen effectively and respectfully to others.
- ✓ Empathize with and understand others' point of view.
- ✓ Be aware of the context (situational, social, emotional) in which communication is taking place.
- ✓ Ask questions to clarify points of misunderstanding.
- ✓ Remain calm and focused, even in heated situations.
- ✓ Speak and act thoughtfully.

How does it relate to conflict resolution?

Conflict resolution is the way two or more people find a peaceful solution to a disagreement.³ Interpersonal skills are the *key ingredient* to conflict resolution because they enable you to effectively navigate a tense situation to help people with opposing views come to an agreement. of the most important in law enforcement.

How are these skills used in law enforcement?

Effective interpersonal communication skills may be some of the most important skills in law enforcement. As an officer, your job can boil down to how well you can interact with people.⁴ On a daily basis, your ability to maintain good relationships with civilians helps create a constructive relationship with the community, improves public trust in law enforcement, and enhances officer safety, as well as decreases job-related stress and anxiety⁵. Even when used with suspects, good interpersonal skills can increase cooperation in otherwise unruly individuals, preventing the need for physical force and resulting in optimal arrest outcomes for everyone involved.⁵

Effective conflict resolution starts with effective communication.

Police officers encounter multiple types of conflict on every shift, from civilian disagreements to hostile perpetrators. Conflict situations can be stressful and unpredictable, but most can be managed with good communication.⁶ It is crucial for officers to be able to recognize and handle each situation accordingly. Use of effective interpersonal skills in conflict resolution allows you to better understand the conflict at hand, increases awareness of how your presence as an officer affects the conflict dynamic, and provides you with skills to successfully mediate potentially explosive interactions.

Resources

Managing the stress of a career in law enforcement keeps you feeling good and ensures that you can reach your maximum potential on the job and at home. Here are some resources to help you identify and improve your stress management skills.

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The Skills You Need: Critical Thinking



What is critical thinking?

Critical thinking is the ability to logically use all available information to understand and analyze a situation.¹

Critical Thinkers¹:

- ✓ Understand the links between pieces of information.
- ✓ Critically analyze information for accuracy and relevance.
- ✓ Approach problems in a systematic way, rather than relying on gut-feeling.
- ✓ Question how their own assumptions, values, and biases affect their thoughts.

How does it relate to Problem Solving?

Critical thinking is an important component of problem solving. It allows you to assess all the information and options so that you can arrive at the best possible solution to the problem.²

What affects decision-making?

As human beings, decision making can be influenced by many things that we are not even aware of. But as civil servants and officers of the law, you have a responsibility to think more critically about decisions on the job.

Factors that can affect decision making in police work include unclear options in a situation, ignoring relevant information, inaccurate cost/benefit analysis, internal biases, framing, over-confidence, selective attention, information overload, and emotions.^{5,6}

Putting these Skills to Work in Law Enforcement

How are these skills used in law enforcement?

The ability to critically assess situations and make informed decisions on the job is an essential part of law enforcement. As an officer in the field, you will make hundreds of decisions every day. Most decisions will be routine, but at times you will be faced with a complex, rapidly changing, or potentially dangerous situation where the decisions you make carry significant consequences.³ Your ability to quickly and accurately assess each situation in a way that minimizes risk while also completing your mission will help ensure the safety of both officers and civilians, enrich public trust in law enforcement, and protect your organization from damaging litigation.

Resources

Every officer benefits from enhancing critical thinking and decision making skills. Here are some other resources to help you improve yours. In addition, a summary of the DPD Decision Making Model can be found on the next page.

Articles:

This online resource for law enforcement provides a straight-forward method of analyzing and explaining decision-making processes in the field, and explores problems and potential solutions to policing situations.

- [Tactical Decision Making: An Equation for Critical Thinking in Moments of Crisis](#)

Page 7 of this resource developed by the Texas Association of Police Explorers provides a problem-solving activity for handling difficult situations. Review the scenarios, identify possible solutions, and answer the questions to critically reflect on the best approach.

- [Problem Solving, Critical Thinking, Field Note Taking](#)

The FBI Bulletin has identified 5 common and critical decision-making biases (framing, overconfidence, selective attention, information overload, and emotions) that interfere with effective decision making. Pages 1-9 of this resource provide information on how to recognize and mitigate these biases in yourself.

- [Good Decisions Tips and Strategies for Avoiding Psychological Traps](#)

Video:

This video by the Earn Your Badge YouTube Channel provide an example about how critical thinking and decision making is can be applied in policing situations.

- [Do You Think Police Work is Black & White?](#)

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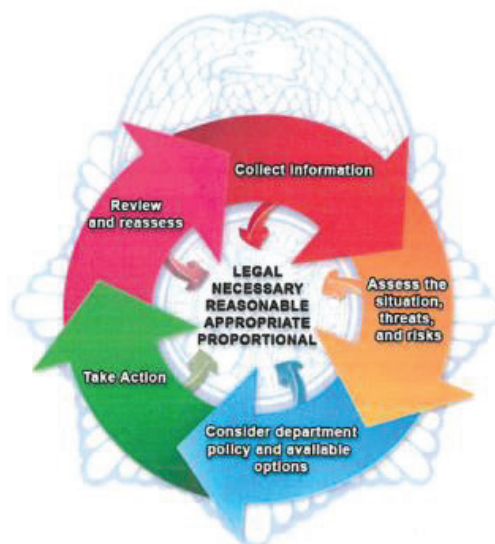
The Skills You Need: Critical Thinking

OPERATIONS MANUAL
DENVER POLICE DEPARTMENT

101.00 GENERAL PHILOSOPHY

PAGE: 2 OF 3

Denver Police Department Decision Making Model



COLLECT INFORMATION:

When possible, slow the situation with a calm, centered, respectful, and confident presence. To understand the situation, gather any and all information within practical limitations. Confirm that police service is warranted and within the control and ability of department personnel to address.



ASSESS THE SITUATION, THREATS, AND RISKS:

Use available resources to make the immediate area safe or provide assistance as needed. Look for things that may explain the situation. If time permits, attempt to identify the root cause and avoid decisions based on inadequate information. Avoid judgmental or damaging statements.



CONSIDER DEPARTMENT POLICY AND AVAILABLE OPTIONS:

Develop options based on available information, ethics, values, and policy. Examine the feasibility, effectiveness, and consequence of each action and evaluate as necessary.



TAKE ACTION:

From the identified options, apply the most reasonable and viable course of action. Continually assess effectiveness, and when possible, develop contingencies. The sanctity of human life is paramount.



REVIEW AND REASSESS:

Assess the outcome and consider whether the issue was addressed and/or corrected. If not, start over and consider the following:

- * Is new information available?
- * Was the initial assessment accurate and/or was information missing?
- * Is there a more appropriate and reasonable option?

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The Skills You Need: Emotional Intelligence – Emotional Skills



What are emotional skills?

Emotional skills refer to the ability to identify emotions in yourself and others, to regulate your emotions in a constructive way, and to maintain healthy relationships. People with high emotional skill levels have increased awareness and regulation of their own emotions, channel those emotions into high self-motivation, and can recognize and empathize with the emotions of others.^{1,2}

Key Interpersonal Communication Skills:^{1,2}

- ✓ Assertive.
- ✓ Motivated.
- ✓ Decisive.
- ✓ Sociable.
- ✓ Persuasive.
- ✓ Systematic.
- ✓ Empathetic.
- ✓ Thoughtful.
- ✓ Patient.
- ✓ Predictable.
- ✓ Good Listener.

Putting these Skills to Work in Law Enforcement

How are these skills used in law enforcement?

As with any job that requires you to interact with people on a regular basis, emotional skills are a critical tool in law enforcement. Whether you like it or not, every interaction you engage in on the job is affected by your emotions. The success of any given scenario, such as your response during a high-risk arrest, how well you work with your supervisors, the way you process your own

emotions after a traumatic work event, or your handling of a routine traffic stop can be completely altered based on your mood, stress level, or emotional reaction. Enhanced emotional skills, like emotional intelligence and control, increase awareness of your emotions so you can stay in control and engage in positive communication with others for optimal outcomes in any situation. Officers with high emotional skills perform better on the job, have decreased job burn-out, increased job satisfaction, manage stress better, and are more skilled with conflict resolution.

Another important element of emotional intelligence for law enforcement is resilience, or the ability to withstand and bounce back from high stress and traumatic situations. After repeatedly experiencing situations that require maintaining composure, controlling emotions, facing fears, and enduring trauma, officers may struggle to maintain their physical, emotional, and spiritual health. For officers who are low in resilience, the emotional burden they endure on the job can lead to serious problems including disengagement and burn-out, as well as to the development of psychological issues like depression and anxiety. In contrast, resilient individuals view setbacks as disappointing but temporary, refuse to be defined by their failures, and understand each as opportunities to learn, grow, and recalibrate. This mindset is essential to the longevity of your policing career, and will increase the likelihood that you are successful and satisfied on the job.

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The Skills You Need: Written Communication & Report Writing



Why are written communication skills important?

Written communication skills allow you to effectively express your thoughts in writing so the reader can easily understand what you are saying. *What* and *how* you write significantly influences the message you convey to your target audience.¹

Effective Writers:^{1,2}

- ✓ Have a goal in mind when writing and state it clearly.
- ✓ Structure their writing so that ideas are linked together in a logical way.
- ✓ Use simple, clear language.
- ✓ Use correct grammar and punctuation.

How does it relate to report writing?

Reports are formal, written accounts of an observation, action, or investigation. Good writing skills are important in report writing because they allow you to clearly and concisely communicate information about an event or situation.³

Putting these Skills to Work in Law Enforcement

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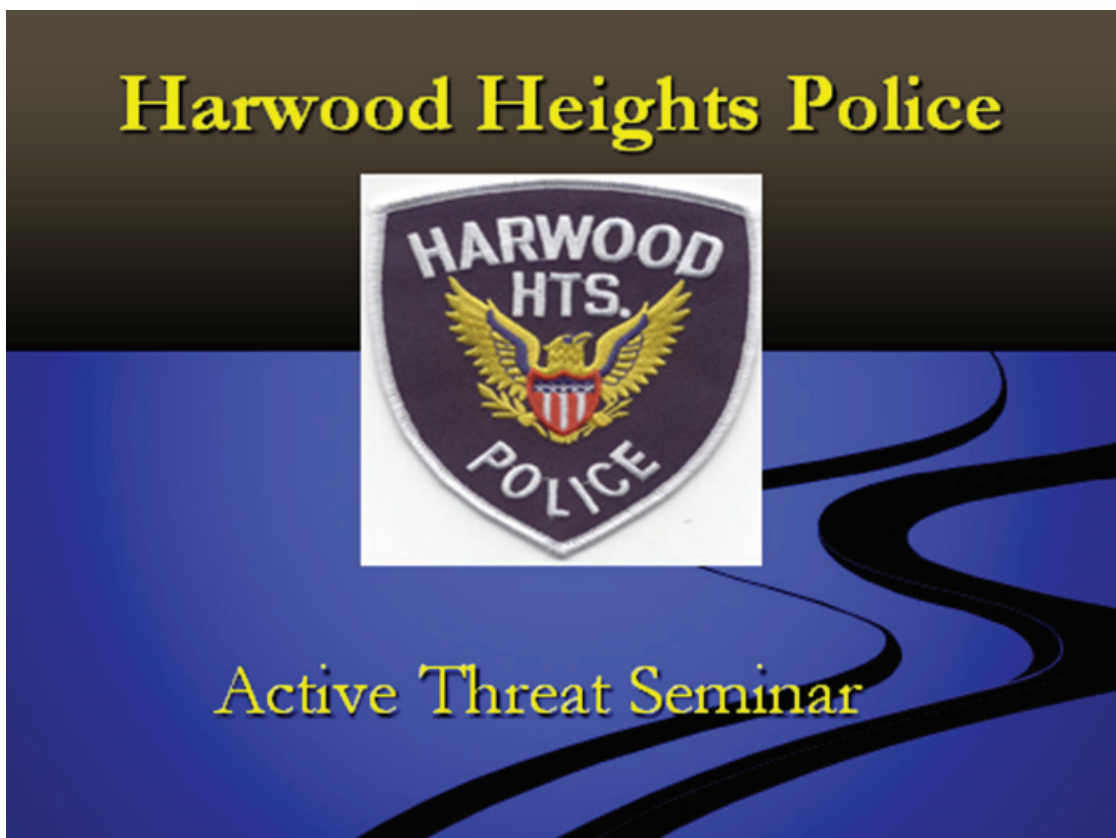
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Appendix C.

Village of Harwood Heights, Illinois

This appendix includes the Village of Harwood Heights Active Threat Seminar for Businesses, Mayor's Newsletter, and the list of HHPD Seminars.

Active Threat Seminar slide show



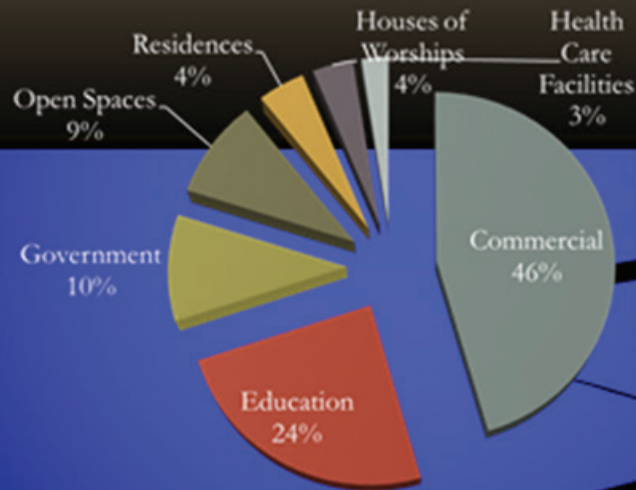
What is an Active Threat/Shooter

- An active Threat/Shooter is a person who appears to be actively engaged in killing or attempting to kill people in a populated area; in most cases active shooters use firearm(s) and there is no pattern or method to their selection of victims.

Active shooters in the workplace

- Information from a FBI study on Active shooter from 2000 to 2013
- The FBI identified 160 active shooter incidents
- In the those incidents 1043 killed or wounded
 - 486 Killed
 - 557 Wounded

Location Incidents



Location Commerce

- **Businesses Open to the public**
 - 44 incidents with 124 people killed 181 wounded
 - 30 of the shooter were not employed by the businesses, though 7 had a relationship with a at least one current employee.
 - 12 shooters were employed or previously employed
 - 2 shooters are still at large so their connection to the incident is still unknown.

Location Commerce

- Businesses that are closed to public traffic.
 - In 23 incidents 69 people killed and 73 wounded
 - In 22 incidents the offender was an employee or employed by the businesses
 - 14 current employees
 - 4 employees fired the day of the shooting
 - 3 former employees
 - 1 suspended employee
 - In one incident the shooter was not employed by the businesses the shooter had a relationship with a employee.

Preventing Active Threat

- Identifying your risks
 - Open to the public/not open to the public
 - Your Employees
 - Location/ What does your business do

Preventing Active Threat

- Open to the public
 - You will always have unknown individuals entering your location which will increase your risk but there are things you can look for.
 - Out of place individuals
 - Clothing not appropriate for the weather
 - Someone that is overly dissatisfied with their services

Preventing Active Threat

- Employees
 - Identify any employee that is showing signs of violence.
 - Unproductive
 - Not working well with others
 - Employee that got demoted or failed to get promoted
 - Employee having family issues
 - Employees that are being terminated or about to be terminated

Preventing Active Threat

- Employees that have family issues at home like:
 - Sick or dying family member
 - Financial issues
 - Domestic issues at home (this issue being the biggest concern)
 - Tell employees that if they are having domestic issues at home and have concerns for their safety that they should notify you.
 - If an employee obtains an Order of Protection have them notify you and get a copy of the order
 - Some orders will cover the protected party work location or the work address.

Preparing Why would it happen here

- Type of Business/House of Worship/ Group
 - What do you make or sell
 - Anything controversial like military equipment or if what you are manufacturing is not environmentally friendly
 - Your religious beliefs
 - Your Group or Organization beliefs

All of these can increase your chances of being a target but in most cases the attack is random

Preparing

- There are many things you can do to help prevent and prepare for an incident.
- Take any threat seriously
 - Employee/Customers threatening others
 - Calls of threats
 - Social Media threats

Preparing

- Develop an emergency action plan (EAP)
 - Conduct drills at work. Have employees think about what they would do during an event.
Where to run/hide
- Have employee information accessible from another location just in case you cannot get back into the location.
- If you have cameras make sure you can access them from a remote location (or smart device) and make sure a few people know how to do this.

Preparing

- Additional Ways to Prepare For and Prevent an Active Shooter Situation•
- Preparedness- Ensure that your facility has at least two evacuation routes - Post evacuation routes in conspicuous locations throughout your facility- Include local law enforcement and first responders during training exercises- Encourage law enforcement, emergency responders, SWAT teams, K-9 teams, and bomb squads to train for an active shooter scenario at your location• Prevention- Foster a respectful workplace- Be aware of indications of workplace violence and take remedial actions accordingly.

Preparing

- Your human resources department and facility managers should engage in planning for emergency situations, including an active shooter scenario. Planning for emergency situations will help to mitigate the likelihood of an incident by establishing the mechanisms described below.
- Human Resources' Responsibilities• Conduct effective employee screening and background checks•
- Create a system for reporting signs of potentially violent behavior• Make counseling services available to employees• Develop an EAP which includes policies and procedures for dealing with an active shooter situation, as well as after action planning

Preparing

- Facility Manager Responsibilities•
- Institute access controls (i.e., keys, security system pass codes)•
- Distribute critical items to appropriate managers / employees, including:- Floor plans- Keys- Facility personnel lists and telephone numbers•
- Coordinate with the facility's security department to ensure the physical security of the location•
- Assemble crisis kits containing:- radios- floor plans- staff roster, and staff emergency contact numbers- first aid kits- flashlights•
- Place removable floor plans near entrances and exits for emergency responders•
- Activate the emergency notification system when an emergency situation occurs

What to Do if you Encounter an Active Shooter...

- First Choice: Flee The Kill Zone
 - Get away from the line of fire
 - Exit the building if possible warning others as to what is happening.
- Second Choice: Lockdown / Hide
 - Attempt to LOCK yourself into a secure room. Barricade the doors using filing cabinets or other heavy objects.
 - If a secure room is unavailable, hide in a closet or another area that is inconspicuous.
- Fight- As a last resort
- Call 911

Fleeing the Kill Zone In the Direct line of fire

- **Move Move Move!!!!**

If in the line of fire move. A moving target is harder to hit than a stationary target.

- Exit the building if possible and go to designated predetermined safe zone
- Move to cover or away from the offender
- Move into a room and lock the door

Fleeing the Kill Zone How to move

- Know where you are going to go before you leave
- Move quick and quiet
- Move short distances, pick a spot and move to it.

Inside: a room or a door

Outside: pick a car or building

If you are with other individuals make sure everyone stays together.

Fleeing the Kill Zone Not in the line of fire

- How far are the gunshots from you?
- How many people are with you and how old are they?
- Can you get out of the building and not be seen by the offender in the hall or through the windows?
- Break windows if necessary and escape through the open window.

Fleeing the Kill Zone Not in the line of fire

- How far are the gunshots from you?
- How many people are with you and how old are they?
- Can you get out of the building and not be seen by the offender in the hall or through the windows?
- Break windows if necessary and escape through the open window.

Fight

- As a last resort if your life is at risk you may have to fight if you are encountered by the active shooter and you have no avenue of escape.
- If you are with a group of people join forces
- Use anything possible as a weapon to defend yourself (chairs, scissors, fire extinguisher , hard covered books)
- Do what ever it takes to stop/escape the shooters aggressive behavior.
- Attempt to incapacitate the shooter
- Commit to your actions. Your life may depend on this. Fight with all of your might.

CALL 911

Things that you can do to Help us Help you.....

- Call 911
- Give any information you can to the dispatcher or officers on scene. For Example:
 - Offender location
 - Offender description
 - Height/weight Male or Female
 - White or Black Clothing
 - Weapon Information
 - Long gun?? Handgun??? Other weapon??

Rapid Response

- Rapid Response is the police response to an active shooter
The Harwood Heights Police Department regularly trains with other area police departments in this tactic
- Police are there to stop the shooter **FIRST** as fast as they can before the offender(s) harms or kills anyone else.
- Be aware that Police will initially bypass injured people and move towards the shooter.
- Police will enter rooms fast and hard to take control
- When Police give you a command, **Do It!**
- Police will treat any person as an Unknown until they can tell otherwise.

Discussion

- It is always better to prepare for these events before they happen.
- Ask yourself: What if ??????
- Have you thought about what you would do if an active shooter situation actually occurred ?
- Do you know where your nearest safe room might be located?
- Do you have a predesignated reunification point?

Our Information

Chief Frank Biagi

708-867-4353

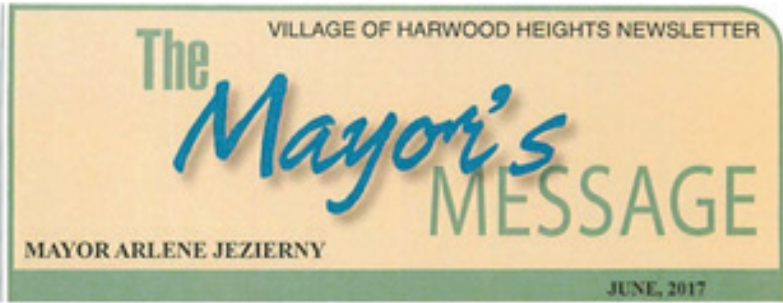
Biagif@harwoodheights.org

Ofc. Greg Hauptman

708-867-4353

Hauptmang@harwoodheights.org

Mayor's Newsletter



**Celebrating
70 years
of the Village!**

Continuing our celebration...

**Family Fun Day
Sunday, June 11th
Noon-5:00 pm**

Join us at the Union Ridge school grounds for a day of softball - teens (ages 14-18) and adults (ages 19+). \$5.00 per player to enroll in one of the softball games.

If interested in playing, call the Village Hall to sign up.

- * DJ Music and Dancing
- * Children's Games
- * Nerf Obstacle Game
- * Hola Tac Toe
- * Water Balloon Toss
- * Giant Frisbee
- * Inflatable fun
- * Local Food Vendors

All proceeds are donated to the Union Ridge Special Education Program.

**Significant Births in 1947
How many do you know?**

- OJ Simpson
- Elton John
- Arnold Schwarzenegger
- Hillary Rodham Clinton
- Mitt Romney
- David Letterman
- Nolan Ryan
- Carlos Santana
- Ted Danson

Crime Prevention Seminar

We continue to educate our residents and businesses about scams and how to avoid being a victim. If you have not been to a seminar, please attend. Our Deputy Chief and Detective conduct these seminars and discuss actual situations that could affect any of us. Learn about the scams and the tricks that can be played as well as how to be aware of your surroundings.

For those working during the day, we scheduled an evening session on **Wednesday, June 21, 2017 at 6:30pm** to accommodate your schedules.

**Spring Cleaning - Reminder!
Garage Sale & Big Garbage Day Coming Soon!**

Mark your calendar for **Friday-Sunday, June 23-25** to host your Garage or Yard Sale. Please contact the Village Hall to register your location.

The **week of June 26th** will be the Big Garbage Day pickup. Simply put your "big garbage" out on your normal garbage day. See flyer enclosed.

Harwood Heights Residents Only!

Paper Shredding & Electronics Day!

By state law, electronics are banned from trash collection, so we have arranged a day where you can dispose of your electronics and shred personal papers to avoid identity theft.

Save the date - Saturday, July 15th from 9:00am to Noon

Bring your electronics for recycling or papers for shredding to the Village Hall. You can drive through our lot and staff will be there to assist you.

Shredding: No cardboard, no plastic bags, no books or binders, no CD's, hard drives, nor metallic objects. (Staples and paper clips are fine)

Electronics: Servers, desktop computers, laptops, copiers, printers, microwaves, keyboards, flat panel computer monitors. Old TV's and computer monitors with cathode ray tubes are charged .30 per lb. Checks & cash only. NO wood enclosed items, light bulbs, photo, industrial medical, nor security system equipment. No DVDs or tapes.

Christmas in July??? See enclosed flyer for details.

Summer Fest is Coming...

SAVE THE DATE - Saturday, August 5 and Sunday, August 6 for the Village's Summer Fest! Live music, games, bingo, food, beer tent and more!

More topics on reverse side.

The Mayor's June 2017 newsletter

Harwood Heights Police Department Seminars

Seminar	Date	Location	Participants
Crime Prevention Seminar	3/22/2016	Our Lady Mother of the Church	local residents
Crime Prevention Seminar	3/23/2016	Harwood Heights Village Hall	local residents
Crime Prevention Seminar	6/7/2016	Norridge Park District	local residents
Crime Prevention Seminar	7/26/2016	Harwood Heights Village Hall	local residents
Crime Prevention Seminar	7/28/2016	Harwood Heights Village Hall	local residents
Crime Prevention Seminar	10/20/2016	Harwood Heights Village Hall	local residents
Crime Prevention Seminar (Polish)	11/30/2016	Harwood Heights Village Hall	local residents
Crime Prevention Seminar (Polish)	12/7/2016	Harwood Heights Village Hall	local residents
Crime Prevention Seminar	5/27/2017	Harwood Heights Village Hall	local residents
Crime Prevention Seminar	6/21/2017	Harwood Heights Village Hall	local residents
Active Shooter PowerPoint and Drill for Schools	1/17/2017	Union Ridge School	local grammar school teachers/Union Ridge School
Active Threat Seminar for Local Businesses	1/23/2017	Harwood Heights Village Hall	local business owners and employees
Active Threat Seminar for Local Businesses	5/18/2017	Norridge Park District Building	local park district employees

Appendix D.

Nez Perce Tribal Police Department, Lapwai, Idaho

This appendix includes a photo of the Nez Perce Tribal Police “Drunk Busters,” 2017 Indian Youth Explorer’s Police Academy (IYEPA) Flyer, the 2017 post-IYEPA survey, and the 2017 schedule.

“Drunk Busters”



2017 IYEPA Flier

JULY 16-21

Student Criteria:

These standards include, but not limited to;

- Open to co-ed, young adults; ages 14 - 18, and graduated from the eighth grade, in high school or working on their GED. (Not Necessary to be an Enrolled Tribal Member)
- A signed hold harmless release and medical form must be signed by the parents or legal guardian and/or the student if of legal age to sign such a form.
- Must submit a thorough background review by student's local law enforcement department to assess character and integrity.
- Must not have a prior conviction for a criminal offense or serious traffic offense.



Brought To
You By:

COPS



Indian Youth
Explorer's
Police
Academy

For ~ **CO-ED**
High School
Tribal &
Non-Tribal
Students
&
Adult / Leader
Training



July 16 ~ 21, 2017

EXPLORING



Hosted at the Lewis-
Clark State College
Campus
Lewiston, Idaho



What is this program all about?

In the spring of 2014, the Nez Perce Tribe launched a brand new program for the youth on and around the Nez Perce Indian Reservation. Along with the Nez Perce Tribal Police Department, they created the "Exploring" program which was designed for young adults who may be interested in a career in law enforcement with a comprehensive program of training, competition, service and practical experiences. The Explorer program works to develop character development, physical fitness, good citizenship and patriotism. The youth involvement in this program will develop an awareness of the purpose, mission and objectives of law enforcement agencies. Supervised by Law Enforcement, activities include, practical police scenarios, firearms, defensive tactics, arrest and control tactics, leadership, team building, plus a whole lot of fun and more...

The Nez Perce Tribe is excited to offer this experience to other tribal communities that wish to succeed in creating and maintaining their own Exploring Post, while giving youth a positive and fun law enforcement training experience.



ACTIVITIES

Breakfast to Bedtime is full of activities and fun!

PROGRAM INCLUDES, BUT NOT LIMITED TO:

Youth Activities:

- Officer Safety
- Firearms Operations
- Arrest Techniques
- Defensive Tactics
- Taser and O.C. Operations
- Building Clearing
- Active Shooter Training
- Traffic Stops
- Tactical Paintball
- High Risk Traffic Stops
- Swimming
- Sports
- Stick Games
- Teepee Building
- Community Policing
- Suicide Prevention
- And More...

- If you are interested in presenting, please contact the officers listed in the questions box.

Thank you for your interest!

MUST SUBMIT APPLICATIONS BY
JUNE 28, 2017.
LATE APPLICATIONS WILL NOT BE
ACCEPTED.

VISIT THE NEZ PERCE
TRIBAL POLICE EXPLORER'S
FACEBOOK PAGE



"Explorers, Post 1855"

QUESTIONS?

Janice Ellenwood
Civil Officer / Admin Assistant
208-843-7141
jellenwood@nezperce.org
OR
Mike Stegner
Patrol Officer
Exploring Advisor
208-790-0850
michaels@nezperce.org

NO COST TO YOU!!!
Accepted Applicants will receive
the following:

- Room and Board
- Meals
- Uniform

2017 Post-IYEPA Survey

2017 INDIAN YOUTH EXPLORER'S POLICE ACADEMY POST-SURVEY

1. How did you learn about the Nez Perce Tribal Police Indian Youth Explorer's Police Academy?

- a) From a Friend
- b) From a Local Police Officer
- c) From a School Counselor
- d) On the Internet
- e) Other: _____

2. Do you have any interest in a career in Law Enforcement of the Justice System?

- Yes
- No
- Unknown

3. How would you best describe your opinion of Law Enforcement?

- a) I don't like them
- b) I mistrust them
- c) I don't know any
- d) I respect them
- e) I like them

4. How would you best describe your knowledge in regards to what a Law Enforcement Officer actually does?

- a) I don't know
- b) I know a little
- c) I have some knowledge
- d) I had a firm understanding

5. What Law Enforcement Subject was your favorite during IYEPA?
(Circle all that apply.)

- | | | |
|-------------------|----------------------|-------------------|
| Defensive Tactics | Building Clearing | Arrest Techniques |
| Drill/Ceremony | Active Shooter | Traffic Stops |
| Firearms Safety | Crime Scene/Evidence | K9 Demonstration |

Other: _____

6. Briefly describe your perception of Law Enforcement and/or the Justice System? How are Police Officers perceived in your community? What can the Police Officers and/or you do to change their perception (if it is negative)?

7. Briefly describe what you learned about Law Enforcement in Indian Country while at the Nez Perce Tribal Indian Youth Explorer's Police Academy?

2017 IYEPA Schedule

Activity Schedule
Subject to change

July 2017

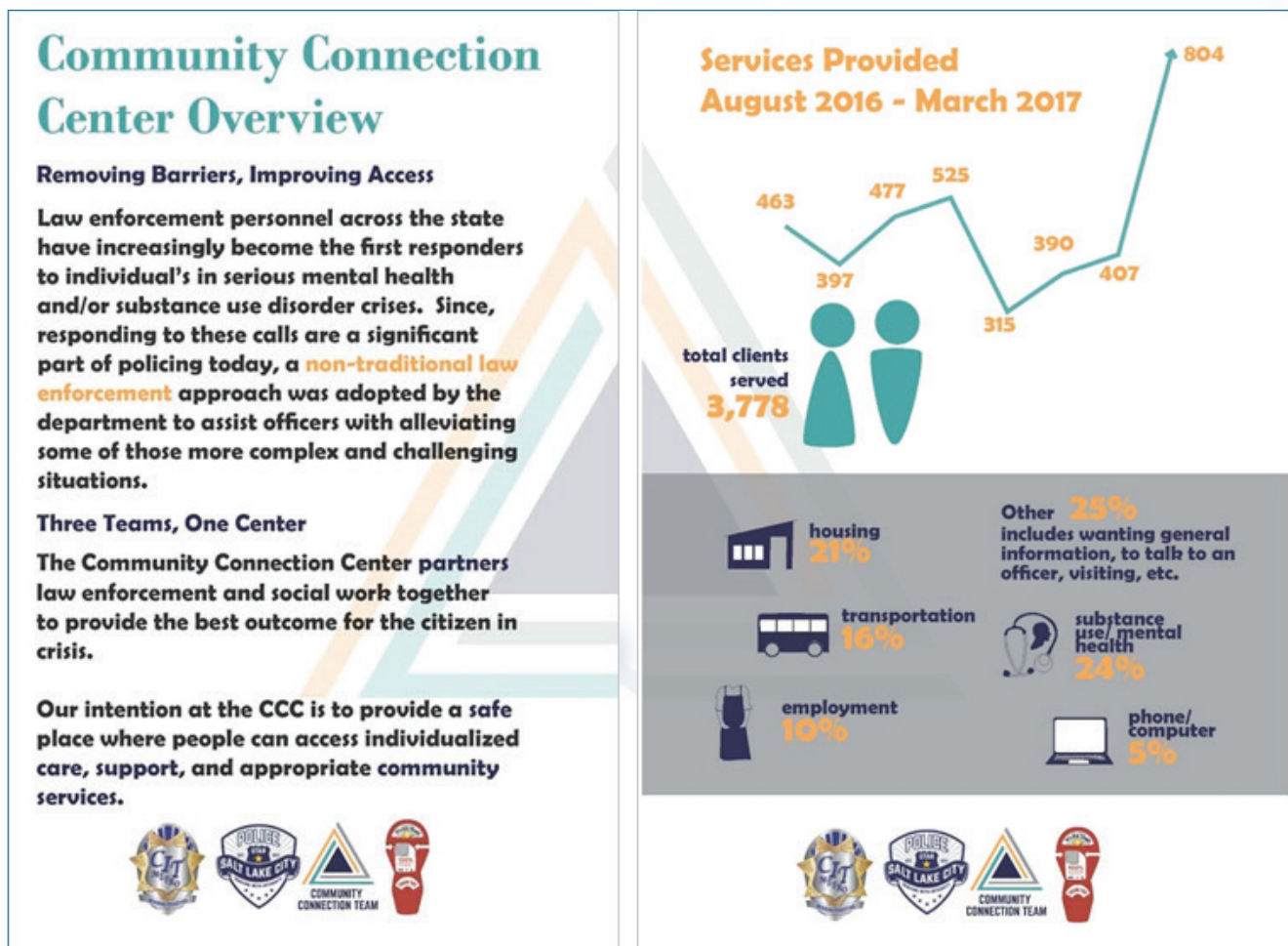
Indian Youth Police
Explorer Academy

Sun	Mon	Tue	Wed	Thu	Fri	Sat
16	17 Breakfast—7am	18 Breakfast—7am	19 Breakfast—7am	20 Breakfast—7am	21 Breakfast—7am	22
Facilitators: Capt. Antone Lt. Taylor Sgt. Williamson Daily Staff: Ofr. Horton Ofr. Morrison Ofr. Medendorp Ofr. Cunningham	8am—11:45am Drill & Ceremony ACW 122 Officer Stegner Officer Horton	8am—11:45am Ofc. Safety/Firearms Taser/OC Operations ACW 122 Kayd Johnson Officer Ranstrom	8am—11:45am Building Clearing MTB Officer Morrison Sgt. Williamson Lt. Taylor Officer Cunningham	8am—11:45am Evidence Collection MLH Sgt. Williamson Lt. Taylor Sgt. Stuck CO Ellenwood FBI & ATF Agents	8am—9am Pack up belongings 9am—11am • Internet Crimes Against Children Presentation MLH 11am—12pm • Youth Skills Presenta- tion	
	Lunch—12pm	Lunch—12pm	Lunch—12pm	Lunch—12pm	Lunch ~ Taco Bar—	
Check-in and Registration @ LCSC 2pm for Staff 3pm for Students 4pm—6pm Squad Intros	1pm—5pm Defensive Tactics Arrest Techniques ACW 122 Officer Aubertin Officer Horton Officer Morrison	1pm—5pm Traffic Stops K-9 Demonstration Parking Lot #3 K9 Officers Pulley Officer Stegner Break-out Sessions Tipi Pitching Drunk Busters Activity	1pm—4:30pm Active Shooter MTB Sgt. Williamson Lt. Taylor Officer Aubertin Officer Horton Presentation: NPT Probation NPT Soc. Svc CPS	1pm—4:30pm CLUE: Solve your case 3 scenarios students need to solve MLH Lt Taylor Sgt Williamson Sgt. Stuck Officer Morrison Officer Cunningham Officer Horton	Video Presentation 12:30pm MLH 2pm <u>Closing Ceremony</u> Oath and Pledge North Lawn of SUB	
Dinner—6pm <u>Opening</u> <u>Ceremony</u> North Lawn of SUB Icebreakers	Dinner—6pm Stick Games SUB EJ Kipp Josh Arthur Movie Night Outside	Dinner—6pm Swimming - Water Rescue Hells Gate Park Officer Morrison	Dinner—6pm Teen Dance @ PiNee- Waus (partner w/ iVision) Ryan Oatman KIYE Radio—Tommy	Boat ramp—4:45pm Boat Trip Port Dr. Boat Ramp Chaperones: Kids: 20	End—3pm	

Appendix E.

City of Salt Lake Police Department, Utah

This appendix includes a photo of the City of Salt Lake Police Department Community Connection Center Overview.



About CNA

CNA is a not-for-profit organization based in Arlington, Virginia. The organization pioneered the field of operations research and analysis 70 years ago and today applies its efforts to a broad range of national security, defense, and public interest issues, including education, homeland security, public health, and criminal justice. CNA applies a multidisciplinary, field-based approach to helping decision makers develop sound policies, make better-informed decisions, and lead more effectively. CNA is one of the technical assistance providers for the U.S. Department of Justice's Office of Community Oriented Policing Services Collaborative Reform Initiative for Technical Assistance.

For more information, visit CNA online at <https://www.cna.org>.

About the COPS Office

The **Office of Community Oriented Policing Services (COPS Office)** is the component of the U.S. Department of Justice responsible for advancing the practice of community policing by the nation's state, local, territorial, and tribal law enforcement agencies through information and grant resources.

Community policing begins with a commitment to building trust and mutual respect between police and communities. It supports public safety by encouraging all stakeholders to work together to address our nation's crime challenges. When police and communities collaborate, they more effectively address underlying issues, change negative behavioral patterns, and allocate resources.

Rather than simply responding to crime, community policing focuses on preventing it through strategic problem-solving approaches based on collaboration. The COPS Office awards grants to hire community policing officers and support the development and testing of innovative policing strategies. COPS Office funding also provides training and technical assistance to community members and local government leaders, as well as all levels of law enforcement.

Since 1994, the COPS Office has invested more than \$14 billion to add community policing officers to the nation's streets, enhance crime fighting technology, support crime prevention initiatives, and provide training and technical assistance to help advance community policing. Other achievements include the following:

- To date, the COPS Office has funded the hiring of approximately 130,000 additional officers by more than 13,000 of the nation's 18,000 law enforcement agencies in both small and large jurisdictions.

- Nearly 700,000 law enforcement personnel, community members, and government leaders have been trained through COPS Office-funded training organizations.
- To date, the COPS Office has distributed more than eight million topic-specific publications, training curricula, white papers, and resource CDs and flash drives.
- The COPS Office also sponsors conferences, round tables, and other forums focused on issues critical to law enforcement.

COPS Office information resources, covering a wide range of community policing topics such as school and campus safety, violent crime, and officer safety and wellness, can be downloaded via the COPS Office's home page, www.cops.usdoj.gov. This website is also the grant application portal, providing access to online application forms.

In 2013, the Office of Community Oriented Policing Services (COPS Office) created the COPS Office Microgrant Initiative to support law enforcement in implementing innovative community policing projects. This program aims to provide up to \$75,000 in small-grant seed funding to state, local, and tribal law enforcement to develop and test programs and strategies in a real-world setting. This report provides case studies of each of the 2015 microgrant projects, highlighting successful community policing strategies that may be used in other agencies across the country.



COPS
Community Oriented Policing Services
U.S. Department of Justice

U.S. Department of Justice
Office of Community Oriented Policing Services
145 N Street NE
Washington, DC 20530

To obtain details on COPS Office programs, call
the COPS Office Response Center at 800-421-6770.

Visit the COPS Office online at www.cops.usdoj.gov.

CNA
ANALYSIS & SOLUTIONS

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Arlington, VA 22201

Visit CNA online at www.cna.org.