

# Lessons to Advance Community Policing

**MORE CASE STUDIES FROM THE FIELD**

Juliana Pearson, Tammy Felix,  
Samantha Rhinerson, and Denise Rodriguez



**COPS**  
Community Oriented Policing Services  
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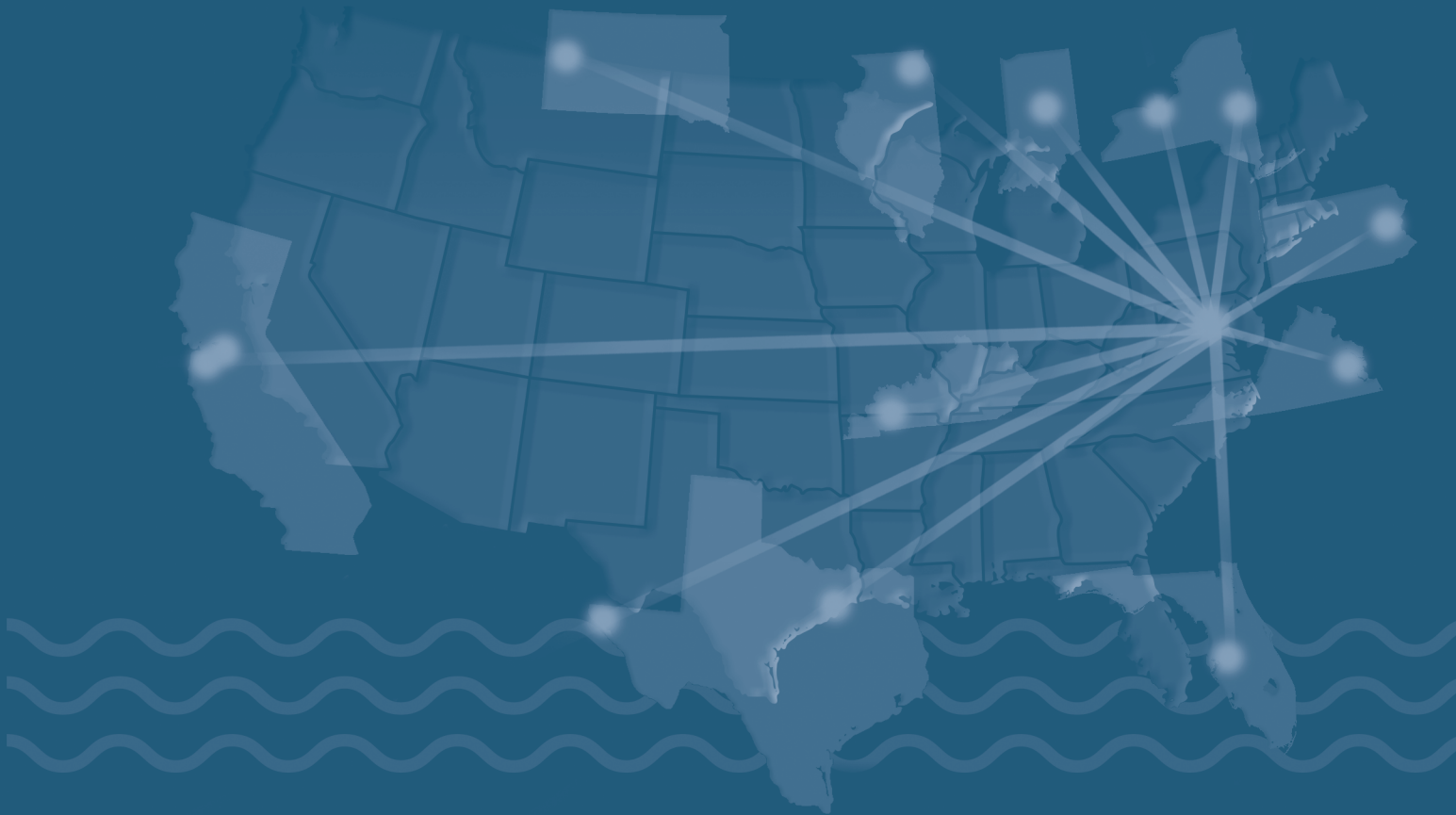
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# Letter from the Acting Director

Colleagues:

Many law enforcement agencies continually seek more effective field-tested practices to improve public safety and community engagement. However, this approach of developing and testing innovative approaches to effective policing takes the commitment of state, local, and tribal agencies and solid partnerships with the communities they serve, 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 that advance community policing in a real-world setting. In FY 2016 and FY 2017, 18 agencies were awarded up to \$150,000 in seed funding. Those projects are now complete, and the agencies are ready to share their results—a variety of promising practices in community policing and effective interventions that can be replicated by local agencies across the country.

This report provides case studies of 14 of those microgrant projects, highlighting the most successful community policing strategies and lessons learned. These projects were implemented in a diverse cross-section of agencies to address topics ranging from mental health and wellness to diversion programs. 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 the Microgrant Coordinator and for their efforts in producing this report. I also commend all of the agencies awarded microgrant funding, and the communities they serve, for their service.

Sincerely,



Robert E. Chapman

Acting 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 \$150,000 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.

The most recent cohort of Microgrant Initiative sites includes the following:

- **Alameda County (California) Sheriff's Department.** Community Policing Inside the Jail
- **Albany (New York) Police Department.** Law Enforcement Assisted Diversion
- **Allentown (Pennsylvania) Police Department.** Curriculum for Police Training on LGBTQ Cultural Competencies
- **Allen County (Kentucky) Sheriff's Department.** Allen County Cares, Reducing Youth Opiate Use
- **Chicago (Illinois) Police Department.** Chicago Police Department Community Engagement Dashboard Project
- **El Paso County (Texas) Sheriff's Department.** Building Officer Wellness and Resiliency
- **Indianapolis (Indiana) Metropolitan Police Department.** National Training on Indianapolis Wellness Model
- **City of Irving, Texas.** City of Irving Mental Health Clinician Project
- **Madison (Wisconsin) Police Department.** Madison Police Department Resiliency Program Implementation
- **Rapid City (South Dakota) Police Department.** Rapid City Police Department's Akicita Native American Law Enforcement Recruit Development Program
- **Richmond (Virginia) Police Department.** Richmond Law Enforcement Intervention Focusing on Education (LIFE) Program
- **Rochester (New York) Police Department.** Using Natural Language Processing to Drive Business Intelligence and Data Analysis
- **City of Stockton, California.** Stockton Police Department's Safety, Health, Resilience, Endurance and Development (SHRED) Program
- **Tampa (Florida) Police Department.** Model for Broad-based Engagement with Youth in Schools

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

To assist agencies in capturing and documenting promising practices resulting from their microgrant projects, the COPS Office provided funding to CNA to serve as the Microgrant Coordinator. As the microgrant coordinator, CNA maintained regular contact with the microgrant sites to capture lessons learned and successes from their projects. These insights form the basis of the featured case studies shared in this report.

# Microgrant Promising Practice Case Studies

This report provides representative case studies of the most recent microgrant projects, highlighting successful community policing strategies that other agencies across the country can implement. 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 gathered information from August 2018 through February 2020 through periodic conference calls with the key stakeholders and agency point(s) of contact. CNA analysts also reviewed progress reports and other materials shared by each site and by the COPS Office to chart the site's progress and to identify lessons learned throughout the life cycle of the project.

## **Community policing principles**

Regardless of the diverse goals for each agency highlighted in the publication, the microgrant sites are all committed to promoting community policing through its three core components: (1) strong community partnerships, (2) organizational transformation, and (3) problem solving. The publication concludes with agency promising practices examples in each community policing component and a final table of promising practices for the microgrant sites.



# Intensive Programming Unit for Inmates At Risk of Recidivism

**Alameda County Sheriff's Office, California**

## **Overview**

The Alameda County Sheriff's Office (ACSO) is located in the East Bay Area of Northern California. The county's largest city, Oakland, has one of the highest rates of violent crime in the United States; there is also persistent crime in other areas of the county. The ACSO operates the Santa Rita Jail, which is the county correctional facility. Because of statewide criminal justice reforms, the population of the jail declined from more than 4,500 inmates in 2010 to just more than 2,000 in 2016. Until the implementation of those reforms, the ACSO's biggest challenge was severe staffing shortages in the jail. The decline in population has allowed the ACSO to focus less on staffing and more on rehabilitation and reentry.

Analysis of data on Santa Rita Jail inmates found that 72 percent had been in jail three or more times. In response to this high rate of recidivism in their facility, the ACSO—already a leader in community-based policing—developed a plan to put in place an evidence-based Intensive Programming Unit (IPU) to support effective prisoner reentry into society. The unit would specifically target inmates at-risk of recidivism. The microgrant funding was originally intended to support this effort.

The intention of the IPU would be to provide cohort-based programming designed to address inmates' mental health and substance abuse issues, past traumas, and previous negative relationships. The program would also provide practical support to increase inmates' life skills and employability. These services would include correctional education, vocational and job readiness skills training, reentry planning, and legal support.

As part of its microgrant application, the ACSO proposed that IPU inmates would be supported by correctional sheriff's deputies who were trained in evidence-based reentry practices and programs. The ACSO intended to train the deputies in the following areas:

- The Risk-Need-Responsivity Model, which assessed prisoners on their risks and the most appropriate correctional environments to reduce their likelihood of recidivism
- The Thinking for a Change approach, a cognitive behavioral curriculum from the National Institute of Corrections that focuses on changing the thinking patterns likely to cause criminal behavior
- Motivational Interviewing, a counseling method designed to help inmates resolve ambivalent emotions to change their thinking patterns and behavior

The ACSO applied for the microgrant in 2015. Simultaneously, it also applied for a COPS Hiring Program (CHP) grant to bring onboard additional deputies to support the IPU. In its CHP application, the ACSO made the case that the deputies working inside the jail would serve as a critical community policing resource. The ACSO also applied for a third Community Policing Development (CPD) grant to pay for the operational and programmatic elements of the therapeutic housing units. ACSO did not receive the hiring grant. Therefore, the department did not have the staffing to fully implement the programs it applied for under the other two grant vehicles.



Given these funding restrictions, the ACSO elected to use the microgrant funding to take initial steps toward transitioning the entire jail to a therapeutic environment. A substantial portion of the microgrant funding was used to expand correctional educational programming throughout the jail, including cognitive skill building, behavioral skills modification, and job training courses. The ACSO expanded these classes to the maximum services unit, the highest security unit of the jail, for the first time. The classes were intended to help inmates transition from a maximum-security unit to the Operation My Hometown reentry program. Through Operation My Hometown, public agencies and community-based organizations collaborate to provide inmates in Alameda County the public and social services they need to successfully transition back to their communities. Operation My Hometown case managers connect with inmates while they are still in jail to learn more about their goals and connect them with housing, employment services, legal advocacy, drug and alcohol treatment, educational resources, and other services.

The ACSO has partnered with a local program evaluation researcher to track the expansion of programming at the jail during a 10-year period. The evaluation will largely focus on implementation. It will track the number of people participating in therapeutic programming throughout the jail. It will also track how the content of programs changes over time. The evaluation will not measure the impact of the program on individuals (e.g., whether an anger management program has an impact of recidivism rates of inmates). Instead, it will measure how the system is serving the inmates due to programmatic changes.

Finally, the ACSO partnered with Mary Heidel Haight and Stefan LoBuglio to conduct an assessment of the project, including a site visit with staff and leadership in February 2020.

### Table 1. Alameda County Sheriff's Office microgrant accomplishments

This table provides a detailed summary of the site's completion of the activities proposed to the COPS Office as part of its microgrant program.

<p>Status</p> 	<p>Proposed Activity</p> <p><b>ACSO program assessment</b></p>	<p>Details</p> <p>ACSO deputies and staff completed an onsite assessment in February 2020, to evaluate current therapeutic corrections approaches, intake classification, and evidence-based reentry practices.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p><b>Alameda County Reentry Road Map for the Santa Rita Jail</b></p>	<p>Details</p> <p>ACSO Santa Rita Jail has moved to a more intensive rehabilitation approach that emphasizes interpersonal engagement among staff and inmates in preparation for their return to the community. The ACSO will implement lessons learned during the project to maximize program success.</p>

### Lessons learned

Ensure grant programming is not contingent upon the receipt of other grants

The implementation of the IPU was dependent upon the receipt of two other grants from the COPS Office: a CHP grant and a CPD grant. The ASCO did not receive the CHP grant. Therefore, the agency was unable to hire additional staff members to support the development and implementation of the IPU. Because of a lack of funding from the CHP grant, the ACSO revised the scope of the programming the microgrant supported. The ACSO expanded correctional education and other

rehabilitative programming to the maximum services unit for the first time. In addition, the grant funded training related to best practices and an implementation program evaluation. While the grant supported programming with the same overall goal as the original proposal, the ACSO was unable to implement the grant as originally described. The ACSO demonstrated flexibility by pivoting their approach to focus on expanding programming in the jail. However, the department would likely have been able to implement its original grant plan had it developed its budget independent of other grant funding.

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# Law Enforcement Assisted Diversion Program

**Albany Police Department, New York**

## **Overview**

The goal of the Albany Police Department (APD) Law Enforcement Assisted Diversion (LEAD) program is to reorient the city's criminal justice response to substance abuse, mental health-related disturbances, and poverty-driven contact with law enforcement. The LEAD program's operational protocols call for the pre-arrest diversion of residents who commit low-level, nonviolent offenses that are spurred by addiction, mental health problems, poverty, or homelessness. The LEAD program's four primary goals are as follows:

- 1.** Strengthen public safety.
- 2.** Reduce participants' criminal behavior through securing the health and social service assistance that they need.
- 3.** Strengthen levels of trust between participants, police officers, social service providers, and the community.
- 4.** Reduce the harm that individuals cause to themselves, their families, and the surrounding community.

Through the LEAD program, the APD serves as a referral source for low-level offenders. Officers have discretion to refer an individual to LEAD program services if they are committing a crime because of mental illness, addiction, poverty, or homelessness. The offender, victim, and officer must all agree that referral is the right course of action. Most of the individuals referred to the program are arrested for quality of life crimes or drug possession.

Once referred to the program, the police department diverts individuals to case managers at a charity partner, Catholic Charities. The case managers work full-time on the LEAD program. The police department chose to work with Catholic Charities on the program because they already had a robust relationship with the agency and had collaborated with them on social service initiatives in the past. For example, Catholic Charities recently initiated a needle exchange program in Albany. Originally, two caseworkers were dedicated to the program, but they did not have the capacity to fully serve the program as the number of participants grew. There are now four full-time caseworkers assigned to the LEAD program. Since its inception in mid-2016, the LEAD program has served approximately 200 individuals. There has been a steady stream of people referred to the program.

To participate in the LEAD program, each individual must complete a comprehensive needs assessment in collaboration with their caseworker within 30 days of diversion. Based on the assessment, the caseworker and the participant develop a person-centered service plan. The service plan addresses each participant's most urgent needs. For example, opioid users' plans typically include referrals to substance abuse treatment, such as medication-assisted therapy. Each participant also sets their own goals. For example, one individual set a goal to earn her GED so that she could get a better job and have more stable housing options.

The Catholic Charities case managers are not counselors per se. Instead, they work with each LEAD program participant to identify the services that they need and refer them to the agencies where they can receive them. Case managers invest a great deal of time in promoting their clients' well-being. They accompany them to social service offices to help them apply for the benefits that they need. They also attend open court cases and advocate for them in court.

## Lessons learned

### Fund the program through a variety of sources




The APD funds the LEAD program through a variety of sources. Beyond microgrant funding, the department has sustained the initiative through devoting a portion of its budget to it each year. In December 2015, the department received a \$70,000 grant from the Touhey Family Foundation to hire a project manager to launch the LEAD program. The case managers are also always seeking additional grant funding for LEAD. Initially, the case managers logged how many hours they spent with clients to potentially bill insurance, but this strategy was not effective.

### Involve program implementers in the development of the program

A key contributor to the program's success was the APD's choice to involve the officers who would be implementing the LEAD program in its development. Officers had the opportunity to provide feedback into the program prior to its implementation. This approach increased officer buy-in from the beginning and helped officers serve as informal program champions. It also improved the fidelity of implementation of the program and strengthened its results. A few officers were hesitant to buy into the program because they were worried that it would not be effective. The project leaders received positive feedback from many of these officers once they began to witness the program's success in helping participants.

**Table 2. Albany Police Department microgrant accomplishments**

This table provides a detailed summary of the site’s completion of the activities proposed to the COPS Office as part of its microgrant program.

<p>Status</p> 	<p>Proposed Activity</p> <p><b>Increase the number of caseworkers dedicated to the LEAD program</b></p>	<p>Details</p> <p>Through microgrant funding, the APD was able to increase the number of full-time LEAD program caseworkers from two to four, which greatly increased the program’s capacity to serve clients through additional case management activities. The additional staffing decreased the case managers’ caseloads so that they could conduct more intensive case management services. The grant also provided funding for one of the case managers to be continuously on call to advise police officers on diversion cases.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p><b>Increase the APD’s capacity to conduct outreach to program participants</b></p>	<p>Details</p> <p>The APD devoted additional officer time and resources to conducting outreach to LEAD program participants to receive updates on their progress. Under the initiative, officers incur overtime costs by both conducting outreach to the public on the program and attending related program collaboration meetings.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p><b>Increase the overall staffing capacity of the LEAD program</b></p>	<p>Details</p> <p>In addition to case managers, the grant supported hiring case manager technicians. The technicians assist with providing intensive case management activities to support clients diverted to the LEAD program in accessing services aimed at addressing their needs and promoting independent functioning. Their specific responsibilities include outreach, completing intake assessments, advocacy, service plan implementation and follow up, case conferencing, occasional assistance with daily living skills, and participation in the LEAD operational working group biweekly meetings, in which officers and case managers work together to monitor the status of cases. The grant also supported the LEAD-related activities of the Catholic Charities executive director and director of special projects.</p>

#### Leverage the program as a way to build public trust

LEAD programs not only help individuals struggling with addiction, mental health issues, or extreme poverty but can also strengthen public trust. Through the program, the APD has developed stronger relationships with marginalized populations who might not previously have had positive perceptions of the police as well as their family and friends. In addition, LEAD program staff members in Albany have worked to secure buy-in from the wider community. Case managers regularly visit local businesses and attend local events to talk to the public about the program. The department has also developed a LEAD flyer that is part of a series of public education and public relations materials.

#### Develop strategies for expanding access to LEAD

Since the program's inception, the working group that oversees LEAD program operations has identified ways to expand access to the program for individuals who need it most. Originally, the program excluded individuals who had an open or outstanding warrant for their arrest. However, program leadership determined that this excluded many otherwise LEAD-eligible individuals who had warrants for nonviolent offenses that would have qualified them for diversion. The working group also established a protocol for expediting the process through which individuals were referred to the program, which allowed participants to have more ready access to case managers and the services that they needed.

#### Develop a community leadership team to provide input on the program

During the program planning phase, the APD and its partners established a community leadership team to facilitate public feedback on the program. The community leadership team holds regular public meetings on the initiative to gather public input on LEAD program implementation and evaluation. The meetings also provide public transparency for the program's operations.

The Center for Law and Justice, a local nonprofit advocacy organization, coordinates the committee. The community leadership team connects residents who would not otherwise be familiar with the LEAD program and offers an opportunity to provide input on it.

#### Ensure regular communication between LEAD caseworkers and the partner law enforcement agency

Catholic Charities caseworkers and the APD communicate regularly about the status of LEAD program clients, including biweekly operational working group meetings where case managers and officers meet to update each other on the status of cases. Active communication between the two agencies ensures that program stakeholders understand that behavioral change and therapeutic activities take time and that such processes are often dependent on the availability of services within the community. In addition to caseworkers, officers conduct outreach to participants to check in on their progress.

#### CONTACT INFORMATION

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# Curriculum for Police Training on LGBTQ Culture Competencies

Allentown Police Department, Pennsylvania

## Overview

A lack of trust and understanding between police officers and the lesbian, gay, bisexual, transgender, and queer (LGBTQ) community remains a persistent challenge nationwide. A 2014 survey of LGBTQ people and people living with HIV conducted by the Lambda Legal Foundation found that 73 percent of respondents had direct contact with the police within the previous five years, and more than 20 percent described those interactions as hostile. Thirty percent or more of respondents under age 30, respondents of color, transgender respondents, and low-income respondents described their interactions as such.<sup>1</sup> This lack of trust likely hinders the reporting of crime within the LGBTQ community.<sup>2</sup> Leadership of the Allentown Police Department sought to build the level of trust and strengthen relationships between officers and LGBTQ community.

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1. "Protected and Served?" Lambda Legal Foundation, accessed June 16, 2020, <https://www.lambdalegal.org/protected-and-served/police#1>.

2. Emma Keith and Katie Gagliano, *Lack of Trust in Law Enforcement Hinders Reporting of LGBTQ Crimes*, The Center for Public Integrity, last modified August 24, 2018, <https://publicintegrity.org/politics/lack-of-trust-in-law-enforcement-hinders-reporting-of-lgbtq-crimes/>.

The department applied for microgrant funding with the goal of developing a national model for training police officers on building trust with the LGBTQ community. In the original microgrant proposal, the department planned to partner with the Bradbury-Sullivan LGBT Community Center to develop a national curriculum that included written instructional materials, a video, and a PowerPoint presentation. The police department sought to make the curriculum available to police departments nationwide.

Because of time constraints and funding limitations, the department ultimately developed a training video for police officers on building trust with the LGBTQ community, a grant revision that the COPS Office approved in May 2017. The Allentown Police Department continued to work with its partners at the Bradbury-Sullivan LGBT Community Center to develop the training video and accompanying materials.

The department broke the video into three standalone segments of 10 minutes each to avoid any challenges related to dedicating a longer block of time to training. The videos are short enough that they are suitable for roll call, allowing a larger number of officers access to the videos than a longer video. The three short videos are designed to help officers enhance their professionalism with LGBTQ individuals, communicate effectively, and strengthen trust. The videos include information on appropriate language, historical and cultural contexts, facilitating outreach, and fostering collaboration. The objective of the video for officers are as follows:

- Have a better understanding of the LGBTQ population.<sup>3</sup>
- Learn appropriate language and terminology used to refer to the LGBTQ community.

- Be able to recognize local past and present circumstances that may make effective interaction difficult.
- Be able to describe proven strategies that can help mitigate self-harm among LGBTQ youth and adults.
- Be able to discuss and evaluate your current departmental policies that affect the LGBTQ community.
- Be able to recommend ways to facilitate relationship building between your department and the LGBTQ community.

The training video is accompanied by a series of interactive role-playing scenarios that provide the opportunity to practice the procedures outlined in the training videos. The scenarios portion of the training is designed to be conducted in partnership with a local LGBTQ organization. In addition to helping officers practice the skills they learned in the video, the scenarios are designed to build personal, professional, and long-lasting relationships between law enforcement personnel and LGBTQ community members. The curriculum materials encourage officers and community members to exchange contact information at the conclusion of the exercise.

Finally, the curriculum includes guidance for LGBTQ organizations that are interested in partnering with law enforcement agencies to offer the training to their officers. It includes information on how to encourage law enforcement participation and guidelines for implementation of the training.

### Lessons learned




#### Allow sufficient time for vetting and reviewing the videos

The police department submitted the draft script to the U.S. Department of Justice several times. Each review cycle, it took several months for the department to

3. The training video and accompanying materials use the term LGBT rather than LGBTQ because LGBT is the term used in U.S. Department of Justice materials.

**Table 3. Allentown Police Department microgrant accomplishments**

This table provides a detailed summary of the site’s completion of the activities proposed to the COPS Office as part of its microgrant program.

<p>Status</p> 	<p>Proposed Activity</p> <p><b>Developed a training video on LGBTQ cultural competencies designed to increase trust with the police department</b></p>	<p>Details</p> <p>The Allentown Police Department has produced and released an LGBTQ cultural competencies video to improve relationships between the LGBTQ community and law enforcement.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p><b>Disseminate the video to interested agencies</b></p>	<p>Details</p> <p>The Allentown Police Department developed a detailed dissemination plan for sharing the videos with other law enforcement agencies. The APD presented the videos to the Pittsburgh Police Department, as well as the Fairview Township Police Department, a smaller agency in New Jersey. In addition, the Bradbury-Sullivan LGBT Community Center presents the training video and accompanying presentation materials as part of its training institute.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p><b>Allentown Personnel Training</b></p>	<p>Details</p> <p>Allentown Police Department officers and personnel completed cultural competency training during the award period.</p>

suggest and accept revisions. Agencies developing similar tools should build this process into their project timelines. The department received two no-cost extensions to accommodate the unanticipated delays.

**Consider the full scope of costs and staff time required to produce a training video**

The video development process ended up costing more in both money and staff time and resources than the department anticipated. The Allentown Police Department worked with an independent video production company to develop and film the videos. The process

included development of the content and script, review, editing, and rewrites to incorporate more sensitive and nuanced language. At the onset of the project, departmental leaders did not anticipate how much time project points of contact would need in order to complete the project. The project required the near full-time dedication of an officer. There were additional considerations and requirements that the department did not anticipate. For example, the video production company required a suitable space for filming, which the Allentown Police Department needed to provide.

### Community partnerships strengthen the quality of training products

The Allentown Police Department originally established a partnership with the Bradbury-Sullivan LGBT Community Center when updating their policies related to the LGBTQ community. Departmental leadership wanted the center's input on best practice for working with the LGBTQ community. The Training Institute, a program of the community center, provides training, policy development advisement, and equality audits for government agencies, school districts, nonprofit agencies, and businesses. The Training Institute offers training on LGBTQ cultural and linguistic competencies, best practices for workplace equality, and Title IX compliance to support transgender students. Liz Bradbury, Director of the Training Institute, worked closely with the Allentown Police Department to develop the training video script and the accompanying materials. During the development process, the Allentown Police Department and the community center decided to develop supplemental materials with roleplaying simulations. The purpose of the roleplaying exercises is to help ensure that law enforcement officers are comfortable talking about LGBTQ issues with their colleagues and the public.

One of the goals of the developing the training materials was to strengthen the relationship between the two organizations as well as between law enforcement agencies and LGBTQ organizations more generally. The two organizations collaborated to ensure that either police departments or community-based organizations could initiate the training. There are separate instructions and accompanying materials for law enforcement agencies and LGBTQ community centers and organizations. The community center will share the training video and accompanying materials with other LGBTQ organizations and encourage them to initiate conversation with

local law enforcement agencies. The Allentown Police Department will host the training at its Police Academy. In addition, it is working with the Municipal Police Officers' Education and Training Commission, a state agency, to have the training officially recognized by the state.

### Ensure that training video scripts include plain language and videos are interactive

Reflecting on the development of the training video, representatives of the Allentown Police Department would have liked it to include more plain language that was readily understandable to a variety of audiences. They advised that training materials directed toward police officers should be short, to the point, and not overly complicated. The script for the training video is complex and in-depth. While the more complicated script allowed for more nuance and comprehensive coverage of the topic, project coordinators would strategize about how to make the language more straightforward if they were to start over with the development process. Another revision that they would make would be to make the video less lecture-based and embed additional exercises or interactive activities in the script.

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# Allen County Cares, Reducing Youth Opioid Use

Allen County Sheriff's Office, Kentucky

## Overview

Kentucky—particularly its rural counties—has borne a burden of the opioid epidemic disproportionate to the size of its population, leading to a statewide criminal justice and public health crisis. In 2016, the age-adjusted drug overdose death rate for Kentucky was 33.5 deaths per 100,000 people, the fifth-highest statewide rate in the nation. The 1,419 opioid-related deaths during that year represent an 11.5 percent increase from 2015. Young and middle-aged adults in Kentucky are especially likely to overdose. Kentucky residents ages 35–44 had an age-adjusted overdose death rate of 77.6 deaths per 1,000 residents, the highest death rate for any age group in the state.<sup>4</sup> The crisis has contributed to growth in the prison population and more than 9,200 children in state custody.<sup>5</sup>

The opioid epidemic has also led to pressing public health problems for Allen County and neighboring rural counties. The Centers for Disease Control and Prevention has identified Allen County, Kentucky, as 180th of the 220 rural counties nationwide that are in the 95th percentile of increases in HIV and hepatitis-C infections based on key variables, including drug overdose deaths,

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4. David Akers et al., *Drug Overdose Deaths among Kentucky Residents, 2000–2016* (Lexington, KY: Kentucky Injury Prevention and Research Center, 2018), [http://www.mc.uky.edu/kiprc/Files/drug/2018/KY\\_OD\\_Deaths\\_2000-2016.pdf](http://www.mc.uky.edu/kiprc/Files/drug/2018/KY_OD_Deaths_2000-2016.pdf).

5. Allen J. Brenzel, *Kentucky's Opioid Use Disorder Crisis: A Focus on Rural Populations*, PowerPoint presentation (Lexington, KY: University of Kentucky, n.d.), <https://www.milbank.org/wp-content/uploads/2018/12/Brenzel-Presentation.pdf>.

prescription opioid sales, per capita income, unemployment, and buprenorphine prescribing potential by waiver.<sup>6</sup>



Preventing young people in rural Kentucky from using opioids is a critical step to combatting the opioid epidemic. The Allen County Sheriff's Office (ACSO) received a microgrant for the Allen County Care Project, which focused on reducing youth opiate use through increased collaboration between youth, police, and county services. The overall goals of the project were to prevent youth involvement in criminal activity, curb onset of substance use, and intervene to divert juveniles

from becoming repeat offenders. The project was also designed to contribute to the long-term public health and economic stability of the county.

After a delay in implementation due to the sheriff's primary election, implementation began in July 2018. The Allen County Care Project consists of three main elements: (1) community meetings, (2) in-school training programs for high school students, and (3) a diversion program. Community partners include the Scotts County Drug Force Community program, the Allen County Attorney, the Allen County Public Schools, the Scottsville Faith Coalition, and the Allen County Agency for Substance Abuse Policy.

### Table 4. Allen County Sheriff's Office microgrant accomplishments

This table provides a detailed summary of the site's completion of the activities proposed to the COPS Office as part of its microgrant program.

<p>Status</p> 	<p>Proposed Activity</p> <p><b>Foster positive youth development through coordinated prevention, intervention, and diversion services for Allen County youth and families.</b></p>	<p>Details</p> <p>The substance abuse prevention program at Allen County High School educated more than 300 high school students about the criminal justice and health consequences of opioid use. In addition, the ACSO and its partners are in the process of developing a comprehensive diversion program for youth arrested on substance abuse charges through the efforts of the Prescription Drug Workgroup.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p><b>Develop knowledge, increase awareness and abilities, increase practice of proven community policing strategies, and institutionalize those practices.</b></p>	<p>Details</p> <p>The ACSO hosted 12 community meetings at Allen County firehouses in 2018 and 2019. The meetings provided residents with real-time information about the Sheriff's Office's efforts to combat the opioid use epidemic in 2017 and 2018. The Sheriff's Office updated presentations for these meetings so that they were as current as possible at the time of delivery.</p>

6. Michelle M. Van Handel et al., "County-level Vulnerability Assessment for Rapid Dissemination of HIV or HCV Infections among Persons who Inject Drugs, United States," *JAIDS Journal of Acquired Immune Deficiency Syndromes* 73, no. 3 (November 2016), 323-331, [https://journals.lww.com/jaids/Fulltext/2016/11010/County\\_Level\\_Vulnerability\\_Assessment\\_for\\_Rapid.13.aspx](https://journals.lww.com/jaids/Fulltext/2016/11010/County_Level_Vulnerability_Assessment_for_Rapid.13.aspx).

## Lessons learned

**Leverage community meetings to educate the public on existing and emerging threats to public safety**

The sheriff's office hosted 12 community meetings at fire departments in 2018 and the first half of 2019. These meetings drew substantial community attendance relative to the countywide population size (approximately 20,000). For example, an October 22, 2018, meeting coincided with the Allen County Fiscal Court, a county government meeting, and had approximately 100 residents in attendance. The presenters included the microgrant project manager (a special deputy for the sheriff's office with community outreach expertise), the Allen County Sheriff, a lieutenant, and a representative from the Barren River Drug Task Force.

The meetings, which typically lasted two to three hours, provided residents with an overview of opioid use in Allen County and the extent of the crisis. In addition, the ACSO offered NARCAN training at the community meetings and made NARCAN available to the fire stations that hosted the meeting. Attendees, including parents of teenagers and young adults, benefited from the meetings because many residents were unaware of the extent of the opioid crisis in the county or steps they could take to help individuals affected by it. The ACSO shared straightforward steps that community members could take to help prevent opioid-related crimes, including serving as the eyes and ears for the police, locking up prescription drugs, and responsibly disposing of unused prescription painkillers. There were drug collection bins available at each meeting, allowing residents to dispose of unwanted opioids immediately.

**Provide outreach to youth focused on prevention**

In partnership with the Allen County Public Schools and the Scottsville Faith Coalition, the ACSO hosted a substance abuse prevention course for high school freshmen that emphasized opioid use prevention. The three-day program teaches ninth grade health and physical education students about the consequences of alcohol and drug use. Participants had the opportunity to hear from an ex-offender who spent 34 years incarcerated on drug charges. In addition, a detective from the ACSO presented on the extent of the opioid epidemic and the growing use of narcotics. Partners offered the program twice during the 2018–19 school year, once in the fall and once in the spring. In total, the prevention program reached more than 300 high school students.

**Develop a strategic approach for diverting youth from the criminal justice system, to better address addiction**

According to the ACSO, education is the most important component of drug prevention. Students who live in homes with addicted family members are especially at risk of using drugs themselves. Not only are opioids and other drugs more available to them but also they may not fully understand the risks of drug use. In Allen County, opioid use often occurs simultaneously with other underage substance abuse issues. Most students who take prescription painkillers or other narcotics do not start with pills. The majority have smoked marijuana, and alcohol and cigarette use is common among these students. During a 2018 meeting with the Kentucky Office of Drug Use and Prevention, representatives from the ACSO learned that most people who die from opioid overdoses statewide also have marijuana

in their systems. The Allen County Sheriff's Office is working to develop a strategic approach for diverting youth from the criminal justice system. The Sheriff's Office convened a Prescription Drug Workgroup to support diversion. Members include representatives from both law enforcement and public health agencies, including the Scottsville Police Department, the Allen County Attorney's Office, drug court, a county judge, treatment professionals, and medical representatives from the hospital.

#### Ensure alignment of criminal justice and public health policies

It will be important to ensure that criminal justice and public health policies align well to support opioid use prevention and diversion. In 2013, Allen County had a working group similar to the Prescription Drug Workgroup.<sup>7</sup> At the time, the Allen County Regional Hospital's standard procedure was to give patients who visited the emergency room for pain 30 to 45 days' worth of opioids. Drug dealers were taking advantage of this policy to acquire opioids to sell illegally. Some meetings of the earlier working group were contentious as members worked to change hospital policies to bolster crime prevention efforts. The hospital eventually revised its policies to provide only enough prescription painkillers for one night or a weekend, until patients have the opportunity to see a primary care physician. This practice decreased the number of illicit pills on the street. A priority of the new diversion program is to ensure that all partners' policies align with and support crime reduction goals.

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7. The Prescription Drug Workgroup is no longer supported through grant funding.

# Chicago Police Department Community Engagement Dashboard Project

## Chicago Police Department, Illinois

### Overview

Through its microgrant funding, the Chicago Police Department (CPD) sought to strengthen community policing by more effectively measuring and reporting on such activities. The department was experienced in measuring the outcomes of community policing, such as increased trust in and satisfaction with the police and reduction in crimes. However, it needed a mechanism for measuring the community policing outputs leading to those outcomes, such as police outreach activities, beat integrity, or hours spent walking the beat.

A lack of metrics related to such outputs made it challenging to hold officers accountable for community policing activities. The specific community policing activities that officers conduct varied widely by district. Communication with the public about community policing efforts also lacked consistency. Residents provided feedback on issues that need to be addressed in their neighborhoods but generally receive limited information about community policing efforts. The department sought to provide a greater amount of information to the public and ensure the consistency of such outreach.

The CPD applied for a microgrant to work with project partners to

- develop, define, and routinize the reporting of community engagement metrics;
- incorporate these metrics into a new Community Engagement Dashboard that would be integrated with within the department's Citizen and Law Enforcement Analysis and Reporting (CLEAR) system;
- begin to identify related training needs to improve officer performance;
- hold district commanders and their supervisors accountable for engaging in desired community policing activities.

The development of the Community Engagement Dashboard is intended to allow the police superintendent to use the new metrics at weekly CompStat meetings to increase accountability for district commanders and CPD leadership related to community policing activities. The ultimate long-term goals of the dashboard project are to increase community engagement, increase community trust in the police, and increase the capacity of officers and community members to work together to reduce crime.

To develop the community engagement metrics and Dashboard, the CPD secured two academic partners. The Center for Law and Justice at the University of Illinois at Chicago would help assure that outputs were relevant to outcomes from a research perspective. The Egan Office of Education and Community Partnerships at DePaul University would support the department's relationships with the community and ensure that the outputs included in the dashboard were relevant.

As a first step in the project, the CPD cataloged proactive community engagement strategies and metrics. These included both individual officers' activities, such as walking the beat and engaging with business owners, and district-level activities, such as conducting safety

seminars and posting alerts to neighborhood listservs. The CPD reviewed these strategies with their partners at the University of Illinois at Chicago to identify which practices were evidence-based and corresponded to the project's outcomes.

The next step in project implementation was to engage with the community and receive feedback from the public on which community engagement practices reflected community values and related to needed community capacities. The grant administration team chose to work with one district where there was a need to strengthen relationships between members of the public and the police. The grants administration department reached out to a community that had strong buy-in from the district commander. Subsequently, the department held a series of community meetings there, during which the department and attendees discussed what was working well in community policing and challenges to implementing it well. The CPD, DePaul, and meeting attendees collaborated to develop a series of output measures.

Implementation of the project has been slower than originally outlined in the grant application. Grant staff are currently working with the information services unit at the police department to develop a mockup of the dashboard. The tool will be user friendly and provide an opportunity for the department to compile and report information on its community policing activities. The dashboard will include a feature that will allow district commanders to export information into a report that includes all of the activities that are conducted in partnership with the community. The portal will provide district commanders and their designees with information about where to direct additional resources, if needed.

Another key element of the dashboard is that it will include features that allow community members to provide input and feedback on community policing activities. The department wants to receive input from

community members about what is working in their community so that district commanders can take steps to strengthen its efficacy. On the public-facing dashboard site, community members will be able to see which events are happening in their district, and they will have the option to add their own events. They will also be able to report concerns and issues.

The ultimate objective of the Community Engagement Dashboard is to have the community serve as a true partner with the police in crime reduction efforts. The dashboard will be a vehicle to facilitate dialogue between police districts and the public. It will allow the public to contribute information about what is happening in the community. It will also allow for public input of information about community policing activities at the district and officer levels.




### Lessons learned

#### Time and effort are necessary to establish buy-in from participating community members

It took staff members considerable time and effort to establish strong levels of trust with and buy-in from the members of the community who participated in the community meetings. The project manager indicated that the staff members who administered the grant, who have backgrounds in social services, were initially naïve about how easy it would be to secure buy-in from the public. Initially, community members perceived departmental staff members as outsiders, and there was little productive dialog between the two groups. After the first meeting, there was a guarded exchange of information on the part of community members. Eventually,

**Table 5. Chicago Police Department microgrant accomplishments**

This table provides a detailed summary of the site’s completion of the activities proposed to the COPS Office as part of its microgrant program.

<p>Status</p> 	<p>Proposed Activity</p> <p><b>Develop and define community engagement metrics</b></p>	<p>Details</p> <p>The CPD held a series of community meetings in 2017 to work with members in specific district to determine the most appropriate community engagement metrics for the Community Engagement Dashboard.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p><b>Incorporate these metrics into a new Community Engagement Dashboard integrated with within the department’s Citizen and Law Enforcement Analysis and Reporting (CLEAR) system</b></p>	<p>Details</p> <p>Grant management staff are working with the department’s information services unit to develop a mockup of the tool, which will be tests and integrated into the CLEAR system.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p><b>Begin to identify related training needs to improve officer performance</b></p>	<p>Details</p> <p>This activity will begin once the Community Engagement Dashboard has been fully developed and implemented.</p>

representatives of the department were able to build strong relationships with select members of the community, who helped them open up a wider dialog. Building these relationships took much longer than the grant staff members anticipated. The project manager stressed the importance of being persistent and patient while securing buy-in.

#### Learn as much as possible about what is happening in a community

One mechanism through which grant staff members were able to increase trust was by learning as much as possible about the community with which they were working. Those developing a similar program should consider what other community organizations, groups, and councils are already doing to improve public safety and be sure not to duplicate efforts. Project staff members should know who the key players are in the public safety space within a community. The project manager advised to learn from these organizations, remain humble, and to listen more than talk during community meetings.

#### Neighborhood residents have the strongest understanding of their community's needs

The public meetings reminded grant staff members of the importance of community input into the dashboard because the people who live in a community have the most thorough understanding of its context and needs. Through the meetings, grant staff members had the opportunity to hear about numerous efforts underway in the community to improve public safety. These presentations helped grant staff members and community members brainstorm ways that the police department could collaborate with existing groups and efforts.

#### Do background research on similar initiatives in other locations

As part of the project, the grant staff members conducted a background research scan to understand how other jurisdictions measure and report on community engagement. In this case, grant staff members found it difficult to find another Community Engagement Dashboard that the CPD could replicate in its entirety. There were elements of community engagement measurement programs that grant staff felt were applicable to Chicago, but not a comprehensive approach that met the same goals of the dashboard. The background research solidified the department staff members' assumption that they were developing a unique tool that would likely be useful to other police departments.

#### Ensure transparent communication within the department on project efforts

In December 2019, project management for the microgrant transitioned from a grants research department to another department. During the transition, the new project manager briefed the original project manager on the CPD's efforts to involve the community in the development of district-level strategic action plans. The two discussed how microgrant funding could potentially support effort to update the community on progress toward meeting the plans goals. The Community Engagement Dashboard could include a public forum that tracks plan outcomes. The original grant manager said that she wished she would have known about the district-level community engagement efforts related to strategic planning earlier and that there were additional mechanisms to encourage communications across teams in the CPD. Then she could have incorporated the strategic planning metrics into the dashboard earlier in the grant period.



# Building Officer Wellness and Resiliency

El Paso County Sheriff's Office, Texas

## Overview

Law enforcement officers are disproportionately likely to be perpetrators of domestic violence, and their family members at increased risk of being victims. A 2016 study reviewing prior research on the topic found that documented rates of officer-perpetrated domestic violence ranged from four to 40 percent, with a pooled average rate across studies of 21 percent.<sup>8</sup> These studies note that rates of domestic violence in law enforcement may be even higher, as data collection methods require officers to self-report behavior that constitutes a crime. Given that domestic violence amongst police officers is likely under-reported, law enforcement agencies need a means to address this issue across their ranks in effort to ensure their ability to effectively serve and protect victims in their communities.

To address this, the El Paso County Sheriff's Office (EPCSO) conducted an assessment of domestic violence-related training available to their officers. Once completed, the EPCSO used microgrant funding to collaborate with the Center Against Sexual and Family Violence (CASFV), Inc. to address current gaps in content and to develop a robust domestic violence training program.

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8. Annelise M. Mennicke and Katie Ropes, "Estimating the Rate of Domestic Violence Perpetrated by Law Enforcement Officers: A Review of Methods and Estimates," *Aggression and Violent Behavior* 31 (November–December 2016), 157–164, <https://www.sciencedirect.com/science/article/abs/pii/S1359178916301331?via%3Dihub>.

The EPCSO and CASFV based the course curriculum on professional development offered by the U.S. Border Patrol – El Paso Sector called Connect: Cultivating Healthy Professional and Personal Relationships. Originally designed for a federal law enforcement audience, the EPSCO adapted the curriculum to serve a local law enforcement audience, tailoring training to front-line officers and command staff. The line officer training focuses on maintaining healthy personal relationships, avoiding family violence at home, and responding appropriately to domestic violence and sexual assault cases. The command staff training focuses on strategies for effectively assisting employees who may be perpetrators or victims of domestic violence and on stemming the spillover of domestic violence behaviors into the workforce. The overall goals of the training program are to increase staff knowledge about domestic violence and their efficacy in responding to domestic violence cases by providing victims with available community resources. Each training covers the definition and dynamics of domestic violence, as well as issues such as healthy communication, power, and control.

## Lessons learned

### Ensure training staff and training facility availability prior to setting the training schedule

As the EPCSO began scheduling trainings, project leaders quickly learned that the limited availability of both trainers and facilities would be a major challenge to implementing this new training. Scheduling required substantial coordination between the EPCSO, the CASFV, and the Training Academy to avoid overlap with mandatory training events, space, and jurisdictional training calendars. Training policies and schedules should also build in contingencies to account for unforeseen impacts such as critical incidents. During their microgrant engagement, the EPCSO experienced a mass casualty shooting days before a scheduled training. However, because of the wording in the training policy,

the department was unable to cancel this scheduled event, and the attendance at the training was low. Agencies should consider ensuring language in their training policy that would allow for flexibility in rescheduling because of large-scale incidents or events.

### Encourage and maintain training participant attendance and participation

The department held training during working hours to encourage officers and staff to attend. While this approach did boost participation, the EPCSO still encountered challenges to maintaining high training attendance because other work commitments prevented registrants from attending. Conflicting work obligations were less of an obstacle with sworn staff, since the Sheriff made the training mandatory for all sworn officers.

#### PROMISING PRACTICE

While addressing a topic such as domestic violence in a training can be emotionally difficult, implementing a robust training curriculum and taking steps to ensure buy-in from sworn and civilian staff can result in increases in staff skills and community trust.




### Tailor the training to the unique needs of your jurisdiction and department

The EPCSO developed the training as a four-hour course to obtain Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE) certification. Absent this requirement, EPCSO grant leadership recommend that other agencies considering offering the course should consider shortening the duration to two hours. This would reduce trainer, staff, and facility availability challenges.

Group dynamics and the size of a group can also significantly affect the extent to which trainees participate. The EPCSO grant leaderships recommends a class size of 10–15 individuals, as they found that larger groups



**Table 6. El Paso County Sherrif's Office microgrant accomplishments**

This table provides a detailed summary of the site's completion of the activities proposed to the COPS Office as part of its microgrant program.

Status	Proposed Activity	Details
	<p><b>Develop course curriculum for officers and managers/supervisors based on U.S. Border Patrol–El Paso Sector prevention of domestic violence courses.</b></p>	<p>In October 2017, the EPCSO, in partnership with the CASFV, began development of the training curriculum. Using a scenario-based training approach, the team tailored the training tracks to the needs of their training audiences (i.e., officers and managers/supervisors). Two trainers, one a civilian staff member and one a sworn officer, co-facilitate the training to increase buy-in from both types of staff. The curriculum aligns with the requirements in the COPS Office <i>In-Person Curriculum Standards Guide</i>. The COPS Office reviewed and approved the training.</p>
	<p><b>Develop the training curriculum and submit for Texas Commission on Law Enforcement Standards and Education certification.</b></p>	<p>Following the development of the training curriculum, the EPCSO began working towards Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE) certification, which allows staff to receive four hours towards their annual hourly training requirement. This certification ensures that the training content is consistency across agencies. Since such certification process can take a substantial amount of time, the EPCSO recommends beginning them as early as possible.</p>
	<p><b>Train County of El Paso staff with the four-hour domestic violence prevention course.</b></p>	<p>The EPCSO staff consists of more than 2,600 sworn law enforcement officials, detention officers, and civilian staff. The original project goal was to train 75 percent of staff, but the timeline has been impacted by a variety of factors including a 2019 mass casualty event in El Paso and COVID-19 response. However, EPCSO has adapted and is now offering the course via in-person and virtual sessions with the goal to train as many staff as possible during the award period.</p>

Continues on page 28

Table 6. El Paso County Sheriff's Office microgrant accomplishments *cont'd*

<p>Status</p> 	<p>Proposed Activity</p> <p><b>Increase skills and abilities of officers and staff to increase public trust by using proven community policing practices.</b></p>	<p>Pre- and post-test training evaluation forms indicate that officers' and civilians' skills and abilities have increased following the training.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p><b>Provide pre- and post- tests during the training courses to measure the officers' and staff's knowledge of domestic violence and victims' rights and available community resources.</b></p>	<p>Pre- and post-tests have been provided to all training participants. In addition, training attendees receive a packet of information on available community resources to take with them upon completion of the training for further reference. Feedback from civilian staff have been very positive thus far. Officer feedback has been mixed, but all officers have indicated an increase in knowledge and skills due to the training.</p>

tend to stifle open dialogue. However, participants may be hesitant to discuss personal topics in a very small group as well. If in-depth discussions about personal experience with domestic violence seem too difficult for an initial training topic, the EPCSO recommends starting with an enforcement-related topic to increase staff buy-in and participation.

**Carefully select training program leadership to encourage officer buy-in and participation**

The EPCSO recommends selecting a sworn officer as the training program director or co-director. This will increase credibility of the training program for sworn officers. In addition, the onsite program director can assist with marketing the training and gathering feedback after the event. Finally, an onsite program director allows staff to get to know that individuals and encourages them to reach out with any questions or concerns they may have about the training.

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# National Training on Indianapolis Wellness Model

**Indianapolis Metropolitan Police Department, Indiana**

## **Overview**

The Indianapolis Metro Police Department (IMPD) employs approximately 1,600 sworn police officers who serve nearly one million local residents. Following a series of publicized incidents in Indianapolis and nationwide that had a negative effect on police-community relations, the IMPD developed a groundbreaking officer wellness and resilience program to provide preventative services to officers. The program, focused on problem-solving, developed strong partnerships with agency and community stakeholders to implement early intervention and prevention programming. The goal of the IMPD wellness program is for officers to maintain their physical and mental health throughout their careers. IMPD leadership subscribes to the philosophy that healthy officers reflect a healthy agency, which leads to healthier police-community relations.

IMPD implements its wellness programming through the Office of Professional Development and Wellness (OPDW), a proactive developmental program initiated by a captain who realized that many officers with disciplinary referrals had underlying physical or mental health concerns. The program supports officers' physical and mental health throughout their careers from hiring to retirement. The OPDW has two areas of focus: (1) developmental programs and (2) crisis management.

The goal of the OPDW developmental programs is to maintain officers' health and prevent them from needing crisis management services. The cornerstone developmental program is the Peer Support and Mentoring Program, which connects veteran IMPD officers with motivated peers who desire career direction or support on a one-to-one basis. Mentors provide guidance and encouragement to support officers' personal and professional development. All recruits are matched with a mentor in their first week of the academy. Some veteran officers also receive mentoring services; they are paired with a mentor based on their specific goals.

Other developmental programs augment the one-to-one support available through the Peer Support and Mentoring Program. Twice each year, the OPDW holds a symposium that hosts community experts on health topics such as nutrition, exercise, health sleep habits, and stress management. In addition, several fitness programs for officers, including CrossFit and yoga, are available. OPDW activities are augmented by a four-week leadership development program hosted by the Career Leadership and Development Office, in which participants are asked to think critically about themselves and their role in the department. Finally, officers may work with the OPDW as part of a discipline and remediation process. Activities may include referral to the employee assistance program, journaling, meeting with a mentor, or external referrals to medical professionals with periodic monitoring by OPDW staff members.

Crisis management is the second key area of focus for the OPDW. The office proactively reaches out to officers after critical incidents and has mandatory protocols for assisting officers following officer-involved shootings, shootings directed at officers, or in-custody deaths. In addition, a Peer Officer Support Team (POST) provides

immediate support on scene following a critical incident. Finally, the Wounded Guardians program assists injured or sick officers with household chores, errands, and other day-to-day supports while they are out on leave.

Since the initial implementation of the OPDW, the number of officer contacts promoting health and wellness has increased by 81 percent. The number of officers served by early intervention programs increased by 300 percent. During the same period, the number of officer disciplinary and performance referrals decreased by 40 percent.

### **Goals of the microgrant: Training to replicate the OPDW in other agencies**

IMPD leaders envisioned that other agencies would have similarly positive outcomes from the implementation of a wellness program focused on prevention and employee development. Through its microgrant, the IMPD sought to replicate components of the OPDW by offering 10 regional training classes across the United States during a period of one year to local, state, and federal agencies at no cost. The overarching goals of the training program were to raise awareness of wellness issues, provide detailed context on those issues, and disseminate information on nationwide best practices.

The goals of the training for participants were as follows:

- Understand current agency methodology as it pertains to employee health and the ramifications to the agency, department members, and the community if nothing is done.
- Understand how promoting employee health and personal and professional development reduces distress both on and off duty.

- Understand the importance of education and early intervention before officers are in crisis.
- Be able to identify, recognize, and assess indicators of crisis and how to use the Indianapolis Model to effectively intervene and direct an individual to appropriate resource providers.
- Use stress inoculation practices and long term goals of financial literacy training and other retirement planning education at the start of officers' careers instead of waiting until it is too late.
- Recognize how emotional intelligence could possibly impact officer behavior and interaction with the public through the understanding of cognitive versus emotional processing.
- Understand how properly trained and formal peer support and mentoring programs would be beneficial to the resiliency of law enforcement agencies.

### Indianapolis Wellness Model training

The eight-hour curriculum is intended to inform law enforcement officers and executives about the OPDW. At the beginning of the training, OPDW officers discuss their developmental and crisis support programs and how they help officers build and maintain resiliency throughout their careers. The training provides information on effective practices and resources on mental and physical health topics. These include stress (including unchecked stress that escalates to mental health distress), diet, exercise, healthy sleep habits, financial wellness, suicide, health after retirement, and building and fostering resiliency. The training includes multimedia case studies of officer health as well as interactive activities to demonstrate concepts and increase participant engagement. The training identifies five key

reasons why officers struggle with or fail at their jobs: (1) addiction, (2) mental illness, (3) physical health issues, (4) personality/behavioral issues, and (5) family relationship issues.

Specific topics covered through the training included the following:

- An overview of OPDW Model and programming
  - Peer support and mentoring
  - Crisis intervention and case management
- The Healthy Hire–Healthy Retire approach (including stress and distress, sleep, diet, exercise, financial health, suicide, healthy retirement, and strengthening officer resilience)
- Building resources in the local community—this section consisted of a moderated group presentation on the resources available in a local community, with guests from potential partner organizations; these resources included addiction centers, stress management centers, employee assistance programs, fitness and rehabilitation centers, financial planners, and doctors, and presenters each had 15–20 minutes to discuss how their organizations could support law enforcement
- Application of lessons learned from OPDW to other agencies; the discussion revolved around taking first step to implement similar programs in a local agency.

Through the microgrant, the IMPD offered training on law enforcement in 18 cities across the United States. Approximately 700 officers from 150 agencies participated. Participants consisted largely of members of peer support teams and volunteers who were interested in learning more about the topic. Nashville, Tennessee,

held two training days, the first of which consisted of training for command staff of the Metropolitan Nashville Police Department and other local agencies. There were also two days of training held at the Greenville County (South Carolina) Sheriff's Department, which mandated attendance for all supervisors and peer support team members. Through the training, participants gained insight into how to identify strategies for designing agency approaches to support and maintain the physical and mental health of employees.

### Survey of officers

In addition to the training, the IMPD conducted a confidential survey of all officers who participated. It included questions on levels of officer distress in key crisis areas. Reported back to the COPS Office at the conclusion of the grant, it provided academic data to continue to increase awareness of officer health and wellness issues. Specific issues queried in the survey included mental health, addiction, personality traits, general health issues, financial issues, and family and relationship challenges. The survey results indicated that

- one-quarter of respondents suffered from mental health issues during their careers;
- nearly 75 percent of respondents said they had experienced family or financial distress during their careers;
- forty-four percent of officers reported dealing with post-traumatic stress during their careers, while 75 percent indicated that they had dealt with overwhelming stress during their careers;
- twenty-two percent of respondents had contemplated suicide or self-harm at some point during their careers.

### Lessons learned

**The confidential survey was not representative of all officers**

The academic value of the confidential survey was limited because responses to it did not represent the health and wellness needs of all law enforcement officers. The IMPD administered the survey only to officers who participated in the training. Therefore, the results were likely biased by who volunteered to participate in the training. For example, the respondents may have been more interested in health issues, more aware of them, or more likely to have experienced or to readily share that they experienced mental and physical health challenges themselves. It is difficult to draw conclusions based on the survey results beyond those that are only about the training participants. Nonetheless, the results indicate that a large percentage of participants experienced mental health challenges, consistent with other research focused on officer wellness.





**The training allowed IMPD to learn about the scope of wellness programming available in other agencies**

Through the training, the IMPD gathered informal, anecdotal information on the wellness services available in the departments where training attendees worked. After academy training, there is generally limited formal training focused on mental health. In general, police departments need additional proactive programming to address officers' mental health needs. Training participants were very interested in strengthening officer mental health, and many were interested in implementing a program similar to the IMPD's mentoring program.



**Table 7. Indianapolis Metropolitan Police Department microgrant accomplishments**

This table provides a detailed summary of the site’s completion of the activities proposed to the COPS Office as part of its microgrant program.

<p>Status</p> 	<p>Proposed Activity</p> <p><b>Develop an eight-hour holistic law enforcement wellness curriculum.</b></p>	<p>Details</p> <p>IMPD developed an 8-hour curriculum introducing the OPDW, providing information on issues related to officer mental and physical health, and provided resources on how to implement strategies similar to OPDW in other communities.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p><b>Offer at least 10 regional trainings over the course of a year.</b></p>	<p>Details</p> <p>IMPD offered 22 Officer Resiliency and Wellness training sessions in 18 communities throughout the United States. The approximately 700 participants represented 150 law enforcement agencies.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p><b>Develop and administer a confidential survey on physical and mental health and wellness issues to training participants.</b></p>	<p>Details</p> <p>The IMPD developed and administered the confidential survey in partnership with an external vendor.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p><b>Develop and administer a follow-up questionnaire on the effectiveness of the training.</b></p>	<p>Details</p> <p>The IMPD sent a follow-up questionnaire to randomly selected participants. It focused on the long-term effectiveness of training, whether the training had any impact on wellness programming at the respondents’ agency, and other outcomes of the training. The IMPD intended to include the results in the final report to the COPS Office.</p>

The wellness programming available to officers largely varied by agency size. Most large agencies have a peer support program to respond to critical incidents or officers who are in distress. In addition, most large agencies have a psychologist or therapist on staff to provide support to officers. According to the anecdotal evidence that IMPD gathered, departments with full-time mental health support tended to have agency cultures where officers were more proactive about their health. The presence of a peer support team similarly increases officer acceptance of using mental health resources. Smaller and rural agencies, on the other hand, often struggle with finding competent mental health resources for their officers. Officers in smaller, rural communities may be reluctant to see a therapist because they fear that they might know or interact with him or her on the job. The IMPD recommended that smaller police departments collaborate with other agencies in their regions to provide peer support services.

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# City of Irving Mental Health Clinician Project

Irving Police Department, Texas

## Overview




Consistent with national trends, police officers in Irving, a suburban community of 236,000 in the Dallas–Fort Worth metropolitan area, are increasingly responding to calls for service related to community members experiencing mental health crises. Police officers often lack the training necessary to respond to such incidents effectively, especially when substance abuse compounds mental health issues. Between 2015 and 2016, the number of calls for service involving an individual with a known or suspected mental illness increased by 33 percent—from 281 to 388 such calls. The Irving Police Department (IPD) sought to increase the safety and effectiveness of interactions between officers and individuals with mental illnesses. Because officers do not receive the same training as clinical mental health professionals, IPD officers who were responding to mental health calls for service frequently had difficulty determining whether an individual call necessitated emergency detention. Officers were regularly relying on emergency detentions when they were not necessary. With the number of mental health–related calls for service continuing to rise, the IPD and its public health and community partner organizations sought to develop a strategy to divert mental health patients from the criminal justice system and refer them to necessary services for support and recovery.

The IPD received 2017 microgrant funding to support a collaborative, interdisciplinary approach to support police officers in effectively responding to community members with mental illnesses. The IPD developed a Behavioral Health Leadership Team (BHLT) in partnership with the Irving Fire Department, Metrocare Services (a medical and social services agency), and other behavioral health and community partners. The BHLT conducted a thorough assessment of mental health-related calls for service and active cases of

individuals with mental illnesses who were in crisis. In addition, members of the BHLT work 40 hours per week to respond to 911 calls with a behavioral health component. The team’s ultimate goal is to reduce the number of emergency health arrests and detentions and divert individuals with mental illnesses to the medical and social services they need to recover. The IPD also used grant funding to hire a clinician dedicated to supporting the efforts of the BHLT.

### Table 8. Irving Police Department microgrant accomplishments

This table provides a detailed summary of the site’s completion of the activities proposed to the COPS Office as part of its microgrant program.

Status	Proposed Activity	Details
	<p><b>The IPD will lead the development of an Irving-focused Behavioral Health Leadership Team (BHLT).</b></p>	<p>The BHLT consists of a dedicated clinician, three full-time officers, and six adjunct officers. The BHLT both responds to mental health calls and provides assistance to support to patrol officers.</p>
	<p><b>Hire a full-time clinician to support the IPD’s goals to more effectively resolve calls for service involving individuals with mental illnesses.</b></p>	<p>The full-time clinician came aboard in July 2018 and serves as a leader on the BHLT. She provides direct support to both officers who are responding to calls to service and civilians in need of mental health services. In the summer of 2018, she conducted a review of departmental policies related to serving community members with mental health concerns. Several policies were revised to help dispatchers and patrol officers more accurately document mental health-related calls for service, refer individuals to appropriate services, and reduce the number of emergency detentions. In addition, she has worked with grant staff members to develop and strengthen partnerships with other agencies.</p>
	<p><b>Develop and implement comprehensive strategic plan for creating cross-systems collaboration to reduce the number of emergency detentions.</b></p>	<p>Irving has made considerable progress toward this item, developing and sustaining partnerships with the North Texas Behavioral Health Agency, Integrated Behavioral Services, the Irving Fire Department, and the Irving City Jail to establish policies and programs.</p>

## Lessons learned

**Develop a Behavioral Health Leadership Team (BHLT) composed of healthcare and trained law enforcement partners**

Behavioral health leadership teams should include both law enforcement and mental health clinicians. In Irving, the core membership of the BHLT team consists of the grant-funded mental health clinician, three full-time police officers, and six adjunct officers. All officers participating in the mental health initiative should receive supplemental training beyond the crisis intervention training mandated in most states. In Irving, all BHLT officers receive an additional 40 hours of mental health–related training. The North Texas Behavioral Health Authority assists with the training for BHLT officers, which includes both mental health first aid and the Satori Alternatives to Managing Aggression de-escalation training. Adjunct officers increase the capacity of BHLT. While adjunct officers have additional regular duties, they can be available to fill in for full-time officers or serve as force multipliers for patrol officers.

**Dedicate a clinician to provide policy reviews and strategic oversight**

BHLT initiatives should include a full-time mental health clinician whose job duties focus solely on the initiative. With grant funding, the IPD hired a full-time clinician to support the project in July 2018. In addition to serving as key members of the BHLT, clinicians can provide support through reviews departmental policies related to mental health, the development and implementation of improved policies, and hands-on service to individuals with mental illnesses who are involved in the local criminal justice system. Mental health clinicians should make recommendations for system changes based on policy reviews. As a result of the policy review that the grant-funded clinician conducted, IPD implemented new policies for handling emergency detentions,

including guidelines for avoiding them unless absolutely necessary. Departmental policy now requires officers to report mental health–related calls that do not result in an emergency detention so that the BHLT team can follow up with involved individuals to ensure they received referrals to appropriate behavioral health services.

Mental health clinicians can also serve as case managers for prisoners in need of additional mental health services. Shortly after coming onboard in July 2018, the IPD’s dedicated clinician began following up with individuals with mental health concerns who had been arrested—including those subject to emergency detentions—referring them to mental health services and working to ensure that they receive vital services. She has also provided support and referrals to inmates in the Irving City Jail in need of mental health services. The dedicated clinicians can increase the scale and scope of mental health services available in local detention centers.

**Use clinician knowledge and recommendations to update protocols and equipment**

In addition, the dedicated BHLT coalition can work with law enforcement agency staff to develop new protocols for how emergency dispatchers take and respond to 911 calls, as the Irving behavioral health clinician did. Departments with new BHLTs should also consider revising policies for receiving and responding to mental health–related calls. In October 2018, the IPD implemented another new policy for handling calls with mental health components. Previously, the department did not require officers to file a mental health report if a mental health–related call did not result in emergency or charges for a criminal offense. Now, the IPD mandates that officers write a report if there is a perceived mental health issue during a call, regardless of the outcomes. The reports go directly to a dedicated email monitored by the BHLT.

BHLT staff members should also consider updating their agencies' computer-aided dispatch (CAD) system to more effectively track mental health-related service calls, as Irving did. Prior to the update, the Irving CAD system allowed dispatchers to indicate mental health concerns, but officers often did not select the option if there was another criminal incident involved, such as assault. The updated CAD system allows dispatchers to add a mental health note to the dispatch entry, even if mental illness is not the primary reason for the call for service.

#### Engage officers in providing feedback on program effectiveness and highlight benefits of new approaches

Agencies implementing BHLT should highlight the potential benefits of new approaches to officers. They should also solicit feedback from officers to learn more about what is working well and how the program could improve. The IPD has found that officers have bought in to the goals of the grant. Following the full implementation of microgrant activities, the grant team and BHLT received positive feedback from IPD officers, both those directly involved with the BHLT and patrol officers. They have provided feedback that the new police report process is working well and that support from the BHLT has been beneficial. IPD patrol officers have reported that the BHLT has served as a force multiplier by providing them with additional capacity to serve community members with mental illnesses. Members of the BHLT have also heard several anecdotes about individuals with mental illnesses referred to and receiving health and social services that allowed them to lead happier and more productive lives. For both the BHLT and officers, the biggest challenge has been individuals about whom the BHLT has received more than one call and who are

resistant to help. Officers and clinicians alike report that it is very frustrating not to be able to help everyone who needs assistance.

#### Build a coalition of partners to divert individuals with mental illnesses from the criminal justice system

Agencies implementing BHLTs should make efforts from the inception of the program to build a strong coalition of law enforcement and community health partners and ensure their buy-in. A major success of the BHLT in Irving is how health services, emergency management, and community partner organizations have served as force multipliers for the IPD in its mission to decrease the number of mental health emergency detentions. Law enforcement, mental health providers, medical clinicians, and social service practitioners are working together to improve mental health services for those in need in the Irving community.

Agencies should consider partnering with a local mental health provider or network of providers to enhance services. IPD collaborated with a local mental health provider, Integrated Behavioral Health Services (IBHS), to set up an outpatient clinician office in Irving, the first such facility within city limits. IBHS provides significant support to the IPD's microgrant work. The facility is not a clinic per se, but an office with one provider. When the IPD refers a patient to IBHS, the clinician is generally able to see them within 48 hours. IBHS also offers telemedicine, which allows patients to be in touch with a psychologist when the on-site clinician is not available. Telemedicine can significantly increase the accessibility of mental health services for community members.

The North Texas Behavioral Health Agency also worked with the IPD to provide funding for services for indigent individuals. The health agency now has a staff member

dedicated to serving as a jail manager and care coordinator for some of the people involved in mental health calls for service. The partnership has allowed the dedicated clinician to focus more on calls for service and requests for support from patrol officers.

Finally, the IPD provided the Irving Fire Department with a referral team to alert the BHLT when someone who received fire department services could benefit from mental health services, but mental health concerns were not necessarily the reason for the emergency call. The fire department began using the form in the spring of 2019.

#### Identify funding sources to sustain microgrant programs and initiatives

Law enforcement agencies should apply for funding from other sources to support and sustain microgrant efforts. Because of the need for additional mental health services in Irving, the grant coordinator reported that it has been challenging to fully fund the program to serve every individual in need using only the microgrant funding. The department secured two additional grants to support the program. A COPS Hiring Program grant supported the dedicated clinician, and a Justice and Mental Health Collaboration Program (Category 2 Strategic Planning for Law Enforcement and Mental Health Collaboration) supported the efforts of the BHLT, including training for officers. The IPD had hoped to engage the University of Texas at Dallas to conduct a rigorous evaluation of the program to document outcomes and make the case for additional funding. Unfortunately, the IPD did not receive grant funding to support this effort. Agencies implementing BHLTs should consider whether additional funding is available to supplement the original source of funding and sustain programming.

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# Madison Police Department Resiliency Program

## Madison Police Department, Wisconsin

### Overview

When the Madison (Wisconsin) Police Department (MPD) applied for the microgrant, the State of Wisconsin promoted officer wellness and safety programming largely focused physical fitness with limited content that specifically addressed the adverse impacts of the stress resulting from a law enforcement career. This is a reactive type of training model, with limited emphasis on preventative strategies intended to reduce the adverse psychological and physiological effects of sustained exposure to the often unpredictable and volatile nature of police work. The State of Wisconsin has since transitioned to programming that mandates wellness content for pre-service academy training, but there remains no post-academy training requirement.

Recognizing the need for additional training to address the health of their officers, the MPD integrated additional wellness content into a department-wide in-service training in 2008, designed to educate officers on the adverse health impacts of the profession on officers and their families.<sup>9</sup> At the same time, the City of Madison also began to offer a suicide prevention program through its Employee Assistance Program (EAP), focused on providing mental health support to first responders. While these programs were an important first step

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9. Kevin M. Gilmartin, *Emotional Survival for Law Enforcement: A Guide for Law Enforcement Officers and Their Families* (Tucson, AZ: E-S Press, 1999).

toward comprehensive mental wellness programming, they did not provide the tools necessary for building resilience necessary to strengthen officers' abilities to work collaboratively with community members and increase community-wide social cohesion.

The MPD therefore proposed to build a comprehensive program of stress reduction and resiliency through the implementation of the HeartMath Resilience Advantage (RA). The RA is an evidence-based training system to improve officers' emotional well-being, stress coping, and interpersonal skills. It teaches techniques to self-regulate the natural human emotions and physiological responses to stress so these reactions do not negatively influence the next interaction. The use of the RA program represents a proactive approach for officers to build critical performance skills before a critical incident or the long-term stresses of policing take hold. Research demonstrates that RA improves sleep, quick judgment, decision-making, adaptive thinking, the ability to maintain composure in challenging situations and environments, and the capacity to reestablish normal composure after stressful incidents.<sup>10</sup>

### Program delivery and accomplishments

The MPD began delivering the RA program to the pre-service academy recruits in September 2017 using existing MPD training funds. Microgrant funding supplemented these efforts and allowed the department to train and certify three additional HeartMath RA certified organizational trainers, acquire 71 additional emWave2 training devices, and deliver RA programming content to commissioned officers. The emWave2 is a hand-held device that employs an earlobe sensor to monitor changes in heart rate coherence while the user

**GOAL:** To improve officer wellness and make them more resilient to better perform their law enforcement duties while staying mentally and physically healthy.

**OBJECTIVE:** To effectively deliver the Resilience Advantage stress reduction program to 135 MPD officers in the field (outside of the pre-service academy setting) during the grant project period. Grant funding will allow us to deliver this programming content to commissioned officers by providing the infrastructure to institutionalize the practices in the organization.

practices the breathing techniques imparted in the RA class. The emWave2 is an advanced heart rate rhythm monitor, which depicts the user's emotional state using colored light on the screen. The device is portable and has a visual breath pacer with user feedback on the level of coherence (REF).

MPD provided two classroom hours of introductory training material to all commissioned officers (n=375) during a mandatory in-service training session. This training covered the value of resiliency training and introduced basic techniques using the emWave2 training device, which gives users instant feedback on performance during practice sessions.

The second phase of the program evaluation forums used small group training to deliver the remaining elements of the RA program. Prior to starting these training sessions, the Personal and Organizational Quality Assessment (POQA) pre-survey was administered to all officers who received the entire six-hour RA program (n=189). The POQA is a 52-question survey instrument that classifies responses into four areas that define qualities that impact health and job performance: (1) emotional vitality, (2) organizational stress, (3) emotional

10. Rollin McCraty and Mike Atkinson, "Resilience Training Program Reduces Physiological and Psychological Stress in Police Officers," *Global Advances in Health and Medicine* 1, no. 5 (November 2012), 42–64, <https://journals.sagepub.com/doi/pdf/10.7453/gahmj.2012.1.5.013>.

stress, and (4) physical stress. After the completion of the eight-week practice period using the emWave2 devices, officers completed the POQA a second time to collect data for pre- and post-training comparisons. Officers submitted their survey responses via an online portal directly to HeartMath. HeartMath collated the raw data and provided the summary file to the MPD's outside evaluator, Dr. Sandra Ramey, to determine the efficacy of the RA program in Madison.

### Lessons learned

The MPD collaborated with Dr. Sandra Ramey of the University of Iowa to conduct a robust evaluation of the process to employ the RA program in Madison. Dr. Ramey and MPD's lead for the microgrant program, Captain Mary A. Schauf, MSED, WI-CPM, developed the evaluation methodology and documented findings (both quantitative and qualitative) in a report titled *Practical Considerations for Deployment of the HeartMath Resilience Advantage Training for Police Officers: Madison Police Department Madison, WI*. This report and the periodic telephone interviews conducted by CNA form the basis of the lessons learned pertaining to the program implementation presented below.

#### Consider using a train-the-trainer approach for programs requiring content certification to defray costs

For this grant, the MPD sent three commissioned officers for training and certification by HeartMath in teaching the RA curriculum. These certified trainers then returned to MPD to provide training in the RA program to MPD officers. This train-the-trainer model made the program cost effective for MPD by building an internal capacity to train and allowed for the needed flexibility in scheduling. Ultimately, it contributed to the long-term

sustainability of the training model. Moreover, because the trainers were commissioned officers, they were able to offer first-hand information about the integration of the RA techniques into their own policing experience and offer suggestions for strengthening implementation. As specially trained officers, they also had credibility among MPD officers because they had a first-hand understanding of their concerns and experiences.

#### Providing training to field training officers helps to reinforce healthy practices throughout the department



The MPD opted to train all of its field training officers (FTO) in the full RA program. This approach allowed the MPD to enhance their program by having trainers with the field with the necessary experience necessary relate the material to officers using real-world examples and scenarios. To customize the training for the specific needs of the department, the program leads asked the training team sergeant to develop an MPD-specific training module that incorporated the use of RA techniques, coupled with a student-centered learning approach. MPD leadership believe that this method allows their FTOs to improve their coaching and mentoring related to new officer stress, both in the classroom and in the field-training environment. FTOs are encouraged to coach and mentor newer officers to use the RA techniques throughout their shift (e.g., before calls for service, and other training experiences).

Microgrant leadership at MPD noted that training officers in resiliency in the academy (or as soon as possible thereafter) encourages officers to integrate these skills and techniques into their daily routines and foundational career skillsets. Officers tend to be more receptive to new concepts earlier in their careers.<sup>11</sup>

11. Colleen Copple et al., *Law Enforcement Mental Health and Wellness Programs: Eleven Case Studies* (Washington, DC: Office of Community Oriented Policing Services, 2019), <https://cops.usdoj.gov/RIC/ric.php?page=detail&id=COPS-P371>.


**Table 9. Madison Police Department microgrant accomplishments**

This table provides a detailed summary of the site’s completion of the activities proposed to the COPS Office as part of its microgrant program.

<p>Status</p> 	<p>Proposed Activity</p> <p><b>Identify trainers (competitive process); complete Heart-Math training for instructors</b></p>	<p>Details</p> <p>To be effective, MPD needed three additional RA certified organizational trainers. The three trainers completed the RA training certification in January 2018.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p><b>Spring in-service (two hours); all commissioned personnel</b></p> <p><b>Deliver full training curriculum to training team, investigative services detectives, peer support team, SWAT, field training officers, SET</b></p>	<p>Details</p> <p>The grant project effectively delivered the full six-hour RA stress reduction program to 135 MPD officers in the field (outside of the pre-service academy setting) and to train 357 commissioned officers in the basic benefits and techniques of the RA program using the abbreviated two-hour version of the RA program.</p> <p>At the mandatory spring 2018 in-service, 357 commissioned officers received the two-hour block of RA introductory training. This abbreviated training covers the basic benefits and techniques of the RA program as well as the value of resiliency training and introduced basic techniques and the emWave2 training aid, which gives the user feedback on performance during practice sessions. All trainers delivered the same curriculum materials taken from the instructor training received from RA.</p>

Continues on p. 45

Table 9. Madison Police Department microgrant accomplishments *cont'd*

Status	Proposed Activity	Details
	<p><b>Conduct focus group review</b></p>	<p>Collaborating with Dr. Ramey from the University of Iowa, the MPD was able to execute an evaluation of the RA Program. Dr. Ramey invited all officers trained in the full RA program, both pre-service and full-duty (n=222), to participate in the focus groups; 51 officers participated. The focus group sessions were followed by the completion of all of the training and practice sessions. Officers received compensation for their time if they attended a focus group during a nonduty time. Registration was managed using the MPD’s web-based training sign up system. Focus groups were conducted over two consecutive days (both afternoon and evening sessions), followed by a second full day. Each session lasted approximately 30 minutes.</p> <p>The focus groups were used to collect qualitative data to compliment (and in some cases to help explain) the quantitative analysis of the POQA. Using theme extrapolation, Dr. Ramey provided feedback on MPD officer’s experiences with the emWave2 device, and the RA program techniques and overall utility of the program. According to the officers who participated in the focus groups, completion of the RA training allowed them to develop new habits, including (1) slowing down when making decisions; (2) using mindfulness, especially around difficult people or situations; (3) breathing during and after stressful situations to personally solve problems in stressful situations; and (4) and use of positive imagery.</p>

**Long-term program success and sustainability is dependent on leadership buy-in**

The long-term success and potential of the RA program is dependent on the organization's leadership. This leadership extends through the organization, from the top agency executive, who authorizes funding for training and equipment expenditures, to the sergeants and FTOs who provide positive reinforcement of the practices and language of the program during fieldwork. MPD leadership supports the RA program in its efforts to build resilience, improve operational performance under stressful conditions, and address the work place stress for law enforcement. Nonetheless, implementing the training to mid-size and large departments remains a challenge both fiscally and technically. In order to sustain the project, the organizational leadership needs to both the program components and techniques and actively encourage officer participation.

**Review your agency's data policies and equipment capabilities before purchasing new technologies**

At the time of MPD's microgrant application, there were two options for training devices: (1) RA application for smart phones or other electronic devices called the Inner Balance and (2) the emWave2. The Inner Balance tool requires the user to upload an application to their smartphone or to a computer. The MPD opted for the emWave2 because, at the time, MPD officers were not issued smartphones for job-related functions. In addition, uploading the data to MPD's network would have

required both the technology and City legal oversight staff to approve the end user agreement license (EULA), which would have delayed the program implementation. The MPD opted for the emWave2 due to the ability to use the device without connecting to network-based computer resources.

**Be prepared to reconcile program training schedules and requirements with competing staffing allocation priorities**

The MPD, like many other law enforcement agencies throughout the country, is experiencing staffing shortages for a variety of reasons, including millennial perception of law enforcement and retiring baby boomers.<sup>12</sup> Often, commanders need to weigh officer's training needs against their public safety staffing requirements. Originally, the MPD had planned to provide RA training in the first half of 2018. However, because of staffing constraints, the department scheduled all "nonessential" training for the second half of the year. While necessary, the shift had cascading impacts on the rollout of the RA training program.

The initial training plan called for staggering training times in order to ensure that the participating officers would have access to the limited emWave2 training devices. Due to the shortened timespan for training, the final group of officers did not have access to the emWave2 devices for practice. While the officers received the full RA curriculum, they did not get the biofeedback to help them identify when they are successfully implementing the learned techniques.

12. Chuck Canterbury, national president, Fraternal Order of Police, "Challenges Facing Law Enforcement in the 21st Century," testimony before the Subcommittee on Crime, Terrorism, Homeland Security, and Investigations of the Committee on the Judiciary, U.S. House of Representatives, May 17, 2017, <https://docs.house.gov/meetings/JU/JU08/20170517/105964/HHRG-115-JU08-Wstate-CanterburyC-20170517.pdf>; James P. McDonnell, sheriff, Los Angeles County Sheriff's Department, "Challenges Facing Law Enforcement in the 21st Century," testimony before the Subcommittee on Crime, Terrorism, Homeland Security, and Investigations of the Committee on the Judiciary, U.S. House of Representatives, May 17, 2017, <https://docs.house.gov/meetings/JU/JU08/20170517/105964/HHRG-115-JU08-Wstate-McDonnellJ-20170517.pdf>; Alonzo Thompson, chief, Spartanburg (South Carolina) Police Department, "Challenges Facing Law Enforcement in the 21st Century," testimony before the Subcommittee on Crime, Terrorism, Homeland Security, and Investigations of the Committee on the Judiciary, U.S. House of Representatives, May 17, 2017, <https://docs.house.gov/meetings/JU/JU08/20170517/105964/HHRG-115-JU08-Wstate-ThompsonA-20170517.pdf>.

In hindsight, having the emWave2 training devices data may have added significant value to the information obtained and evaluation conclusions on the efficacy of the program.

**Consider making participation in post-training evaluation efforts mandatory**

The MPD used its internal web-based training sign up system to schedule training. Training managers sent the survey registration link with a request to participate in focus groups to all participants on several different occasions. Despite these efforts, likely, because participation in the focus groups was not viewed as mandatory, only 23 percent (51 of the 222) of eligible officers participated in these sessions. Because the evaluation required the triangulation of the quantitative pre- and post-test data collected in the POQA and the qualitative data collected in the focus groups, the findings are not as strong as they could have been with a larger response rate. Regardless of the limited participation, the focus group data still helped to identify lessons learned regarding the techniques and tools employed in the RA program and gave voice to the membership to improve the program.

Focus group participants responded to a series of pre-determined questions in the form of an interview guide to help to identify ways to help reinforce or build on the training. Most frequently, officers indicated a need to emphasize the importance of incorporating the training into the officer's work and home life. The participants also noted that it would be helpful to

- have trainers and supervisors continuously remind participants to breathe at in-service and when on the job;
- provide refresher modules at in-service and at annual training events;

- incorporate RA training as part of the curriculum/training at the Academy;
- ensure that all levels of the departmental administration are on board and incorporate the tools taught, especially heart-focused breathing, into daily work including breaks.

The recommendations captured during the focus group sessions will be extremely helpful to the MPD as the department continues to grow and sustain their commitment to officer resiliency. Requiring participation in the post-training evaluation efforts, such as focus groups, would allow MPD to gather the feedback necessary to ensure that it is meeting the needs of their officers and achieving program goals and objectives.

**Identify and plan to address concerns around collecting officer's personal information and data**

Early in the planning of the RA project, there were concerns regarding plans for protecting officers' personal data. Officers were concerned that data would be personally identifiable and that it could be open to internal supervisory review or public records requests. Ahead of the program launch, the MPD planners discussed these concerns with their legal counsel, union leadership, and the chief's office to mitigate any unforeseen issues with protecting officer's personal information. One of the main reasons that MPD chose the emWave2 was its ability to display learner feedback in a manner that did not require data capture or storage by the department.

Departments looking to collect this type of data should discuss and have solid plans to address officers' concerns prior to program implementation. The MPD found that some of their officers had concerns regarding future use of the data. Officers needed assurance that personal data collected from practice sessions is not eligible for release as part of an open

records request. The MPD also provided an extra layer of assurance through Dr. Ramey's third-party evaluation of the program. This independence and objectivity helped to reassure officers that their information would be anonymous and kept confidential.

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# Akicita Native American Law Enforcement Recruit Development Program

**Rapid City Police Department, South Dakota**

## **Overview**

In Rapid City, South Dakota, the police department faces the challenge of hiring and retaining a sufficient number of officers to meet community needs while simultaneously attracting a diverse workforce that reflects the racial demographics of the community. The 2017 Microgrant to the Rapid City Police Department (RCPD) funded the Akicita program, a mentoring program for Native American students enrolled in the Associate of Applied Science degree programs in criminal justice at Western Dakota Technical Institute, a local community and technical college. The Akicita program, which launched in the fall of 2018, provides academic support for criminal justice students and pairs Native American students with a mentor from the RCPD, the Pennington County Sheriff's Office (the county in which Rapid City sits), or tribal police agencies.

The program is beneficial for both students and the department. The mentoring program provides professional guidance to Native students and increases their engagement with law enforcement careers while serving as a recruiting tool for increasing the number of Native officers on the police force. Statewide retention challenges in South Dakota are due to low overall unemployment, a perceived lack of advancement opportunities, discomfort with long shifts and

on-call periods, and negative public discourse around police officers.<sup>13</sup> In addition, agencies struggle to recruit female and racially diverse officers, particularly Native American candidates. According to recent U.S. Census figures, 11 percent of the population in Rapid City is Native American.<sup>14</sup> Yet, at the start of 2019, only three of 128 RCPD officers were Native Americans. Of the 98 deputies on staff at the Pennington County Sheriff's Office, only one was Native.<sup>15</sup>

Another key goal of the program is to increase the level of trust between police department and local residents through mentoring relationships. In Rapid City and communities throughout South Dakota, there is often a deep-rooted generational mistrust between the Native American community and that of law enforcement, which stems from past mistreatment of the Lakota people by the U.S. Government. This historical trauma creates trust and legitimacy challenges for Rapid City law enforcement, because line officers on the street can be associated with the Federal Government and perceived with mistrust.

In a January 2019 news story on the Akicita program quoted Don Hendrick, assistant chief and program mentor. Hendrick told reporters, "Historical trauma is a real issue for our community, and we need to acknowledge some of the truths from the past that have impacted our community. Some Native Americans might be hesitant to join our department [because of] law enforcement

being a symbolic representation of generational mistrust. Building bridges is something we are continuously working on with programs like the Collective Healing Initiative, trauma-informed policing trainings, and the Akicita mentorship program."<sup>16</sup>

## Lessons learned

### Postsecondary institutions and law enforcement agencies should collaborate to recruit participants

As in Rapid City, law enforcement professionals and college admissions or departmental representatives should work together to recruit students to participate in the program. They can do so by attending college recruitment events together or hosting joint events to promote the program. Prior to the fall 2018 semester, RCPD representatives collaborated with the college to recruit students for the program. Representatives from the RCPD attended college fairs at high schools with Western Dakota Technical Institute admissions representatives both locally and on Native American reservations. The partners hosted an on-campus open house and tour during which Native students and their parents could meet with representatives from the RCPD and the college to discuss both the criminal justice associate's degree program and careers opportunities in law enforcement. Finally, program representatives attended and gave presentations educator conferences and local Native American cultural events and celebrations, such as powwows.

13. Bart Pfankuch, "Police Agencies in South Dakota Struggle to Recruit, Retain Officers," South Dakota News Watch, last modified April 10, 2019, <https://www.sdnewswatch.org/stories/police-agencies-in-south-dakota-struggle-to-recruit-retain-officers/>.





14. "QuickFacts: Rapid City city, South Dakota," U.S. Census Bureau, accessed June 22, 2020, <https://www.census.gov/quickfacts/rapidcitycitysouthdakota>.

15. Arielle Zions, "Student Finds Passion for Policing at WDT and Native Mentorship Program," Rapid City Journal, last modified January 27, 2019, [https://rapidcityjournal.com/news/local/student-finds-passion-for-policing-at-wdt-and-native-mentorship/article\\_e92a3e0b-fdaa-5f60-a366-7ebdb942b033.html](https://rapidcityjournal.com/news/local/student-finds-passion-for-policing-at-wdt-and-native-mentorship/article_e92a3e0b-fdaa-5f60-a366-7ebdb942b033.html).

16. Zions, "Student Finds Passion" (see note 15).

**Table 10. Rapid City Police Department microgrant accomplishments**

This table provides a detailed summary of the site's completion of the activities proposed to the COPS Office as part of its microgrant program.

<p>Status</p> 	<p>Proposed Activity</p> <p><b>Establish Akicita services on campus in hopes of increasing enrollment and retention.</b></p>	<p>Details</p> <p>The mentoring and academic support programming officially launched in the fall of 2018. The Akicita Membership and Recruitment Program employs a full-time program support specialist to conduct recruitment and candidate support. Native Americans and other community stakeholders provided input on the hiring process. The program has also began collaborating more closely with Native Americans who are willing to hold workshops and events for students. The RCPD hired a part-time cultural liaison, a retired Native American officer, to provide cultural and historical information to fellow officers. Two Native American officers are serving as mentors.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p><b>RCPD and WDT Akicita mentorship and recruiting program.</b></p>	<p>Details</p> <p>The RCPD partnered with the local technical college, Western Dakota Tech (WDT), to create a mentorship program that began in Fall 2018 with 21 WDT criminal justice students. The Akicita Membership and Recruitment Program staff worked with enrollment services staff and student success coaches on campus to track students' success and provide them with additional personalized support. Together, the RCPD and college partners follow up with students regularly to identify academic issues early, before they result in academic probation or more severe consequences.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p><b>Student Recruitment</b></p>	<p>Details</p> <p>The RCPD promotes the Akicita Mentorship and Recruitment Program through college fairs at high school, on-campus special events and tours, educators' conferences, and Native American cultural events. Officers have even begun to recruit Native students from nearby states.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p><b>Akicita Mentorship and Recruitment Program to Native American Criminal Justice students</b></p>	<p>Details</p> <p>The RCPD and WDT will continue the partnership to officer the Akicita Mentorship and Recruitment Program to Native American Criminal Justice students with programs including an annual law enforcement recruiting event with an emphasis on Native American recruitment.</p>

### Engage law enforcement partners in mentoring activities

The RCPD chose to partner with the Pennington County Sheriff's Office to increase the number of law enforcement mentors available to Akicita participants. Other agencies should also consider whether other sheriffs' departments, law enforcement agencies in neighboring districts, or state or federal partners would be interested in participating. The Akicita program served 54 students during the 2018–19 school year, 30 of whom requested law enforcement mentors. The majority of mentors work for the RCPD, but sheriffs' deputies and tribal law enforcement officers also serve as mentors. Students maintain regular contact (sometimes weekly) with their mentors, who provide participants with information about a variety of law enforcement careers. In December, the RCPD and Western Dakota Technical Institute began offering formal programming to students. On December 6, 2018, the Akicita program hosted a formal luncheon for program participants and their mentors featuring speeches by RCPD leadership and other local law enforcement officials.

### Design the program in collaboration with tribal members to increase buy-in

Tribal buy-in is key to ensuring the success of programs designed to strengthen Native American recruiting efforts. The RCPD collaborated closely with the its Community Advisory Committee in developing and implementing the Akicita program and solicited feedback from other members of the local Native American community as well. The department established the Community Advisory Committee in 2016 to further its goal of improving community relations, building trust, and staffing a department that is culturally and racially diverse to reflect the population it serves. Through feedback from community meetings and focus groups, the

RCPD learned that many Native American youth are interested in law enforcement careers, but their friends and families do not necessarily encourage them to enter criminal justice fields.

The RCPD and the Community Advisory Committee worked with Western Dakota Technical Institute to design an educational support program for Native students in law enforcement. The program consists of five pillars of support (academic, cultural, familial, personal, and professional).

Through consultation with Native community leaders, the partners worked to design the Akicita program so that it is culturally relevant and honors students' Native heritage. This approach is designed to set high academic expectation, revitalize honor for serving in law enforcement, secure and protect Native Americans in the context of a career in law enforcement, and encourage Native families to participate in and support their students' law enforcement aspirations. A parallel goal of the program is to increase retention of Native American students in the Western Dakota Technical Institute's criminal justice associate's degree programs, which has historically been low.

Buy-in from tribal community leaders and families helps the Akicita program achieve its goals. Input from other Native American stakeholders has been critical to the design and successful launch of the Akicita program. At the launch of the program. The RCPD gathered input from the Native American community through the Community Advisory Committee. Native stakeholders were involved in hiring the current program support specialist, and the RCPD hired a part-time Native liaison to help non-Native officers develop a better understanding of local Native American cultural practices. In addition, the Akicita program engaged Dr. Craig Howe,

the director of the Center for American Indian Research and Native Studies, a nonprofit research center focused on advancing knowledge and understanding of American Indian communities and issues important to them.<sup>17</sup> The center includes an exhibit on cultural awareness and the historical trauma of Native American people. The Akicita program coordinated with Dr. Howe to plan an exhibit walk-through and listening session for mentees.

#### Establish a foundational relationship between participants and their mentors to increase retention

Full program implementation was delayed by several months. The RCPD originally attempted to implement a program approach that was not personalized to students' needs. Therefore, program administrators did not fully establish trust between participants and their mentors. The original program was not student-centered and treated student participants as a homogenous group. For example, the program relied on students and their mentors to schedule a ride-along, a primary focus of the original design, without establishing a foundational relationship between mentors and students first. The student retention rate in the program was low. RCPD contacts realized that they needed to focus on relationship-building first. Now, mentors act as coaches for students. Building trust was key to establishing a successful program. The program is crafted around students' interests and ensuring their academic success.

#### Incorporate supports to retain students and ensure their academic success

The Akicita program partners collaborated to develop strategies to sustain students' interest in law enforcement careers, retain students in the criminal justice program, and ensure their academic success. The program incorporates strategies to help reverse the historically

low Native American student retention rate. Academic support specialists check in with students on a regular basis to help ensure their academic success. Akicita services are personalized. Akicita program mentors and staff work with student services and on-campus student success coaches at Western Dakota Technical Institute to track students' progress toward a degree and determine what additional academic and social supports they might need. In addition to providing students with mentoring services, the program's full-time support specialist is available to attend academic meetings with students and their families and facilitate connections to support services on campus for students. Law enforcement agencies that implement similar programs should consider how they can collaborate with student support services professionals at postsecondary institutions to ensure students' continued engagement with the program.

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17. "Mission," Center for American Indian Research and Native Studies, accessed June 22, 2020, <https://www.nativecairns.org/CAIRNS/Mission.html>.



# Law Enforcement Intervention Focusing on Education Program

**Richmond Police Department, Virginia**

## **Overview**

In April 2015, the Center for Public Integrity released a state-by-state examination of the rates at which K–12 students were referred to the criminal justice system. The report’s authors found that Virginia had a high rate of student referral to law enforcement in the country (15.5 percent). Students from high poverty neighborhoods were disproportionately likely to be referred to law enforcement, many for minor offenses.<sup>18</sup> Of the 149 students arrested by the Richmond Police Department (RPD) in 2015, 49 were arrested for behaviors such as not sitting down in class or using profanity with a teacher.

In response to the report, the RPD applied for microgrant funding to develop and implement the Richmond Law Enforcement Intervention Focusing on Education (LIFE) Program. LIFE is a diversion program for youth at risk of becoming involved with the criminal justice system. The program is designed to foster positive relationships between at-risk youth, police officers, school staff, and parents. Youth in the program participate in a series of educational modules facilitated by RPD school resource officers (SRO).

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18. Chris Zubak-Skees and Ben Wieder, “A State-by-State Look at Students Referred to Law Enforcement,” in *Virginia Tops Nation in Sending Students to Cops, Courts: Where Does Your State Rank?*, The Center for Public Integrity, last modified February 19, 2016, <https://publicintegrity.org/education/virginia-tops-nation-in-sending-students-to-cops-courts-where-does-your-state-rank/>.

Participants who successfully complete the program have their criminal charges dropped and are diverted from the criminal justice system. The program takes place three times per year: in the fall, winter/spring, and summer. It is generally offered at a central location, such as the police training academy. Sessions are held on Saturdays during the school year and Fridays during the summer. Overall, the program has served more than 200 students since its inception in 2016.

The program is designed to strengthen trust between youth participants and officers and present youth with constructive alternatives to criminal activity. The program includes nine workshop sessions on topics including strategies for resisting peer pressure, substance abuse avoidance, conflict resolution, and gang participation. Throughout the program, LIFE incorporates activities designed to strengthen students' communication and teamwork skills.

The referral process for the program has changed since its inception. Originally, school resources officers referred students to the program. Under that structure, many of the student perceived the program as voluntary and did not attend regularly. The RPD now partners with the 13th District courts to refer students who commit certain misdemeanor crimes to the program. Intake officers have discretion to divert youth from the criminal justice system if they agree to participate in the LIFE Program. Other program partners include ChildSavers, a Richmond-based juvenile mental health provider; the Greater Richmond SCAN; and Challenge Discovery, a ropes course where participants take part in team-building activities. Virginia Commonwealth University (VCU) serves as the research partner and external evaluator for the program.

To sustain and supplement funding for programming, the RPD applied for and received a grant from the Virginia Department of Criminal Justice Services. It provides funding to support enhancing the curriculum

and providing incentives to students, such as field trips, cooking classes, and other new experiences. The police department budget also provides supplementary funding for the program.

LIFE Program leadership have received positive feedback from both student participants and officer facilitators. Youth participants indicate that their views of police officers are much more positive at the end of the program than the beginning because they had the opportunity to get to know officers as people and had so many positive interactions with them. At the conclusion of the program, youth participants reported positive views toward school, parents, teachers, and LIFE Program officers.

## Lessons learned

### The specific needs of students vary by session




Through the implementation of the LIFE Program, facilitators learned that the specific needs of the participants vary depending on students' background. Some students have basic needs, such as food insecurity or a lack of seasonal clothing. The grant requirements limit the program administrators' ability to use funds to purchase necessities. Nonetheless, program staff members try to find alternative funding streams to ensure these basic needs can be filled.

Program leadership often modify or revise the curriculum for the specific students who are enrolled in a session. The RPD recently conducted a session for young people already in a juvenile correctional facility. These youths had different needs than students who are not yet involved in the system. Some sessions are predominantly male, while others target students from high crime neighborhoods. The team adjusts the curriculum to serve the needs of each population.



**Table 11. Richmond Police Department microgrant accomplishments**

This table provides a detailed summary of the site’s completion of the activities proposed to the COPS Office as part of its microgrant program.

<p>Status</p> 	<p>Proposed Activity</p> <p><b>Develop and implement a diversion program intended to divert youth who commit nonviolent misdemeanors from the criminal justice system.</b></p>	<p>Details</p> <p>The RPD developed the LIFE Program based of the Teens and Police Services (TAPS) Academy program in Texas. LIFE Program participants attend nine sessions facilitated by school resource officers and community partner organizations that cover topics such as respect for self and others, gang diversion, and substance abuse prevention. Students also receive mentoring from school resource officers.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p><b>Develop stronger relationships between school resource officers and students.</b></p>	<p>Details</p> <p>In post-program surveys, students reported that LIFE improved their perceptions of police and increased their level of trust in program officers. Officers reported that the program also increased their morale because they felt as though they were having a positive impact on students.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p><b>Reduce in-school juvenile arrests.</b></p>	<p>Details</p> <p>Program administrators have yet to track whether LIFE Program participants have become involved in the criminal justice system subsequent to their participation in the program. Changes in the Richmond Public School system administration have thus far prevented the program from accessing that data.</p>

**Ensure that the department takes ownership of the diversion program**

The RPD has taken full ownership of the LIFE Program and contributed departmental resources to ensure its success. The department has focused on intentional programming and strategies for engaging students who have behavioral problems, such as programming through the partnership with ChildSavers.

The department created and staffed a full-time LIFE Program director position. VCU’s evaluation of the program found that hiring a full-time program director improved the stability and consistency of program implementation.

**Engage school resource officers to serve as mentors for students**

Through the program, each participating youth is matched with a school resource officer, who serves as the student’s mentor. The one-on-one relationship helps strengthen students’ buy-in into the program and increases their comfort with the police. Through the mentorship, the officers can have conversation with students in a more informal environment. An unintended consequence of the program is that it has increased school resource officers’ resilience and morale. Officers who entered the profession with the goal of making a difference feel like they are doing so through the LIFE Program.



# Using Natural Language Processing to Drive Business Intelligence and Data Analysis

**Rochester Police Department, New York**

## **Overview**

The Rochester Police Department (RPD) microgrant funded a demonstration project to employ text mining and analysis with the goals of increasing the efficacy of crime analysis and strengthening command-level decision making. Each year, the RPD produces more than 30,000 crime reports and 10,000 field intelligence forms. Each of these reports includes standard data fields that generate structure data, but the department has been limited in its capabilities to synthesize and analyze narrative texts within reports and forms. Consequently, the RPD relied on manual review of reports to develop complete analytical products. Outside of the field of law enforcement, text-mining technology had led to advances in abilities to synthesize and analyze large amounts of qualitative data. The RPD sought a way to apply lessons learned from other fields to systematically extract and analyze data from standardized reports.

The four goals of the microgrant proposal were as follows:

1. Improve understanding of the scope and nature of text mining through natural language processing techniques, especially as it relates to common criminal justice data.
2. Design text mining algorithms that create new datasets from previously unstructured narratives.
3. Create a product suite that operationalizes the data collected from algorithms to drive decision-making.
4. Create, test, evaluate, and document a process for using natural language processing techniques in a law enforcement agency to share with other local law enforcement agencies.

The RPD partnered with the Rochester Institute of Technology (RIT) to identify and implement applicable text mining techniques, including natural language processing. RPD and RIT had collaborated in the past on project related to data-driven problem analysis. Text mining using natural language processing would allow the RPD to analyze the large amount of qualitative amount of data available in police reports and use it to assist with decision-making. Specific tasks could include identifying crimes to assign to investigators, crime patterns, and crime types not explicitly listed in the crime report's data fields. The RPD could also use narrative text to build datasets to further support operations and crime analysis, including text summarizations of serious crimes for later review and social network analysis to more effectively understand the relationships of people associated with crimes.

In the fall of 2018, the RPD hired an IT consultant to conduct optical character recognition (OCR) work on the use of force dataset and began working more closely with its research partners at RIT. Staff members from RIT and the RPD collaborated to develop a data format for the OCR process. They also developed a foundation for neurolinguistic formatting, a type of programming that identifies patterns within natural human language.

### Lessons learned

#### Software capabilities may limit the implementation approach

As of the spring of 2019, the RPD was working with a contract vendor who had experience conducting OCR-related work for city agencies. The RPD and its vendor partner experienced challenges with identifying software tools available to do the OCR analysis. Most standard fields in the forms are location markers, and it can be difficult to find a product to analyze those fields effectively. While the department was still working to find an effective software platform to efficiently develop NLP for crime analysis, it determined that it might not be able to use use of force reports for text analysis. Instead, the department might need to analyze another form for the pilot text analysis, such as criminal history or medical forms. RPD elected to file for another no-cost grant extension to resolve some of these technology-related issues, establish an effective software platform, and fully implement the program. Other departments that implement similar programs should consider a review of available technology options prior to identifying data inputs and program goals.

Jurisdiction-level leadership turnover may contribute to implementation delays

The RPD faced delays for grant implementation because of administrative turnover and requested a no-cost grant extension of one year early in the grant period. Because of leadership turnover in the city council, city government needed to reapprove the grant in May of 2018. Consequently, the planning process was delayed by one year. During this time, the RPD began coordinating with its information technology (IT) department, which pulled use of force data to use as a test case for the pilot program.

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# Officer Physical and Mental Health and Wellness

## Stockton Police Department, California

### Overview

Prior to the microgrant award, the Stockton Police Department (SPD) lacked the capacity to fully meet its the changing needs. The economic downturn in 2008 had a significant impact on both the city and the department, changing the day-to-day nature of officer's jobs. A citywide budget shortfall led to the loss of 100 police officers and reductions to city employees' benefit packages. Simultaneously, economic losses and fewer police officers on the streets contributed to a spike in violent crime in the city. The officer health and wellness resources in place at the time were insufficient to serve officers given the new job demands that they faced.



Recognizing the potential adverse impacts on their officers' health, the SPD worked to strengthen the psychological support services available to officers but did not have the bandwidth to provide fitness and nutritional services to promote overall wellness. In 2014, the SPD established the SPD Wellness Program, which combined the peer support, a police chaplaincy, and employee assistance program. The same year, SPD hired a contract psychologist to provide services to officers beyond evaluations related to officer-involved shootings. The department consolidated all of the psychological support systems to provide more focused, relevant mental health services tailored to the specific needs of employees. Yet the department still lacked sufficient physical fitness and nutrition to ensure that officers could effectively serve the community.

To address this, the SPD applied for microgrant funding to start a field-initiated officer wellness and resiliency program called Safety, Health, Resilience, Endurance, and Development (SHRED). SHRED’s primary objective is to advance community policing efforts by improving the mental and physical health of SPD officers. Microgrant funding allowed the department to formalize its relationship with the University of the Pacific and to develop the SHRED program based on the idea that officers would benefit from the same type of physical conditioning that student athletes receive. Together, the SPD and the university designed a 10-month wellness pilot program. SHRED combined the athletic and nutritional training program offered through the university with existing SPD wellness services to develop a comprehensive program.

Officers are enthusiastic SHRED program participants. The demand for the program exceeded its capacity. The microgrant-funded pilot program was designed to serve 10 percent of the force (50 officers), but more than 100 applied. According to the grant coordinator, “officers swear by the program.” Multiple officers have lost weight following their new fitness and nutrition regimens. One officer lost 40 pounds through the SHRED program. The SPD contracted with the National Police Foundation to conduct a formal evaluation of the program, but officers report anecdotally that the program has improved their health and fitness. Lieutenant Rodney Rego (ret.), who coordinated both the SPD’s wellness and recruiting and hiring efforts, found that the SHRED program has improved participants’ morale and overall job performance.

### Table 12. Stockton Police Department microgrant accomplishments

This table provides a detailed summary of the site’s completion of the activities proposed to the COPS Office as part of its microgrant program.

Status	Proposed Activity	Details
	<p><b>Collaborate with the University of the Pacific to offer a comprehensive wellness program that incorporates physical fitness and nutrition to increase the overall health of officers.</b></p>	<p>The SPD and the university partnered to develop the SHRED pilot program, which offered individual and group coaching, performance assessments every three weeks, nutritional counseling, and fitness evaluations. Grant coordinators at the SPD met weekly with leaders from the University of the Pacific to assess participation levels, program challenges, and overall program implementation progress. The pilot program served 50 participants in its first year and had a positive effect on agencywide culture related to health and wellness.</p>
	<p><b>The National Police Foundation will prepare an evaluation report that the SPD can use to support future funding requests.</b></p>	<p>The National Police Foundation analyzed a variety of variables on all SPD officers to determine the initial effectiveness of the SHRED program.</p>



## Lessons learned

Provide personalized wellness support to officers to allow officers to achieve individual goals

A hallmark of the SHRED program is that it is personalized to the specific needs of each officer. At the beginning of each workout, University of the Pacific trainers conduct an inventory of progress and areas that need improvement. The athletic trainers evaluate the police officers to find areas of weakness (where and how they are most likely to injure themselves). The coaches then design prevention plans for each officer, which include working out with athletic trainers at least three times per week. The factors that contribute to officers' weaknesses vary by officer. For some, they simply need to lose weight. Others do too much cardio or not enough cardio. Participants consult with trainers at the University of the Pacific every three weeks. Additional services available to participants during the program include workout facilities at the Stockton Police Officers' Association (SPOA), proactive monitoring and check-ins by the SPD police psychologist, SHRED workouts based on shift schedule. The personalized approach allows officers to work with trainers to set their own fitness goals and devise workable strategies to meet them.

The program (in partnership with the SPOA) also provides officers with discounts on healthy pre-packaged meals to help support a balanced diet. Additional pre-portioned meals are available for purchase at the officer's discretion. Officers who are challenged to prepare their own healthy meals can make an additional investment in the program. Other agencies implementing similar programs might consider whether tiered levels of service for nutrition programs are appropriate in their context.

Tap community partnerships to promote public safety to increase officer wellness capacity

It is common for law enforcement agencies to seek assistance in fighting crime through collaboration with community partners. However, it is rarer to tap into the other resources available to promote officer safety and wellness such as the athletic performance training. Through law enforcement recruiting work, officials from the SPD and the University of the Pacific began to brainstorm how the University of Pacific could support officer health. To develop the SHRED program, the SPD contracted with the NCAA Division I Athletics Performance Division at the university to conduct health, performance, and injury prediction evaluations for officers using state-of-the-art equipment generally only available to college athletes.

The SPD's partnership with the University of Pacific has helped to address gaps in the SPD's wellness programming. The relationship originally developed as part of the SPD's community outreach and recruiting efforts. Officers visited the university campus to meet with athletic trainers about their careers with University of the Pacific student athletes, who often express interest in law enforcement careers. The student athletes visited campus and participated in a "day in the life of a police officer" exercise. Simultaneously, select officers participated in a "day in the life of a student athlete" program, working with an athletic trainer and taking classes.

By drawing on the resources available through the University of the Pacific's NCAA Division I athletics program, the SHRED program has promoted a healthier and more resilient employee base. A balanced lifestyle promotes officer morale and efficacy, which

ultimately increases public safety. Other agencies would likely be able to leverage the resources of local universities in similar ways. However, the SHRED model may not be completely transferable to other contexts due to factors such as trainer and officer schedules. Agencies considering implementing similar programs should work with university partners to develop a program that works well in a local setting.

#### **UNIVERSITY PARTNERSHIP SERVES AS A FORCE MULTIPLIER TO PROMOTE OFFICER WELLNESS**

The SPD partnered with NCAA athletic trainers at the University of the Pacific to offer a customized fitness, nutrition, and health program to officers. The athletic training and physical fitness and nutrition guidance available through the university exceeds the capacity of the police department's wellness program and serves as a force multiplier. The relationship is mutually beneficial; student athletes have expressed interest in law enforcement careers, and working with the police department helps student athletes establish professional connections. "The University of the Pacific has been extremely engaged," said Lt. Randy Rego (ret.). "They wanted to start implementation before we got the grant, several times. We had to tell them to hold off until we officially got the funding."

#### **Consider the availability of workout equipment to promote participation**

Attrition has been the biggest challenge of SHRED program participation. By March 2019, 40 percent of the participants experienced challenges completing the three weekly workouts or had dropped out of the program altogether. The grant coordinators did not have a specific breakdown of how many stopped participating completely and how many were still in the program but were not making workouts regularly due to family, shift schedules, or other obligations.

Scheduling around the other obligations of the University of the Pacific has been a contributor to attrition. The officers have limited times when they can work out at university facilities because they share workout space with the student athletes. They have to work around the athletes' schedules or work out in small enough numbers that they are not in the way. Sometimes, the availability of the University of the Pacific trainer and facilities did not align with shift schedules. Law enforcement agencies implementing similar programs should consider whether alternative workout facilities are available that have more flexible schedules.

Another challenge for officers is not having a workout facility on site at police headquarters, and officers must travel to gyms to complete workouts. The two sites are in downtown Stockton (the university athletic facilities) and far northern Stockton. Lt. Rego (ret.) has heard from some officers that they stopped participating in the program because it is inconvenient to drive to either location from their station or residence.

In some cases, driving to the gym can take longer than the actual workout. He recommended that other local law enforcement agencies that are considering implementing a program similar to SHRED establish a central workout facility readily accessible to officers.

#### **Increase funding capacity through community partnerships**

Agencies can leverage funding support from police foundations and community organizations to support program components, such as meals. While the original SPD microgrant proposal included funding for pre-packaged nutritious meals, the request was outside the scope of

what the grant could fund. Nonetheless, training partners at the University of the Pacific advocated for nutrition as a key component of the program. Through its partnership with the SPD, the SPOA offered to cover discounted pre-prepared meals for officers participating in the program, as well as other officers who would like to strengthen their wellness. The partnership with the SPOA allowed the SPD to implement the SHRED program as intended. Other agencies should consider similar collaborations if faced with funding limitations.

#### Consider offering incentives to encourage officer participation in programming

In addition to the training sessions, SHRED officers participate in a customized training plan, logging their exercise, food and water intake, sleep patterns, and overall mental state. The original grant proposal specified that officers would use a mobile application, developed by a San Francisco Bay Area-based company called Sparta Science, to track these activities. However, since the program is voluntary, it has been difficult to incentivize officers to enter information. Departments implementing similar programs should consider incentive structures to encourage officers to use fitness mobile applications more regularly.

#### A wellness initiative—even if it serves a subset of sworn officers—can have a positive impact on agency culture

A larger benefit of the implementation of the program has been an agencywide shift in the culture related to health and wellness, even among nonparticipants. Quite a few officers and other staff who are not part of the program have independently begun their own wellness plans after seeing the positive results of the SHRED program for participants. An anonymous donor gave money through the SPOA to fund annual memberships

to a CrossFit gym, and a number of officers have taken advantage of that. There are also officers who have taken advantage of the reduced-priced pre-packaged meals. Officers are choosing to either bring their own meals or eat the pre-packaged meals rather than go out to lunch at unhealthy fast food restaurants, which was common before the implementation of the SHRED program. Police officers are discussing their physical fitness and their choices to engage in specific workout regimens. They are also discussing how they are approaching healthier eating. The collateral benefit for the entire agency is that there is no longer a stigma around striving for better physical fitness. Quantitative data also indicate that the SHRED program may be having a positive effect on participating officers' health and safety. Of the 70 officers who reported sprains and strains in 2018, only five were SHRED participants.

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# Model for Broad-based Engagement with Youth in Schools

**Tampa Police Department, Florida**

## **Overview**

Under the leadership of former Chief Jane Castor, the Tampa Police Department (TPD) partnered with the Policing Project at New York University (NYU) School of Law and the Steinhardt School of Culture, Education, and Human Development to develop, implement, and evaluate a new model for more broad-based engagement between youth and patrol officers. The TPD sought to engage students at a school where a large percentage of students needed to have a better working relationship with the police and strengthen their perceptions of officers' work in the community. Ultimately, the TPD chose to conduct the pilot at Chamberlain High School.

The goal of the Police-Youth Engagement Program was to empower youth voices around policing. The program encouraged youth and police officers to develop a mutual connection and jointly solve a problem in their communities. The engagement program prioritized youth empowerment and youth voices in problem solving.

The Police-Youth Engagement Program brought together a “committee” of high school aged youths and patrol officers from their neighborhoods, which was facilitated by a university academic. Over the course of several sessions during a school semester, students and officers had the opportunity to share and discuss perceptions of the police, as well as how young people would like

to see the police department operate in their communities. In the beginning of the semester, police and youth got to know one another through an in-depth interviewing technique called transformative interviewing. Through transformative interviewing, police officers and youth learn more each other through open-ended interview questions designed to elicit human understanding.

Following the transformative interview process, officers and students worked together to refine their understanding of problems facing police and youth in the community and to make a policy recommendation to the chief of police regarding how to address a specific problem. As part of the problem-solving process, the committee made presentations in every ninth grade English class to provide a forum for a wider body of students to share their experiences with police officers and provide feedback on how they would like to see officers interact with youth.

The program participants identified three key problems: (1) Officers and youth need more opportunities to interact in nonenforcement environments; (2) these two groups needed additional opportunities; and (3) the police and youth populations need to overcome negative biases that each group has about the other. Students and officers researched potential ways to address these problems by learning about the types of programming that had been implemented in other jurisdictions. They eventually decided to develop a program called “meet-along, ride along” in which youth and police officers would get to know a specific neighborhoods from one another’s perspectives. Youth would ride along with officers on patrol to better understand the issues that they face. Police officers would meet young people’s families

and other key community members. Then, police and youth participants would reconvene to discuss police and community relations. The Youth Engagement committee members, both officers and students, presented this proposed “meet-along, ride along” program to police officers, school officials, and student leadership at the conclusion of the semester.




The program provided benefits for participating youth, officers, and the high school that the students attend. Youth developed positive relationships with the police through getting to know them personally. Post-program surveys found that youth increased their levels of respect for and trust in the police. They were also more likely to call police to report a crime or public safety issue in their communities. Participating officers found the Engagement Program extremely beneficial. It provided an opportunity for them to build relationships with youth in a nonenforcement setting. Officers indicated that it was beneficial to talk with youth about personal issues and community problems. They believed that these positive interactions would extent to those on the street. The program also provided patrol officers with the opportunity to think critically about policing as a profession and to offer policy suggestions for improving law enforcement operations. Benefits to the hosting high school included the opportunity for students to increase their civic engagement and a stronger relationship between the high school and the police department.

## Lessons learned

The lessons learned highlighted in this report are derived from the *Policing Project Youth Engagement Guidebook: Bringing Youth and Police Together to Better their Community*, which the Policing Project at NYU developed based on their pilot program in partnership with the TPD.

**Table 13. Tampa Police Department microgrant accomplishments**

This table provides a detailed summary of the site’s completion of the activities proposed to the COPS Office as part of its microgrant program.

<p>Status</p> 	<p>Proposed Activity</p> <p><b>Partner with New York University to develop a youth engagement program.</b></p>	<p>Details</p> <p>The TPD worked with NYU to develop the Police-Youth Engagement Program focused on prioritizing youth voices and joint problem solving between officers and high school students.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p><b>Implement the program at a pilot high school.</b></p>	<p>Details</p> <p>The TPD successfully implemented the Police-Youth Engagement Program at Chamberlain High School over the course of an academic semester.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p><b>Evaluate the program and develop a guidebook for implementing the engagement program in other contexts.</b></p>	<p>Details</p> <p>NYU provided an evaluation of the implementation of the Police-Youth Engagement Program and developed a series of recommendations for implementing the program in other settings.</p>

Ensure that the police department and school are fully committed to the program

Implementation of a program similar to the Youth Engagement Program requires full buy-in from the police department and the partner high school. The command staff, including the chief, must be on board. In addition, departmental leadership should designate a captain, lieutenant, or sergeant to oversee the program. The coordinator should be able to devote approximately 15 to 20 hours to program coordination over the course of its implementation. The agency must also commit to have five to six patrol officers devote 20 to 25 hours to the program over the course of the semester or term of implementation.

High school staff and leadership must be equally committed to the program, because it requires class time for students and other school resources. As with the police department, the school should designate a program coordinator, who will spend approximately 10 hours per semester or implementation term working on the program. The coordinator should assist with the selection of students and coordinate logistics, such as classroom availability. The police-youth committee should include 10 to 15 students. It is likely that a slightly smaller number of students will participate in the program on a regular basis due to attrition.

### Develop concrete processes for selecting student and officer participants

The Youth Engagement Program in Tampa targeted students who might be mistrustful of police officers. The program coordinators selected students who were from the same neighborhood to increase the chance that an outcome of the program would be more positive on-the-street interactions between officers and youth. The program coordinators asked teachers to provide feedback on which students might be mistrustful of or have a negative attitude toward law enforcement. Administrators who knew the students and agreed they would be a good fit ultimately selected the students. An alternative approach would be to facilitate program information sessions for students and ask for volunteers. If the interest in the program exceeded the demand, coordinators could then develop an application process for selecting participants.

The patrol officers taking part in the program should be limited to the patrol district where the school is located, where the students live, or both. The TPD put out a call for volunteers. Then they selected the officers that departmental leadership felt would be the best fit for the program. It is important to select officers that are open-minded and genuinely interested in learning from youth participants. Officers who are antagonistic or hardheaded should not participate in the program. Similarly, officers who are keen to lecture, discipline, or harshly correct students are not a good fit as committee members.

### Consider high school calendars and law enforcement scheduling limitations when planning programming

It is important that coordinators schedule youth-officer engagement programming to coincide with times that students are available. Students have very specific schedules and demands on their time, including school breaks, standardized testing, and special events, such as the prom. Program organizers should secure a school calendar while planning sessions to ensure that they work well with such events. Similarly, officers may have limitations on their time that need to be considered. If the in-school schedule for the committee meetings does not work with officers' patrol schedules, the police department can consider offering them overtime.

### Hold separate orientation sessions for officers and students

In Tampa, program organizers held separate orientation sessions for officers and students prior to bringing them together as a larger group. This allows both police and youth participants to frankly discuss considerations and concerns that they might not feel comfortable sharing with the entire group. During the orientation, the participating youth should understand that the purpose of the program is to strengthen mutual understanding and collaboration between police and youth, not to brain-wash them to feel positively about the police. Student participants should also understand that the program values and prioritizes their perspectives.



During their orientation session, officers should understand that they are co-equal participants with youth. They should also be prepared for potential negative comments and attitudes on the part of students. This orientation session should stress that while officers do not need to agree with students, they need to listen to students' concerns and be open to changing their own opinions and perceptions. Program facilitators should also encourage officers to be open about their own experiences, such as whether they ever had a negative interaction with police as a young person. Such openness will increase the comfort level between students and officers.

**Encourage officers to dress in plainclothes during early sessions**

Officers should arrive at the initial committee session with students in plainclothes, which should help students see officers as people beyond their professional role and put everyone at ease. Patrol officers will likely need to secure permission from their command to dress in plainclothes while on duty. Regulations may require that they still wear items such as utility belts and weapons while on duty. If this is the case, then facilitators should discuss this openly during the session. Toward the end of the program, officers can begin dressing in uniforms again so that students can see how officers would appear outside of the context of the engagement program.

**Consider meeting with the chief or command staff at the beginning of the program**

The Youth Engagement program provides an opportunity for senior police leadership to convey to the public that it is interested in strengthening its relationship with youth and the broader community. Program coordinators might consider organizing a meeting between officer and student committee members and the chief or other senior command staff. Such as meeting can increase participants' investment in the program.

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# Conclusion

Award funds from the COPS Office Microgrant Initiative allowed grant recipients to develop and implement a variety of innovative projects designed to implement cutting-edge strategies to improve their 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.

Despite the diverse goals of the microgrant sites, these programs have promoted community policing through its three core components: (1) strong community partnerships, (2) organizational transformation, and (3) problem solving.

**Community partnerships.** Across microgrant sites, law enforcement agencies developed cooperative partnerships with other organizations to develop solutions to pressing community problems, increase transparency, and augment public trust. Successful microgrant programs depend on thought leadership from community partners. For example:

- The Albany Police Department collaborates with Catholic Charities to provide in-depth case management to participants in the LEAD Program. Through the LEAD Operational Workgroup, officers and case managers work together to monitor participants' progress and ensure that they are receiving necessary services.
- In Allen County, Kentucky, the sheriff's office partnered with a faith-based organization to develop an opioid abuse prevention course for high school students and formed a prescription drug workgroup with law enforcement and public health partners to brainstorm strategies for diverting addicted youth from the criminal justice system.

- The Allentown Police Department worked closely with the Bradbury-Sullivan LGBT Community Center to develop the script for its training video on building trust between the LGBTQ community and police officers. The community center provided in-depth knowledge on terminology and cultural context that would otherwise have not been available to the police department.
  - The Chicago Police Department worked with two universities on its Community Engagement Dashboard Project. The Center for Law and Justice at the University of Illinois at Chicago helped the department ensure that community engagement outcomes were relevant to evidence-based approaches to community policing. The Egan Office of Education and Community Partnerships at DePaul University supported community engagement efforts.
  - The Indianapolis Metropolitan Police Department partners with community-based organizations and medical providers to provide comprehensive wellness service to its officers through the OPDW. Their national training on the Indianapolis wellness model featured a two-hour segment on “building resources within your community.” The IMPD customized this training for each of the 18 sites where it offered training, providing time for local health practitioners, social services agencies, and other local organizations to present on how they could collaborate with the police to promote officer wellness.
  - The Rapid City Police Department partnered with Western Dakota Technical Institute to develop a mentoring program that provides academic support and career development guidance to Native American students enrolled in a criminal justice associate’s degree program. The ultimate goals of the program were to increase the qualified pool of Native applicants for law enforcement positions and to strengthen the level of trust between Native Americans and the police. Collaboration with the Native American community in the development of the program’s approach and materials is a key component to the success of this program.
  - The Richmond Police Department works closely with the 13th District Court to refer participants to its LIFE Program. It also works with ChildSavers, a local mental health organization, to provide comprehensive mental health services to participants.
  - The Stockton Police Department collaborated with the University of the Pacific to offer personalized wellness programming for officers that includes regular performance assessments, customized fitness coaching, and nutritional counseling. The partnership with the university greatly expanded the knowledge available to officers about physical wellness and the tools available at their disposal to help them achieve their fitness goals.
  - The Tampa Police Department collaborated closely with NYU to develop, implement, evaluate, and share lessons learned about the model for broad-based engagement with youth in schools.
- Organizational transformation.** Microgrant sites instituted training programs to strengthen the ability of law enforcement personnel to support proactive community policing and problem solving:
- Through its microgrant, the Alameda County Sheriff’s Office has taken preliminary steps toward expanding evidence-based reentry practice and rehabilitative programming to its entire jail facility, including the maximum services unit (the maximum-security unit). The grant has facilitated the reentry process for inmates.

- The Albany LEAD Program is designed to augment the tools available to police officers to reduce crime and provide nonviolent offenders with the services that they need to successfully remain outside of the criminal justice system.
  - Once fully implemented, the Chicago Community Engagement Dashboard will provide the department with a new mechanism for tracking and reporting officer- and district-level community engagement activities. It will allow the department to hold district commanders and their supervisors accountable for community policing.
  - The El Paso Police Department developed a training curriculum for line officers and leadership to reduce the perpetration of domestic violence among its ranks and train officers to better respond to domestic violence incidents. The department has provided the training to 60 percent of its sworn officers thus far.
  - Through the Office of Professional Development and Wellness (OPDW) programming, the Indianapolis Metro Police Department has increased the preventative services capacity of its department and decreased the number of disciplinary and performance referrals. Through the national training on the Indianapolis wellness model, the agency sought to replicate the program by sharing strategies and lessons-learned with leadership and staff members at other agencies.
  - The Madison Police Department implemented HeartMath Resilience Advantage, an evidence-based training system designed to improve officers' emotional well-being, stress coping strategies, judgement, and ability to maintain composure.
- Problem solving.** 2017 microgrant sites have engaged in proactive, systemic examination of community problems and worked with community members to develop and test effective solutions to the problems. For example:
- The Allen County Sheriff's Office convened a prescription drug workgroup to develop a strategic approach to diverting youth who need drug treatment from the criminal justice system. In addition to the sheriff's office, founding partners included the Scottsville Police Department, the local drug court, a county judge, medical representatives from the local hospital, and drug treatment professionals.
  - The Chicago Police Department engaged members of the public in the development of appropriate community engagement metrics. Grant staff members worked with their partners at DePaul University to increase the public's level of trust in the department and led to a more open dialog between the law enforcement agency and community members.
  - The Irving Police Department developed a behavioral health leadership team composed of a dedicated clinician and police officers to reduce the number of emergency mental health arrests and detentions and divert individuals with mental illnesses from the criminal justice system. The dedicated mental health clinician provides expertise that would not otherwise be available to the police department.
  - Through the Tampa Police Department model for broad-based engagement with youth in schools, high school students and patrol officers worked together to identify and address the fact that youth and police officers have limited understanding of how the other

group perceives specific neighborhoods. They collaborated to develop a “meet-along, ride along” program in which students ride with officers through a neighborhood to develop a better understanding of patrol activities. Then, officers meet with students’ families and community members.

In addition, many sites identified promising practices that helped to bolster their programs. Table 14 shows the promising practices identified by the grantees.

While none of these program grants was larger than \$150,000, they were able to impact targeted problems at the local level—and at the national level, as new and innovative community-policing strategies were shared via these lessons learned and best practices.

The COPS Office continues to fund microgrant awards to reward innovative agencies and support the founding principles of community policing: community partnerships, organizational transformation, and problem solving.

**Table 14. Promising practices**

Site	Program	Promising Practice
<b>Alameda County Sheriff’s Office</b>	<b>Community Policing Inside the Jail</b>	The Alameda County Sheriff’s Office expanded correctional educational programming throughout the Santa Rita Jail, including cognitive skill building, behavioral skills modification, and job training courses. The department will offer training in January 2020 on the research-based benefits of rehabilitative programming. The training is intended increase buy-in from correctional sheriff’s deputies.
<b>Albany Police Department</b>	<b>Law Enforcement Assisted Diversion</b>	In addition to fulfilling its primary goal of diverting individuals in need of social services from the criminal justice system, the Albany Police Department’s LEAD Program has strengthened the police department’s relationship with members of the community. The police department established a community leadership team that holds regular public meetings on the initiative and gathers community input. In addition, LEAD officers and staff members regularly conduct outreach to local businesses and partners.
<b>Allentown Police Department</b>	<b>Curriculum for Police Training on LGBTQ Cultural Competencies</b>	The Allentown Police Department partnered with a local community organization to develop the content for the training video on increasing trust with the LGBTQ community, which provided content expertise. The two organizations jointly developed training that is designed to be initiated by either a law enforcement agency or a community-based organization.
<b>Allen County Sheriff’s Office</b>	<b>Allen County Cares, Reducing Youth Opioid Use</b>	The Allen County Sheriff’s Office holds community meetings on topics such as the opioid epidemic in tandem with other local government meetings and community events to increase attendance.
<b>Chicago Police Department</b>	<b>Chicago Police Department Community Engagement Dashboard Project</b>	The Chicago Police Department developed community engagement metrics in partnership with members of the public through a series of community engagement meetings. The department worked with DePaul University to increase public trust in the police department and open dialog at community meetings.

[Continues on page 79](#)

Table 14. Promising practices *cont'd*

Site	Program	Promising Practice
<b>El Paso Police Department</b>	<b>Building Officer Well-ness and Resiliency</b>	The El Paso Police Department took steps to ensure staff buy-in in training topics that may be emotionally difficult to address, such as having a sworn officer and a civilian co-facilitate the training.
<b>Indianapolis Metropolitan Police Department</b>	<b>National Training on the Indianapolis Wellness Model</b>	The Indianapolis Metropolitan Police Department developed an eight-hour curriculum designed to inform law enforcement officers and leaders about the OPDW wellness model. The training included valuable information on how to implement a similar programs and lessons learned. It also included a two-hour session on health and wellness resources available in each the 18 communities where IMPD offered the training.
<b>Irving Police Department</b>	<b>Mental Health Clinician Project</b>	The Irving Police Department hired a full-time behavioral clinician to serve full-time on a mental health leadership team with sworn officers. The clinician can also conduct policy and practices reviews and implement changes to ensure that those involved in mental health calls for service are referred to appropriate social and community services.
<b>Madison Police Department</b>	<b>Madison Officer Resilience Program</b>	The Madison Police Department uses a train-the-trainer approach for programs requiring content certification to defray costs.
<b>Rapid City Police Department</b>	<b>Akicita Native American Law Enforcement Recruit Development Program</b>	The Rapid City Police Department works closely with postsecondary partners to develop mentoring and academic support programs to recruit diverse students to law enforcement.
<b>Richmond Police Department</b>	<b>Richmond Law Enforcement Intervention Focusing on Education (LIFE) Program</b>	The Richmond Police Department partnered with the 13 <sup>th</sup> District courts to refer students who had committed misdemeanors to the program. The partnership with the court system helped ensure that the program targeted the right youth and helped increase program attendance.
<b>Rochester Police Department</b>	<b>Using Natural Language Processing to Drive Business Intelligence and Data Analysis</b>	The Rochester Police Department found that text mining using natural language processing can be used to build datasets for crime analysis, including text summarizations of serious crimes and social network analysis to map relationships of people associated with crimes.
<b>Stockton Police Department</b>	<b>Safety, Health, Resilience, Endurance and Development (SHRED)</b>	The Stockton Police Department engages in partnerships with university health services and athletics departments can serve as wellness force multipliers for law enforcement agencies.
<b>Tampa Police Department</b>	<b>Model for Broad-based Engagement with Youth in Schools</b>	The Tampa Police Department's curriculum for the police-youth engagement program prioritized student voices and perspectives. The program provided the opportunity for police officers and high school students to collaborate to solve a problem that they identified.





# 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.
- Almost 500 agencies have received customized advice and peer-led technical assistance through the COPS Office Collaborative Reform Initiative Technical Assistance Center.
- 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, roundtables, 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, <https://cops.usdoj.gov>.





The Office of Community Oriented Policing Services (COPS Office) funds Microgrant Initiative awards to support law enforcement in implementing innovative community policing projects. Each microgrant award provides up to \$150,000 in small-grant seed funding to a state, local, or tribal law enforcement agency to develop and test programs in a real-world setting. This report provides case studies of 14 microgrant projects, highlighting successful community policing strategies, lessons learned, and implementation details for other agencies to adopt similar programs in their communities.



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