



COPS
COMMUNITY ORIENTED POLICING SERVICES
U.S. DEPARTMENT OF JUSTICE



Campus-Community Policing at Historically Black Colleges and Universities: A Guidebook for Law Enforcement and Community Representatives



Center for Assessment, Planning and Accountability
United Negro College Fund Special Programs Corporation
Fairfax, Virginia
June 2009

This project was supported by Cooperative Agreement Number 2007-CK-WX-K023 awarded by the Office of Community Oriented Policing Services, U.S. Department of Justice. The opinions contained herein are those of the author(s) and do not necessarily represent the official position or policies of the U.S. Department of Justice. References to specific companies, products, or services should not be considered an endorsement by the author(s) or the U.S. Department of Justice. Rather, the references are illustrations to supplement discussion of the issues.

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Part I: Introduction

Purpose and Objectives of the Guide

The *Campus-Community Policing Partnership* (CCPP) model is a road map for historically black colleges and universities (HBCU) and law enforcement agencies to reduce violent crime and drug use on HBCU campuses and the surrounding communities by increasing community engagement and strengthening relations between police and community members. The model is designed to help HBCUs and law enforcement establish functional partnerships in their own communities. With a CCPP, representatives of law enforcement, HBCUs, and community work together to identify problems and build their community policing capacity.

In 2008, the UNCF Special Programs Corporation (UNCFSP) established the CCPP model, which was funded by the U.S. Department of Justice Office of Community Oriented Policing Services. The CCPP guidebook covers all aspects of establishing a partnership, including recruiting community stakeholders for participation in a CCPP Core Work Group, selecting interns to help with implementation, assessing community needs to determine a focus, developing strategies to address that issue, and evaluating the effectiveness of the campaign.

Description of the CCPP Model

The CCPP model was developed to advance innovative community policing strategies and community-supported approaches to preventing violent crime and gang activity. This guide will point the way to how collaborative discussions with law enforcement, campus, and community can help identify community issues and potential solutions. You will learn how to identify, implement, test,

and document community-supported strategies to reduce violent crime and gang activity. The methods described in this guidebook are designed to increase collaborative partnerships between the police, HBCU campuses, and the surrounding community.

A Brief History of Community Policing

In the 1980s, public dissatisfaction with the police was reinforced by research that showed rapid-response activities (such as 911 calls) were ineffective in solving crimes. Almost two-thirds of crimes were not reported fast enough for rapid response to effectively deter them (Kansas City Police Department, 1980, p. iii). Efforts to move away from a top-down approach emphasizing search, seizure, and arrest activities advanced with the advent of community policing. Organizational decentralization to communities was encouraged together with problem-oriented policing. Problem-oriented policing is typically defined as “focusing police attention on the underlying causes of problems that cause crimes, while community policing emphasizes the development of strong police-community partnerships in a joint effort to reduce crime and improve security” (Peaslee, 2007, p. 5). The COPS Office defines community policing as a philosophy that promotes organizational strategies, which support the systematic use of partnerships and problem solving techniques, to proactively address the immediate conditions that give rise to public safety issues, such as crime, social disorder, and fear of crime.

Chicago’s Community Policing Initiative

A study of Chicago’s community policing initiative by The Institute for Policy Research (IPR) at Northwestern University found that promoting such initiatives enhanced residents’ quality of life by improving safety and reducing crime. Instead of simply responding to 911 calls, Chicago’s police department set up district level advisory groups and held public meetings in each police

district subdivision or “beat.” Throughout Chicago, the police formed partnerships with local community coalitions to identify, prioritize, and resolve the most pressing community problems. In Chicago’s 15 beats, police and community members jointly identified and prioritized the problems. They also designed and implemented innovative strategies with joint efforts from police, community, and city government. Finally, they evaluated the effectiveness of the strategies through self-assessments and analysis of the improvements accomplished (Skogan et al., 2000).

The success of community policing activities varied depending on the socioeconomic characteristics of the beats. IPR’s Skogan et al.’s evaluation of Chicago’s *Alternative Policing Strategy* found that the factor most closely associated with successful implementation of community policing was strong leadership within the police department (Skogan et al., 2000). Police districts in Chicago (or “beats”) vary in their capacity to become organized and involved. The more affluent police districts in Chicago also had higher rates of civic engagement. Higher income residents participated more in community oriented policing partnerships. Northwestern University researchers found that in Chicago the more affluent, less diverse, predominantly white beats gave police a higher, more positive rating in terms of how well they worked with the community.

Skogan (2000) also highlighted the interrelationship between crime and the socioeconomic status of neighborhoods. There is a higher incidence of crime in neighborhoods where education and income levels are lower. Socioeconomic status serves as a predictor of crime rates, according to Skogan.

In Chicago, the challenge was to implement alternative policing strategies in “low capacity” areas, where residents are more likely to be more disaffected from the police and more likely to doubt their responsiveness (Skogan et al., 2000). Poor and internally divided beats also had a more difficult

time transforming their aspirations into plans than did those with a more homogenous population (Skogan et al., 2000). In Chicago, the most successful community policing strategies were developed in beats that had strong leaders in both beat leaders and police sergeants. It was not necessarily where communities were more homogenous and/or politically well-connected to downtown resource distribution sources.

Successfully Building Social Capital

Another factor that may explain the difference in the success of community policing activities is the existence or lack of social capital. Social capital, or the connections or networks of trust and mutual support among individuals, helps community members gain access to resources—which reduces poverty and crime. Social capital was defined by Robert Putnam as “characteristics of social organizations such as networks, norms, and trust that facilitate action and cooperation for mutual benefit” (Hawdon, 2008, p. 189). As Fukuyama (1999) reminds us, social capital is more than just interaction; it is interaction that leads to cooperation. Social capital may produce both positive and negative externalities. Mafias and gang members, for example, interact for mutual cooperation, but they produce abundant negative externalities for society at large (Fukuyama, 1999).

The structured networks that constitute social capital make it easier for residents to gain access to resources such as education, jobs, social support, and neighborhood safety (Ginwright, 2007). (These would be positive externalities, in Fukuyama’s economic terms.) Densely structured networks reduce the risk of uncertainty, facilitate trust, and enhance social capital (Coleman, 1988, 1990). Social capital reduces transaction costs that lead to cooperative behavior (Hawkins and Andrew, 2007).

Cummins (2006) found that social capital is not a necessary precursor to community policing. Pino, however, found just the opposite stating that a certain level of social capital is needed to successfully implement community policing. Pino also found that social capital does not necessarily imply a positive view of the police (Burns and Thomas, 2002).

Policing in African American Communities

Putnam found weaker community support and trust in African American communities (McDonald and Stokes, 2006). The perception of police differs by race. African Americans tend to have a less favorable perception of police than whites. Burns reports that only 58 percent of African Americans perceive police favorably compared to 85 percent of whites (McDonald and Stokes, 2006). The trend of minority communities distrusting is evidenced by research conducted by authors such as Parker, Onyekwuluje, Murty (1995), and Manning (1997).

Burns and Thomas (2002) also found that an increase in police presence in their neighborhoods positively influences people's attitudes toward the police, although it does not necessarily reduce crime. Burns and Thomas (2002), like Putnam, also found that African Americans hold more negative attitudes of police than whites. Other survey research (McDonald and Stokes, 2006) supports the idea that African Americans are more likely to feel that they are treated unjustly by the police and that there is excessive use of force and racial profiling.

Ostrom and Whitaker (1974) found that higher income African Americans had a more negative view of the police than did lower income African Americans. Weitzer and Tuch (1999) found that more educated African Americans hold more negative views of the police than less-educated African Americans (McDonald and Stokes, 2006). McDonald and Stokes contend that attitudes

toward the police are not the sole function of race and class but also on perceived levels of community social capital. They also found that African Americans trust the police less than whites. McDonald and Stokes (2006) did not find evidence that more educated African Americans trusted the police less than those with lower education levels.

Achieving Favorable Results

The presence of community policing is viewed as an indicator of favorable relations between the community and the police (Fisher-Stewart, 2007). A growing body of literature shows that cooperation with the police is enhanced when community members perceive police as legitimate and trustworthy (Hawdon, 2008). Resident perception of police trustworthiness is crucial for collaborative problem solving (Hawdon, 2008). The more residents trust the police, the more they will collaborate with them and comply with the law (Hawdon, 2008). When residents perceive that the police treat them with dignity and respect, research suggests that there is an increased perception of legitimacy. The more law enforcement is perceived as legitimate, the more people will comply with the law. Hence, trust and legitimacy ultimately reduce criminal activity (Hawdon, 2008). Research also suggests that community policing reduces complaints about police (Kessler, 1999).

The cultural context is important. According to Anderson (2005), you cannot transplant a community policing program from one context to another. Each local setting has its own culture and responses; hence, the effectiveness of interventions will differ. Community policing must be tailored to the needs of each community (Fisher-Stewart, 2007).

Burns shows that community policing helps reduce fear of crime, increases citizen satisfaction with the police, and improves neighborhood quality of life (Burns and Thomas, 2002). He found that citizen confidence in the police increased dramatically from 1990 to 2000. Burns reports that in 1990, 46 percent of Americans expressed no confidence in the police to protect them from violent crime compared to 27 percent in 2001, a decrease of 19 percent. (Burns and Thomas, 2002)

The use of community policing fits into what the World Bank calls the “community-driven” social development approach to fighting crime and violence. It is based on *“rebuilding social cohesion in informal and formal institutions using small, participatory and demand-driven projects that aim to create trust by building on the strengths and assets of poor communities afflicted by violence”* (United Nations Office on Drugs and Crime and the World Bank, 2007, p. 5). This approach has also been used successfully to prevent domestic and gender-based violence.

The public should not have unrealistic expectations of community policing (Bureau of Justice Assistance, 1994). Citizens’ priorities in terms of the greatest needs in their communities may differ from those of the police. Partnerships with the police, however, help to align those priorities (Fridell and Wycoff, 2004).

Why the CCPP Model for Community Policing?

We undertook the CCPP pilot project to identify effective methods to establish community policing in lower socioeconomic neighborhoods that had been difficult to reach in the past. The literature indicates that good leadership was necessary for successful community policing programs and that each community would need a program tailor-made for their unique needs.

HBCUs located in these neighborhoods had the potential to provide leadership as they already serve this role in the community and would be perceived as less threatening than police leadership alone. Another advantage of using colleges and universities is that they have personnel familiar with research and would be equipped to lead the process of discovering the main problems and finding potential solutions.

Our pilot HBCUs demonstrated that the CCPP model could be successful in their respective neighborhoods. The pilot HBCUs were specifically chosen because of the high rate of crime in their neighborhoods. They were able to provide environments where community members and police were able to interact in nonthreatening ways. Successful first steps were made toward developing a stronger community with a common goal of reducing crime in their neighborhoods.

Assumptions...About Your Agency and You

To test the CCPP model, we asked representatives at HBCUs to form partnerships with their local law enforcement agencies. Users of this guide are likely to be representatives of HBCUs and sworn officers in neighborhoods surrounding HBCUs.

We have made no assumptions about existing community engagement and/or relations between police and community members to reduce violent crime and drug use on HBCU campuses and their surrounding communities.

Part II: Activities

CCPP Model Activities

1. Hold an Initial Orientation/Planning Meeting.
2. Form Core Work Groups.
3. Select Student Interns.
4. Conduct Community Needs Assessment.
5. Gain Community and Law Enforcement Input through Focus Groups.
6. Determine Your Area of Focus and Design a Strategy to Address It.
7. Engage Community Partners to Implement Your Strategy.
8. Evaluate the Effectiveness of Your Project.

Step 1: Hold an Initial Orientation/Planning Meeting

The best way to begin an HBCU/law enforcement partnership is by conducting a comprehensive orientation/planning meeting. The purpose of the orientation is to communicate the project framework, including partnership goals and objectives, roles and responsibilities, strategies for implementing interventions, and anticipated outputs and outcomes. The meeting will ensure a unified vision that will facilitate success. Active participation from HBCU and law enforcement liaisons is essential at the orientation session. An evaluation partner should be chosen prior to the meeting to educate the partners regarding data collection. UNCF Special Programs Corporation served as the evaluator for the pilot projects.

Identifying an evaluator prior to the initial planning meeting and including them in the meeting will enable more in-depth planning to take place during the meeting. The evaluator will train the liaisons in assessment details like Institutional Review Board (IRB) and data collection procedures, informed consent, and ethical considerations. The evaluator will also work with the liaisons to customize the assessment and focus group questions (if changes are needed) to be used in gathering the data. The focus group protocol will be outlined by the evaluator, who may also be willing to help facilitate these groups.

Topics to cover at the initial planning meeting include:

1. Obtaining IRB approval.
2. Data collection procedures.
3. Data management.
4. Confidentiality.
5. Informed consent.
6. Effectively marketing to and recruiting community members for inclusion in data collection processes.
7. Ethical conduct of research methods.

At the orientation or in a separate meeting, you must have training on all of the points above since you will be conducting focus groups and deploying assessments.



First the COPS program implemented a core group, which met and designed a plan of action for the program. The primary mission of the core group was to develop a community policing plan with intervention and preventive measures that addressed and reduced criminal activities.” – Participating HBCU

Step 2: Form Core Work Groups

Once your partnership has been oriented, you are ready to return to your community and recruit members for your Core Work Group. Ideally, these groups consist of 8 to 10 individuals and organizational representatives. Each community will have different resources and level of commitment. The pilot HBCUs had work groups ranging from 5 to 16 members.

The Core Work Group, composed of representatives from law enforcement, campus, and community, works to define your community’s most pressing issue. Assessments and focus groups are used to find out what the local community and law enforcement perceive to be the greatest crime problems in the community. For one community it might be gang activity, in another it might be robbery or substance abuse.

Once the focus is established, the Core Work Group brainstorms possible strategies to address the concerns of the community and develops a campaign to address those concerns. With the help of the two interns (discussed in Step 3) from the HBCU, the Core Work Group implements the chosen series of activities over a set period of time, and then measures the results by going back to the community with another assessment to see if and how perceptions have changed.

When building your Core Work Group, look for people who are involved, who have connections and influence with community organizations, and who know how to get things done. The group should include representatives from the HBCU and from law enforcement as well as members from the community. Finding members from a range of ages and interests will provide for a more comprehensive discussion of the community needs and ensure a diversity of ideas for planning your strategy.

When recruiting Core Work Group members, the partnership may find suitable candidates in groups such as these:

Potential Core Work Group Members

- Campus Security/Police
- Justice Officials
- Church Officials
- K-12 Schools and Districts
- City Officials
- Local Police Department
- Civic Leaders
- Parents
- Community Developers
- Policymakers
- Community-Based Organizations
- Small Business Owners
- Faith-Based Organizations
- Social Services

The Core Work Group is vital to discovering effective policing strategies in communities surrounding HBCUs. In addition to coordinating the needs assessments, the Core Work Group should meet with community stakeholders to assist in needs identification and design of crime prevention strategies.

Input via focus groups and needs assessments with law enforcement and community members will help the Core Work Group identify the focus of the partnership. The community needs assessment and focus groups may include youth who have been involved in gangs, youth who have been impacted by violent crime and gangs, and others. If the Core Work Group decides to include youth or students from the HBCU in focus groups and/or the community needs assessment, IRB approval will be needed from the school.



Second, there were focus groups meeting with Community stakeholders and law enforcement officers in order to build upon the core group suggestions. Once again, the core group met to identify the targeted criminal activities. This was done through focus group meetings as well as community and law enforcement needs assessments.” – Participating HBCU

Findings from the community and law enforcement needs assessments (see **Appendixes 1 and 2**) and focus groups (see **Appendix 4**) will allow the Core Work Group to identify problems of concern, prioritize those problems, review suggested strategies, assess their feasibility, and select the most promising, practical strategy/strategies.

Step 3: Select Student Interns

The *Campus-Community Policing Partnership* provides an excellent opportunity for criminal justice students to become exposed to and engaged in community policing efforts. Student interns provide valuable assistance to HBCU and law enforcement liaisons.

Roles of interns include participation in the numerous site location activities, including recruiting community members to participate in the needs assessment and focus groups, assisting in data collection and research efforts, facilitating community discussion/focus groups, coordinating events during the implementation phase, writing reports, and conducting other project-related activities. Student interns will need to be trained to collect data by a qualified person such as an evaluator. Student interns typically work 20–30 hours a week coordinating community partnerships.

The HBCU liaison is responsible for advertising the internship opportunities on their campuses, receiving applications, and establishing selection criteria. Students with at least a 3.0 GPA who are pursuing criminal justice or related degrees are eligible. Other application requirements may be for the students to provide a resume or work and volunteer history, write a short essay describing their interest in the project, and participate in an interview with the HBCU representative, officer or a group of people. Most of the interns in the pilot programs were selected by the HBCU or police partner who would be supervising them.



The COPS program has been a positive experience for the students and community because it allows the students to be community activists for safety along with law enforcement.”

— Participating HBCU

The HBCU and law enforcement liaisons select two interns. One intern is placed with the HBCU liaison on campus and the other with the liaison at the local law enforcement agency.

The partners who are supervising the interns should define the goals and expectations of the internship and create an evaluation form to review the student’s work. Periodic (weekly or monthly) evaluation of the student’s performance against those expectations will provide opportunity for on-course corrections and/or positive feedback as the project progresses. At the end of the internship, the student will complete the internship questionnaire (see **Appendix 3**) as part of his/her exit review.

Step 4: Conduct Community Needs Assessment

To identify the main focus of the *Campus-Community Policing Partnership*, the core working group will conduct a community needs assessment (see **Appendix 1**) and law enforcement needs assessment (see **Appendix 2**). The purpose of the needs assessments is to identify and prioritize the most pressing problems faced on campus and in the community. Needs assessments are an important element of the SARA (Scanning, Analysis, Response and Assessment) model of problem solving. This scan enables an analysis and assessment of successful approaches to reduce violent crime and drug use on HBCU campuses and in the surrounding community.

The five sections of the **community** needs assessment include:

1. **Demographics:** Respondents are asked to identify their age category, gender, and race/ethnicity so that assessment results can be categorized by these areas.

2. **Community Problem Level:** Respondents are asked to rate how serious a variety of issues are in their community. This includes issues such as gun use, drug abuse violations, gang activity, hate crimes, robberies, aggravated assaults, rape, murder, and other violent crime categories. Assessment results in this area will enable the Core Work Group to develop a greater understanding of the concerns the community has and whether these concerns are aligned with law enforcement priorities and violent crime statistics. It will also enable the Core Work Group to define specific areas that their interventions will address.
3. **Community/Law Enforcement Partnership Level:** This section enables the work group to develop a more in-depth understanding of the perception the community has of the partnership level between the community and law enforcement. Questions focus on communication flow between the community and law enforcement, the police culture focus, the range of community involvement, the range of police services requested, the range of police activity, the forms of law enforcement intervention, and other areas.
4. **Role of Law Enforcement in Community Building:** This section assesses support of efforts where the community and law enforcement work together. This includes areas such as existing neighborhood watch groups, financial or volunteer support for local Police Athletic/Activities League, and other community policing activities. This information will enable the Core Work Group to assess the support the community has for a variety of community policing activities so that interventions can be planned around the types of activities the community embraces.
5. **Perception of Community Policing Strategy Effectiveness:** This section assesses community perceptions regarding the effectiveness of existing and/or potential community policing activities in preventing violent crime. This includes a community assessment of public education/media relations

campaigns, neighborhood/town watch programs, foot/horse patrol, fixed patrol assignments, neighborhood town meetings, auxiliary volunteer programs, victim re-contact programs, community newsletters/web sites, storefront mini-stations, and other areas as identified. This area will also include an open-ended question so community members can express what they perceive would be effective strategies. This information will help the Core Work Group develop interventions that the community will embrace.

These sections also appear in the **law enforcement** needs assessment with the exclusion of demographic information. Requesting demographic information of law enforcement will depend on the size of the department. If the force is small, not requesting information communicates that the data is confidential and enhances the ability to collect accurate information.

Deploying the Needs Assessment

The needs assessments will be deployed twice for pre- and post-test comparison. This enables a review of changes in perception of violent crimes and perceived collaboration with partners. The pre-test will determine the main focus for the partnership and the post-test will identify changes in focus that have happened a year into the partnership. The needs assessments can be administered on an ongoing basis to inform the continued efforts of the partnership.

The needs assessments can be launched online or administered via hard copies for easier dissemination and analysis. Hard copies of the community needs assessment will allow for the inclusion of diverse community members.

In most of the pilot HBCU programs, interns went from door to door in communities where the residents were not likely to have access to computers. The distribution and collection of hard copy assessments should be supervised by the HBCU liaisons, who will be assisted by the student intern assigned to work with the HBCU liaison. The distribution and collection of the law enforcement needs assessment should be supervised by the law enforcement liaisons, who will be assisted by their respective student intern.

The pilot groups found it best to have the interns (very carefully) personally copy the hard-copy assessments into the online format so that all the data could be analyzed together. The data are analyzed by your evaluator who will summarize the results for the partnership to use in planning. UNCF Special Programs Corporation provided both the online assessment and evaluation services for the pilot partnerships.

Take these precautions to protect the privacy of the participants and the volunteer nature of participation:

- Collect no unique identifiers on any participant during administration of the needs assessments.
- Prior to completing the assessments, have participants indicate informed consent by checking a box.
- Cover the study purpose, types of questions that will be asked, confidentiality, and the voluntary nature of the assessments at the start of the assessment.

Inform participants that no identifying information will be asked to ensure anonymity and that they are free to withdraw at any time.

Step 5: Gain Community and Police Input through Focus Groups

In addition to administering needs assessments, conducting local focus groups provides another opportunity to gain community and police input. Focus groups are planned and conducted by the Core Work Group and involve community stakeholders and police. The purpose of conducting focus groups is to ensure a comprehensive understanding of violent crime and gang issues in the community and perceived relationships between local police and the community. Strategies for reducing violent crime and improving communications and working relationships are discussed during focus groups.

HBCU and law enforcement liaisons may choose to act as focus group moderators; however, facilitation from an evaluator is strongly encouraged so that feedback is unbiased. To compile the results from the focus groups, an evaluator can provide an overall view of the common themes in the community. The evaluator should be experienced in research and focus group methodology, including the design of focus group protocols to ensure that questions are asked in a sequence and manner that do not bias participants with preconceived and/or limited categories. Nagle and Williams (2007) provide an in-depth overview of the methodology behind focus groups, including facilitation, analysis, and reporting. UNCF Special Programs Corporation personnel moderated the focus groups for the pilot partnerships.

An example of a focus group protocol, tailored for this guide, is provided in **Appendix 4**. This approach will ensure reliability and validity of the collected data. The focus group report will provide data from the focus group discussions, but an evaluator will also be able to provide a meta-analysis through a cross-comparison that identifies patterns and themes across all focus groups. Needs assessment and focus group results will provide valuable insight into ways to engage the community.

Step 6: Determine Your Area of Focus and Design a Strategy to Address It

The Core Work Group may want to meet several times to review, digest, and evaluate the results of the data analysis provided by the evaluator. The goal of these meetings is to determine what participants in the assessments and focus groups perceive to be the main issue facing their community.

Once a focus is chosen, the Core Work Group will identify a series of events and activities that will be potential solutions to the identified problem. It is a helpful strategy to invite the student interns and some of your potential community partners to a meeting to help brainstorm ideas for activities that might address your issue of focus. By doing this, you will uncover resources and energies the Core Work Group might not have been aware of on their own.

The Core Work Group is ultimately responsible for sifting through all of the ideas that emerge and choose the ones that will be included in the final strategy. When a solid strategy and timeline are prepared, it is time to engage your community partners to help you implement it.

Step 7: Engage Community Partners to Implement Your Strategy

Creating Community Partnerships

The Core Work Group needs to establish a relationship with various community organizations to help implement specific activities. The activities/interventions chosen by the Core Work Group will depend upon what resources are available in the community. Table 1 provides a list of typical partnerships along with a brief description of the partner role.

Potential Community Partners

Partner Name	Contribution
Campus Police	<ul style="list-style-type: none"> • Support and assist with all aspects of implementation • Coordinate safety logistics for program efforts
Local Police Department	<ul style="list-style-type: none"> • Supply liaisons • Support and assist program efforts
County Sheriff's Office	<ul style="list-style-type: none"> • Law enforcement and personal commitment
College Staff	<ul style="list-style-type: none"> • Assist with the coordination of program efforts
School Board Representative	<ul style="list-style-type: none"> • Assist with program efforts • Solicit support from elected officials
Local Academy and High School	<ul style="list-style-type: none"> • Student and administrative involvement
Community Residents	<ul style="list-style-type: none"> • Provide input and feedback during meetings • Assist with promoting events in community • Leadership and support for program activities
Community Developers	<ul style="list-style-type: none"> • Core Work Group members • Assist with promoting events in community
Local Government and Mayors Office	<ul style="list-style-type: none"> • Provide support for program efforts • Program development
Faith-Based Organization and Church Officials	<ul style="list-style-type: none"> • Core Work Group members • Assist with promoting events in the community • Program development
Neighborhood Watch	<ul style="list-style-type: none"> • Community engagement

Table 1. List of Typical Partnerships

Once in the implementation phase, collaborating partnerships need to meet periodically to discuss the most pressing issues faced by their communities. The Core Work Group needs to define its interventions/activities (see **Step 6**) to address priority concerns.

Activities designed by the Core Work Group to engage the surrounding community may include but are not limited to the following:

- Community-wide Events
- College and K-12 Mentoring
- Training for Citizens
- Need-Based Student Education.

These activities link the community to the college in order to fight crime. It is important to assess the interventions by setting success objectives (poor, good, great) based on the projected number of participants. Table 2 provides a list of activities that were implemented in the *Campus-Community Policing Partnership* pilot program:

Activities of the Pilot Partnerships

- Activities for Youth and Teens in Local High Schools
 - Community-Based Activities
 - Community Fairs/Events Held in Local Communities
 - Community Fairs/Events Held on Campus
 - Parade Against Crime
 - Special Guest Speakers
 - Training Events/Workshops
-

Table 2. Activities of the Pilot Partnerships

Community-Wide Events

Activities that are inclusive of the community at large are generally attended by hundreds of community members. This will help to create awareness of the *Campus-Community Policing Partnership* and offer a forum for discussion of ways to ensure safe communities. Planning for these activities is taken on by students, local neighborhood association representatives, and campus officials. Community-wide events tend to feature the following:

- Local law enforcement departments
- Local community service agencies
- Housing authority
- Vendors who provide services that would benefit area families
- Government officials
- College/university president
- City director
- High-ranking law enforcement officials.

These events create a nonthreatening social environment where various stakeholders can voice their concerns (Crawford, 2006). The atmosphere can set the stage for law enforcement agents and community leaders to exchange views with students, faculty, staff, local government, and the local community. In addition, these events provide opportunities for the community to learn more about law enforcement.

Street Law Courses

Courses on street law can be offered at community events or in other venues to teach campus safety (to students) and provide education on safe communities (for community members and police).

College and K-12 Mentoring

Mentoring programs that pair a college student with K-12 students provide a great opportunity for college criminal justice majors to match their strengths with existing community programs. Mentees typically are K-12 students who partake in after school programming in participating communities. By providing additional human resources to assist the children college mentors serve, the *Campus-Community Policing Partnership* can contribute to mentoring efforts while pooling resources with others.

Training for Citizens

Providing police training for citizens engages residents in community policing. One example is providing a five-part educational training series designed to educate the community on topics that would be personally beneficial and help to increase their knowledge of law enforcement practices, policies, and procedures. Possible topics include:

- How to prevent victimization
- Tips on starting a neighborhood watch program
- Gang awareness
- Child abduction
- Internet safety.

Training sessions are normally facilitated by law enforcement officers and are held in the community. Available resource materials will help to determine how many topics to cover and will provide participants with resources after the series is complete. A list of available resources through the U.S. Department of Justice is provided in **Appendix 7**.

Need-Based Student Education

To identify topics that need to be addressed with the student body, a needs assessment can be administered to the school staff within targeted school districts. For example, an assessment administered to school counselors may identify a need to educate youth on substance abuse awareness and prevention. In turn, school staff would plan an intervention (event or program) aimed at increasing substance abuse awareness and prevention.

Step 8: Evaluate the Effectiveness of Your Project

The final step in the CCP model is to assess the effectiveness of your project. To do this, you will want to obtain information about crime rates in your community. It will probably take more than one year's activity to affect the official crime rates in a measurable way. Your local law enforcement department may be able to offer some assistance in helping determine any shifts in crime. It is also important to realize that if the crime numbers actually increase, it may be because your community has responded to education offered by actually being willing to report more crimes.

Another method of gathering information is the post-project assessment. This is very similar to the first assessment and gives you an opportunity to compare the attitudes and perceptions of the community to see if anything has changed during your project.

Whatever data you can gather will give your Core Work Group information needed to assess the project and develop new strategies, perhaps retaining some of the things that were most effective and finding new, creative solutions. If your Core Work Group finds a significant improvement in the area of focus, they may wish to pay close attention to any shifts in perceptions of what the next most pressing issue is and completely redesign the project.

The CCPP model is designed to be used by partnerships to create strong ongoing community-police collaboration. The steps of the model may be repeated year after year in a cycle of continuous improvement.

Part III: Implementing the Model

Management and Implementation Plan

Once the *Campus-Community Policing Partnership* has determined the interventions to be implemented based on its focus (e.g., drug selling and usage), the HBCU and law enforcement liaisons need to develop the management and implementation plan. The plan needs to include:

- Program administration
- Evaluation activities
- Fiscal accountability
- Dissemination of products.

An in-depth illustration of the partnership is provided in **Appendix 6** which depicts the *Campus-Community Policing Partnership* logic model. The logic model is intended as a guide for developing a visual representation of partnership goals, objectives, inputs, activities, outputs, and outcomes.

Program Milestones

Major project milestones for an 18-month program are listed in Table 3, which provides a brief description of each activity and the responsible parties for each milestone.

Major Project Milestone

Milestone	Project	Primary Party Responsible	Assistance From
Ongoing	Provide administrative oversight and ensure accountability for the project	HBCU and Law Liaisons	
Month 1	Conduct orientation meeting	HBCU and Law Liaisons	
Months 1-2	Identify and convene community stakeholders in Core Work Group	HBCU and Law Liaisons	
Ongoing	Core Work Group meetings	HBCU and Law Liaisons	
Month 2	Advertise student internships, accept applications, and select interns	HBCU Liaisons	Law Liaisons
Ongoing	Supervise and mentor interns	HBCU and Law Liaisons	
Month 2	Deploy pre-test community needs assessment	HBCU Liaisons	Work Group
Months 2-5	Monitor entry of assessment data and analyze results	HBCU and Law Liaisons, Work Group	Evaluator
Months 2-5	Recruit community members for participation in focus groups and assessments	HBCU Liaisons, Work Group	Law Liaisons
Months 3-4	Conduct focus groups and capture discussions; produce and submit report	HBCU and Law Liaisons	Evaluator, Work Group
Months 3-4	Conduct focus groups	HBCU and Law Liaisons, Evaluator	Work Group
Months 3-5	Review data collected	All	Evaluator

Months 5–6	Develop action plan for implementation	HBCU and Law Liaisons, Work Group	
Months 6–16	Collect data during implementation to determine effectiveness of strategies	HBCU and Law Liaisons, Work Group	Evaluator
Month 12	Develop progress report and share successes	HBCU and Law Liaisons, Work Group	Evaluator
Month 14	Deploy post-implementation community needs assessment	HBCU Liaisons	Work Group
Month 18	Complete final products, including the community model review form	HBCU and Law Liaisons, Work Group	Evaluator

Table 3. Major Project Milestones

Implementation Facilitators and Barriers

The pilot project identified people who were facilitators (aided the project) and those who were barriers (hindered the project). Listed in Table 4 are several individuals and organizational representatives who facilitated the pilot programs.

Community Model Facilitators

- Law Enforcement Officers
- HBCU Officers
- Civic Leaders
- Community Members
- Faith-Based Organizations
- Other Agencies

Table 4. Community Model Facilitators



The practices we found to be most successful were the ongoing and deliberate efforts to include all key stakeholders. Law enforcement, community members and students were involved throughout the planning and implementation of program efforts.”

— Participating HBCU

Additional factors pertaining to project facilitation include student attitudes and relationships between community members and law enforcement.

Major factors that contributed to implementation of the pilot partnership projects include:

- Student interest and engagement
- Stakeholder willingness to cooperate and collaborate
- Existing institutional efforts with complementary outreach, education, and communications activities carried out by program interns and program administrators.

Potential barriers to program implementation that the *Campus-Community Policing Partnership* may face include a lack of time and difficulty coordinating stakeholder schedules.

Tapping into the major factors that contribute to implementing the CCPP model will help overcome potential barriers.

Part IV: Assessment Strategies

Collecting Data

Evaluating the progress of the program allows the community to improve what is being done to address the main issues identified in the community needs assessment. The Core Work Group may need an evaluator to assist in data collection by creating collection methodologies and tools, monitoring data collection, and using the data in the community model review form.

All collected data and locally generated reports (e.g., assessment results, focus group notes and reports, action plans, progress assessments, etc.) need to be submitted to an evaluator for review. From this input, the evaluator can identify trends in problems of concern, securing community support, and perceived and real effective intervention.

Data sources used to assess the *Campus-Community Policing Partnership* include:

1. Community Needs Assessment (Appendix 1).
2. Law Enforcement Needs Assessment (Appendix 2).
3. Student Internship Questionnaire (Appendix 3).
4. Focus Group Protocol (Appendix 4).

One way for the community to report how the program interventions are impacting the community is through the use of a review form. The form should include a list the most significant problems of concern as indicated by focus group input, needs assessments, evaluation results, and action plans, and provide a breakdown of effective strategies. See **Appendix 5** for an example of a community model review form.

Assessing Data

Pre- and post-project observations will allow the *Campus-Community Policing Partnership* to assess the following:

- Changes observed between pre- and post-administrations of the community needs assessment
- Changes in community perception toward major issues
- Changes in community perceptions of law enforcement
- Changes in law enforcement perceptions of between pre- and post-assessments
- Changes in community residents' level of trust for law enforcement in their community.

Your evaluator can compile the results from the focus groups, needs assessments, and student internships. The evaluator will provide invaluable support to the *Campus-Community Policing Partnership* by offering an overview of the common themes within the community.

Reviewing and Prioritizing Identified Strategies

Data from the community and law enforcement needs assessments (see **Appendixes 1 and 2**) and student internship questionnaire (see **Appendix 3**) will be analyzed and used to inform efforts of the *Campus-Community Policing Partnership*.

These findings will allow the Core Work Group to articulate shared problems of concern, prioritize those problems, review suggested strategies, assess their feasibility, and select the most promising, practical strategy/strategies for implementation. As the Core Work Group is engaged in this process, they will be able to use the *Levels of Change for Community Policing* table (see Table 5) to guide their efforts and ensure that their discussions remain centered on strategies that will support community policing to the ultimate benefit of the public at large.

Levels of Change for Community Policing¹

Level of intervention	Change issues anticipated	Community policing outcomes
Environment→	Linkages with→ <ul style="list-style-type: none"> • External organizations and groups • Political and economic support • Define and maintain an organizational set 	<ul style="list-style-type: none"> • Reduced crime/fear • Cohesive neighborhoods • Increased public safety • Greater public support • Reduced hazard/violence • Community problems solved
Organizational→	Technology→ <ul style="list-style-type: none"> • Structure • Culture • Human resources • Effectiveness assessment 	<ul style="list-style-type: none"> • Change in information flow • Decision-making (strategic) • Decision-making (tactical) • Improved training • Changing symbols and culture • Improved communications • Revised performance measures • Decentralization • Role generalization • Improved analysis
Group→	Performance norms→ <ul style="list-style-type: none"> • Group composition • Interpersonal relations • Task definition 	<ul style="list-style-type: none"> • Team cohesiveness • Task consensus • Quality decisions • Group effectiveness
Individual→	Task identity→ <ul style="list-style-type: none"> • Autonomy • Feedback • Skills 	<ul style="list-style-type: none"> • Increased police officer effectiveness • Increased performance • Increased job satisfaction • Broadened role definition • Greater job attachment investment

Table 5. Levels of Change for Community Policing¹

¹Source: Greene (2000).

Once the Core Work Group has agreed on the course of action needed to develop or strengthen community policing strategies, they will need to develop detailed action plans to enact the selected strategy/strategies, including goals and objectives, a project plan including roles and responsibilities of key stakeholders (e.g., collective engagement plan) and milestones, a data collection plan (to be aligned with national effort), and a detailed budget. The Core Work Group also needs to explain how the targeted strategies align with the *Levels of Change* table and the projected outcomes.



The rapid change in our local campuses and communities and the way communities perceive local campuses, and more particularly HBCUs has ignited a need for these local campuses to take a lead in local law enforcement interaction with their communities.”

– Participating HBCU

Part V: Outputs and Outcomes

Outputs

Outputs associated with the *Campus-Community Policing Partnership* model should be based on the program activities outlined in the implementation plan.

Outputs associated with the model may include:

- Number of initiatives developed by the Core Work Group
- Number of community activities conducted
- Number of participants in community activities by stakeholder type (e.g., parents, community groups, youthful offenders, etc.)
- Number of new and enhanced partnerships developed to support increased community policing
- Number of student interns and their activities.

Outcomes

Assessing implementation strategies is an important element of program success. The overall outcomes of a given program should be based on the main focus of the *Campus-Community Policing Partnership* identified by the community needs assessment. Evaluation questions your partnership may want to use to assess the effectiveness of the program are as follows:

1. What changes, if any, were noted in community perception in the following areas:
 - a. Perceptions of violent crime problem levels
 - b. Perceptions of community/law enforcement partnership levels
 - c. Perceptions of the role of law enforcement in community building
 - d. Perceptions of effective community policing strategies?

2. What changes, if any, were noted in community participation in community policing activities?
3. What changes, if any, were noted in the law enforcement agency related to community policing?
4. What changes, if any, were noted in arrest and crime rates for the target intervention areas for each core working group?
5. What impacts do the student interns identify from their participation in the internship program?

The next sections break down the assessment strategies and methodology employed for each evaluation question.

Evaluation Question Focus



Evaluation Question #1: What changes, if any, were noted in community perception in the following areas: a) perceptions of violent crime problem levels, b) perceptions of community/law enforcement partnership level, c) perceptions of the role of law enforcement in community building, and d) perceptions of effective community policing strategies?

The first evaluation question is addressed by the results from the needs assessments (see **Appendixes 1 and 2**). Assessment results will (a) provide perceptions of community and law enforcement personnel regarding the major problem in the community; and (b) identify changes in community members and law enforcement personnel that perceive they are working together to establish a safer community. In addition, law enforcement may notice changes in the effectiveness of community policing activities (e.g., neighborhood watch, special problem-solving units, and fixed patrol assignments).

Table 6 lists perception changes in program areas to be measured. HBCU and law enforcement liaisons can use this table to report perceptions of major/minor positive changes in how the community perceives violent crime problem levels, community and law enforcement partnership levels, and perceptions of effective community policing strategies.

Perception changes in project areas	Major Positive Change	Minor Positive Change
Perceptions of violent crime problem levels		
Perceptions of the community/law enforcement partnership levels		
Perceptions of the role of law enforcement in community building		
Perceptions of effective community policing strategies		

Table 6. Perception changes in program areas



Methodology: Evaluation Question #1

Instruments

- Pre- and post-test administration of the community needs assessment
- Pre-and post-test administration of the law enforcement needs assessment

Responsible Party

- Core Work Group

Data Collection and Analysis

- The Core Work Group should collaborate with an evaluator to develop a strategy to administer the needs assessments and to analyze the results.



Evaluation Question #2: What changes, if any, were noted in community participation in community policing activities?

The second evaluation question involves changes in community participation. Such changes are commonly impacted by the establishment of new partnerships and the formation of organized community interventions. New partnerships developed by the institution to support the project commonly result in more actively engaged communities in partnership activities. In turn, jointly organized activities tend to increase citizen awareness of laws, procedures, programs, activities, and assistance available to the community. The law enforcement needs assessment will address changes in community participation in community policing activities (see **Appendix 2**).



Methodology: Evaluation Question #2

Instruments

- Pre- and post-test administration of the law enforcement needs assessment

Responsible Party

- Core Work Group

Data Collection and Analysis

- The Core Work Group should collaborate with an evaluator to examine the law enforcement statistics from the pre- and post-test project intervention.



Evaluation Question #3: What changes, if any, were noted in the law enforcement agency related to community policing?

Results from the law enforcement needs assessment (see **Appendix 2**) will address the third evaluation question. Law enforcement may witness a warmer reception from residents after having seen them participate in community activities. In turn, law enforcement agents may feel more eager to engage in community activities and excited about a relationship with the HBCU and the community.



Methodology: Evaluation Question #3

Instruments

- Pre- and post-test administration of the law enforcement needs assessment

Responsible Party

- Law enforcement liaisons

Data Collection and Analysis

- The law enforcement liaisons will supervise the pre- and post-test administration of the law enforcement needs assessment, with assistance from a student intern.



Evaluation Question #4: What changes, if any, were noted in arrest and crime rates for the target intervention areas for each core working group?

In addition to evaluating changes in arrest and crime rates, the fourth evaluation question allows the *Campus-Community Policing Partnership* to evaluate changes in perceptions toward improved relationships between community and law enforcement agents. Such changes tend to occur through a greater awareness about crime and crime-related activities on campus and in the community.

Evaluating changes in crime statistics can be done at different stages of the partnership (e.g., quarterly/annually; or beginning, middle, and end). Changes in crime rates are based on police reports and identify changes in various crimes such as, violent crime (e.g., assault) and property crime (e.g., robbery,

business robbery, and individual robbery). Current official crime reports may be difficult to obtain, but you can work with local law enforcement to get any information they can provide.



Methodology: Evaluation Question #4

Instruments

- Law enforcement agency statistics on arrest and crime rates.

Responsible Party

- Core Work Group

Data Collection and Analysis

- The Core Work Group will be responsible for obtaining this information.



Evaluation Question #5: What impacts do the student interns identify from their participation in the internship program?

The student internship questionnaire in **Appendix 3** will address the fifth evaluation question. The questionnaire is designed to measure the impacts of student internships. In the questionnaire, interns are given an opportunity to declare their level of agreement with a variety of statements on their experience, including their overall impression of the internship program, improved research data analysis and gathering skills, and increased understanding of the criminal justice field. Engagement with campus

police allows student interns to see how the sheriff's office operates and may be a stepping stone toward careers in law enforcement. This is why the questionnaire also asks about increased interest in attending graduate school in the criminal justice field.



Methodology: Evaluation Question #5

Instruments

- Administration of the student internship questionnaire

Responsible Party

- Core Work Group

Data Collection and Analysis

- The Core Work Group will be responsible for obtaining this information.



One of the best practices of the CCPP model is to come together and meet, develop a plan and implement follow through immediately. Secondly, stay connected with the law enforcement agencies who are partnering with the institution. Lastly, make the relationship with all agencies and partners mutually beneficial to all.” – Participating HBCU

Part VI: Conclusion

Conclusion

Campus-Community Policing Partnerships enrich the intricate network of associations which comprise social capital. Targeted interventions help build social capital by providing the opportunity for diverse stakeholders to come together to resolve common problems. These networks and associations help to provide communities with access to resources and ultimately reduce crime.

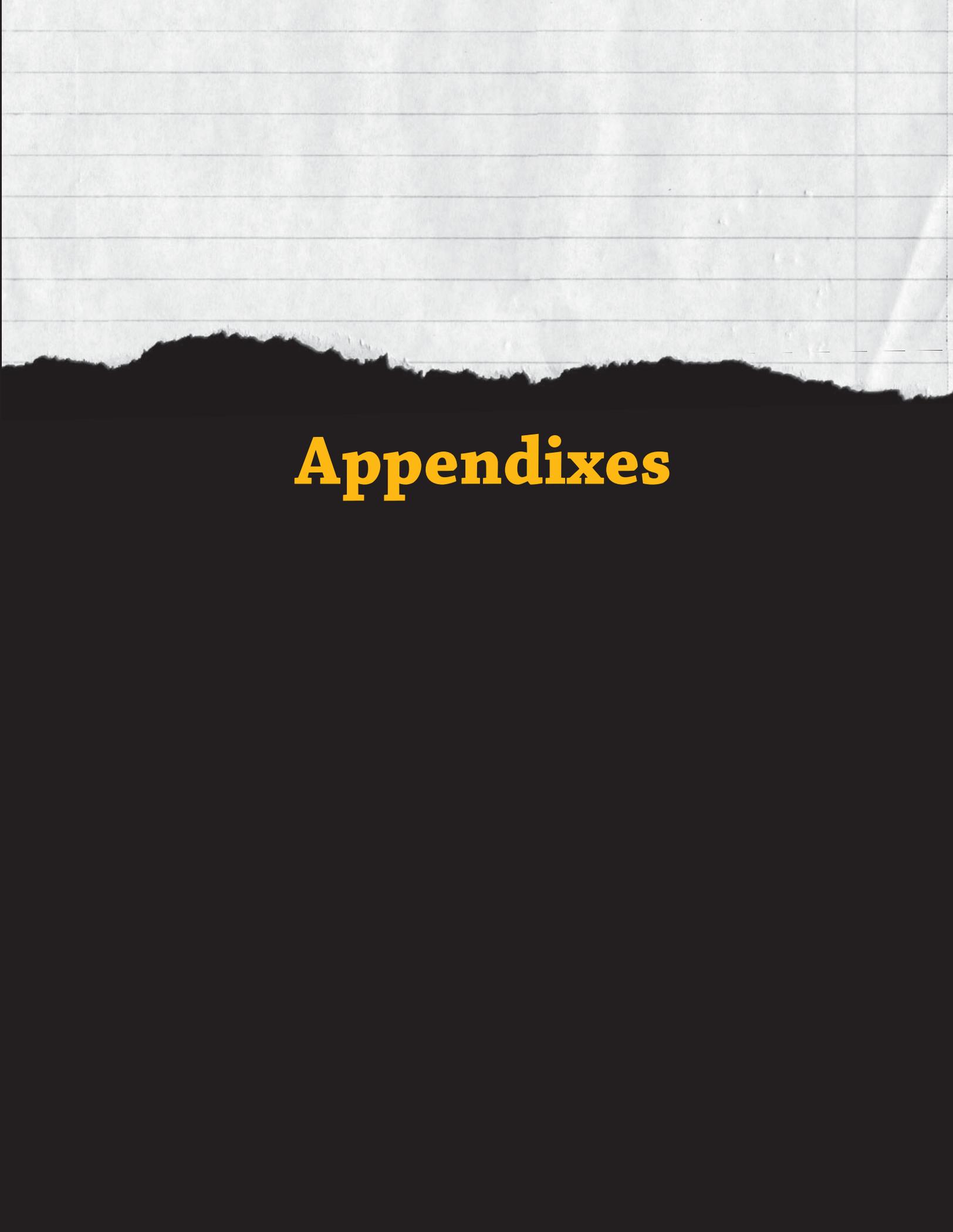
The strategy of creating a Core Work Group helps HBCU communities to identify, implement, test, and document community-supported strategies to reduce violent crime and gang activity. By creating a forum for discussion of mutual concerns and providing community residents the opportunity to interact more frequently with law enforcement, trust of police generally increases. In turn, law enforcement officers tend to trust residents more.

Recommendations

The following are recommendations for a successful *Campus-Community Policing Partnership*:

- **Allocate Funding:** The majority of project funds are generally allocated for nonsustainable activities such as salaries, expenses, and interns. Remaining funds tend to be used for capacity-building resources and equipment. In order to sustain activities it is essential to commit resources that will enable the partnerships to grow their capacity and leverage their programs.
- **Form the Core Work Group:** The method of developing the Core Work Group is an effective method to gain program support and ease facilitation.

- **Identify the Major Community Problem:** Having a main focus gives evidence that community concerns are important to the *Campus-Community Policing Partnership*.
- **Form New Partnerships:** Establish new partnerships with a variety of organizations to support program activities. Having a partnership element helps to integrate programs into the community. Organizations can help support program activities.
- **Select Intervention Strategies:** Conduct large-scale activities on campus and in the surrounding community in order to engage the community.
- **Evaluate Effectiveness:** Have all parties evaluate what worked well, what did not, and what you will do differently next time. Include data from post-assessments, focus groups and intern feedback as well as opinions of the partners and Core Work Group. Use what you have learned and start over.



Appendixes

Appendix 1: Community Needs Assessment

Campus-Community Policing Partnership Needs Assessment

*All *italicized* statements consist of information for the data collector only.

To be completed by the data collector

Date:

Term that best describes Data Collection Location:

Respondent's Home: ____

Community Meeting: ____

Place of Worship: ____

General Community Location: ____

Campus Location: ____

Other: ____

Directions to data collector:

Inform the potential respondent that you are conducting a needs assessment for the Campus-Community Policing Partnership. Inform them that they are under no obligation to participate in the needs assessment and that all of their responses will be completely confidential. Read the following to each respondent:

To be read aloud:

"Hello, my name is _____ and I am conducting a needs assessment for the [STATE NAME OF CAMPUS-COMMUNITY POLICING PARTNERSHIP]. I would like to ask you some questions about how well the community and law enforcement work together. We are trying to gain this information so that we can find out what [COLLEGE NAME] and law enforcement can do to work better with the community.

Your participation in this needs assessment is completely voluntary and all of your responses will be completely confidential. Your responses will be combined with the responses of other community members to give us an idea of what is happening in the community. The needs assessment will take approximately 10 minutes to complete.

Participant Consent

To be read aloud:

Do you consent to participate in the Campus-Community Policing Partnership Needs Assessment? You are under no obligation to participate and your responses will be kept completely confidential:

Yes No

If The Respondent Is Less Than 18, Do Not Proceed Unless A Parent Says Yes To The Following Statement:

I am the parent or guardian and I give permission for my child to answer questions for the Campus-Community Policing Partnership Needs Assessment. I understand that my child is under no obligation to participate and that my child's responses will be kept completely confidential:

Yes No

If Consent Is Given, Read The Following:

For this needs assessment, the term "Law Enforcement" refers to any type of person that is employed in city/county law enforcement or campus law enforcement.

Continue To The Needs Assessment After Reading This Definition

Community Issues

Ask the respondent to rate how serious each of the following problems are in the community using the scale in the box to the right.

Question: How serious are the following problems in the community? (Read scale and then list. Provide definitions of terms if requested)	Rating	Scale
1. Disorderly conduct (<i>Behavior that tends to disturb the public peace or decorum, scandalize the community</i>)		4: Major problem in the community 3: Moderate problem in the community 2: Minor problem in the community 1: Not a problem in the community 0: Unknown
2. Vandalism (<i>Destruction of public/private property</i>)		
3. Arson (<i>Burning or attempting to burn, with or without intent to defraud</i>)		
4. Assaults (<i>Attack that inflicts bodily injury</i>)		
5. Gangs and gang activity (<i>Group that has some degree of organization and elevated involvement in criminal activity.</i>)		
6. Drug selling and usage (<i>Manufacture, sale, and distribution or use of illegal drugs</i>)		
7. Gun use (<i>Illegal possession or use of a firearm</i>)		
8. Hate crimes (<i>Crimes motivated by the victim's race, religion, disability, sexual orientation, or ethnicity/national origin</i>)		
9. Burglary (<i>The unlawful entry with the intent to commit a felony or a theft</i>)		
10. Robbery (<i>Robbery is the use of force or the threat of force to gain property. Allow respondent to change response to item 9 if desired after providing the definition</i>)		
11. Rape (<i>Forced sexual intercourse; sexual assault</i>)		
12. Murder (<i>Killing of a human being</i>)		
13. Other (ask community member to define; community member can add as many as they like)		
14. Other (define)		
15. Other (define)		

Community Assessment On Community Issues

Question: After witnessing each of the following crimes, how do you think you or your neighbors would respond? (Read scale and then list)	Rating	Scale
16. Disorderly conduct		9: Organize collective action (such as protest, petition) 8: Confront person(s) with neighbor(s) 7: Confront person alone 6: Call neighbors (organize meeting) 5: Call parents or guardians 4: Call authorities (school mayor, etc.) 3 : Call campus/university law enforcement 2 : Call city/county law enforcement 1: Nothing 0: Unknown
17. Vandalism		
18. Arson		
19. Assaults		
20. Gangs and gang activity		
21. Drug selling and usage		
22. Gun use		
23. Hate crimes		
24. Burglary		
25. Robbery		
26. Rape		
27. Murder		
28. Other (ask community member to define)		
29. Other (define)		
30. Other (define)		

Community/Law Enforcement Partnership Level

Ask the respondent to state their level of agreement with the following statements using the scale in the box to the right. Read the scale and then the question.

Question: Please state your level of agreement with each statement.	Rating	Scale
31. Law enforcement often drives through my community.		4: Strong agreement 3: Moderate agreement 2: Moderate disagreement 1: Strong disagreement 0: No opinion
32. Law enforcement often walks through my neighborhood.		
33. Seeing law enforcement in the neighborhood brings a feeling of security.		
34. People in the community are comfortable sharing information with law enforcement.		
35. Law enforcement often shares information about events or activities that are enjoyable for the community.		
36. Law enforcement sponsors activities that are enjoyable for the community (e.g., Police Athletic League).		
37. People in the community feel happy when law enforcement participates in community activities.		
38. Law enforcement treats all members of the community equally; no specific groups are persecuted or discriminated against.		
39. The community and law enforcement work together to make this community safer and a better place to live.		

Community Policing Activities

Ask the respondent to state their level of support with the following activities where law enforcement can work together with the community.

Question: What is your level of support for the following activities?	Rating	Scale
40. Neighborhood watch groups		4: Strong support 3: Moderate support 2: Low support 1: No support 0: No opinion
41. Special problem-solving units (e.g., gang task force)		
42. Foot/Horse patrols		
43. Fixed patrol assignments which means the same law enforcement officers are in the community every day		
44. Community town meetings		
45. Volunteer programs (law enforcement helps the community such as DARE, PAL)		
46. Volunteer programs (the community helps law enforcement such as Adopt-a-Cop)		
47. Victim re-contact programs (law enforcement checks up on victims of crime to see how they are doing)		
48. Community newsletters		
49. Community Internet sites		
50. Law enforcement mini-substations		

Community Policing Activity Effectiveness

Ask the respondent to state their perception of the effectiveness of the following activities in their community.

Question: How effective are the following activities in our community	Rating	Scale
51. Neighborhood watch groups		4: High effectiveness 3: Medium effectiveness 2: Low effectiveness 1: Ineffective 0: Did not know this activity was going on in our community
52. Special problem-solving units (e.g., gang task force)		
53. Foot/Horse patrols		
54. Fixed patrol assignments which means the same law enforcement officers are in the community every day		
55. Community town meetings		
56. Volunteer programs (law enforcement helps the community)		
57. Volunteer programs (the community helps law enforcement)		
58. Victim re-contact programs (law enforcement checks up on victims of crime to see how they are doing)		
59. Community newsletters		
60. Community Internet sites		
61. Law enforcement mini-substations		

62. What do you think would be the most effective way to increase the partnership between the community and law enforcement? *Record the response from the participant.*

Demographics

Data collector: I have some background questions to help us summarize the information to help us understand if there are any differences that need to be attended to.

63. Which of the following age groups are you in?

a. 0–18		b. 19–30		c. 31–45	
d. 46–64		e. 65 and older			

64. How many years have you lived in the community? _____

65. What is your gender?

Female ____ Male ____

66. What ethnicity are you?

a. Hispanic or Latino _____

b. Not Hispanic or Latino _____

67. What race are you?

a. American Indian or Alaskan Native _____

b. Asian _____

c. Black or African American _____

d. Native Hawaiian or Other Pacific Islander _____

e. White or Caucasian _____

68. What is your combined household income?

a. Less than \$25,000		b. \$25,000–\$50,000		c. \$51,000–\$75,000	
d. \$75,000–\$100,000		e. \$100,000 or over			

69. What term best describes your work status?

- a. Full-time employment _____
- b. Part-time employment _____
- c. Stay at home mother or father _____
- d. Currently looking for work _____
- e. Full-time Student _____
- f. Part-time Student _____
- g. Retired _____
- h. Unemployed _____

70. What is your educational level?

- a. High School Diploma/GED _____
- b. Some College _____
- c. College Graduate _____
- d. Some Graduate level work _____
- e. Graduate Degree _____
- f. Other (Explain)_____

Appendix 2: Law Enforcement Needs Assessment

Your participation in this needs assessment is completely voluntary and all of your responses will be completely confidential. Your responses will be combined with the responses of other community members to give us an idea of what is happening in the community. The needs assessment will take approximately 10 minutes to complete.

Participant Consent

I consent to participate in the Campus-Community Policing Partnership Needs Assessment. I understand that I am under no obligation to participate and that my responses will be kept completely confidential:

Yes No

Community Issues

Please rate how serious each of the following problems in your assigned community using the scale in the box to the right.

Question: How serious are the following problems in your assigned community?	Rating	Scale
1. Disorderly conduct		4: Major problem in the community 3: Moderate problem in the community 2: Minor problem in the community 1: Not a problem in the community 0: Unknown
2. Vandalism		
3. Arson		
4. Assaults		
5. Gangs and gang activity		
6. Drug selling and usage		
7. Gun use		
8. Hate crimes		
9. Burglary		
10. Robbery		
11. Rape		
12. Murder		
13. Other (define)		
14. Other (define)		
15. Other (define)		

Please rate how you think your assigned community would respond to these issues using the scale in the box to the right.

Question: After witnessing each of the following crimes, how do you think residents in your assigned community would address the situation?	Rating	Scale
16. Disorderly conduct		9: Organize collective action (such as protest, petition) 8: Confront person(s) with neighbor(s) 7: Confront person alone 6: Call neighbors (organize meeting) 5: Call parents or guardians 4: Call authorities (school mayor, etc.) 3 : Call campus/university law enforcement 2 : Call city/county law enforcement 1: Nothing 0: Unknown
17. Vandalism		
18. Arson		
19. Assaults		
20. Gangs and gang activity		
21. Drug selling and usage		
22. Gun use		
23. Hate crimes		
24. Burglary		
25. Robbery		
26. Rape		
27. Murder		
28. Other (define)		
29. Other (define)		
30. Other (define)		

Law Enforcement/Community Partnership Level

Please state your level of agreement with the following statements using the scale in the box to the right.

Question: Please state your level of agreement with each statement.	Rating	Scale
31. I often drive through my assigned community.		4: Strong agreement 3: Moderate agreement 2: Moderate disagreement 1: Strong disagreement 0: No opinion
32. I often walk through my assigned community.		
33. Residents appear to feel secure when I and my fellow officers are present in the neighborhood.		
34. Residents in the community are comfortable sharing information with law enforcement.		
35. I often share information about events or activities that are enjoyable for the community with community members.		
36. Law enforcement sponsors activities that are enjoyable for the community (e.g., Police Athletic League).		
37. Residents in the community appear happy when I and my fellow officers participate in community activities.		
38. I treat all members of the community equally; no specific groups are persecuted or discriminated against.		
39. The community and law enforcement work together to make this community safer and a better place to live.		
40. An alliance between law enforcement and the community will produce higher job satisfaction.		

Community Policing Activities

Please state your level of support with the following activities where law enforcement can work together with the community.

Question: Please state your level of support for each community policing activity.	Rating	Scale
41. Neighborhood watch groups		4: Strong support 3: Moderate support 2: Low support 1: No support 0: No opinion
42. Special problem-solving units (e.g., gang task force)		
43. Foot/Horse patrols		
44. Fixed patrol assignments, which means the same law enforcement officers are in the community every day		
45. Community town meetings		
46. Volunteer programs (law enforcement helps the community such as DARE, PAL)		
47. Volunteer programs (the community helps law enforcement such as Adopt-a-Cop)		
48. Victim re-contact programs (law enforcement checks up on victims of crime to see how they are doing)		
49. Community newsletters		
50. Community Internet sites		
51. Law enforcement mini-substations		

Community Policing Activity Effectiveness

Please state your perception of the effectiveness of the following activities in your assigned community.

Question: Please state how effective you think each of the following activities is in the community.	Rating	Scale
52. Neighborhood watch groups		4: High effectiveness 3: Moderate effectiveness 2: Low effectiveness 1: Ineffective 0: Does not occur in the community/Do not know this activity was going on in our community
53. Special problem-solving units (e.g., gang task force)		
54. Foot/Horse patrols		
55. Fixed patrol assignments, which means the same law enforcement officers are in the community every day		
56. Community town meetings		
57. Volunteer programs (law enforcement helps the community such as DARE, PAL)		
58. Volunteer programs (the community helps law enforcement such as Adopt-a-Cop)		
59. Victim re-contact programs (law enforcement checks up on victims of crime to see how they are doing)		
60. Community newsletters		
61. Community Internet sites		
62. Law enforcement mini-substations		

63. What do you think would be the most effective way to increase the partnership between the community and law enforcement?

Appendix 3: Student Internship Questionnaire

1. The location of my COPS Internship placement:

	Students
With the law enforcement liaison at the local law enforcement agency throughout my internship experience.	
With the COPS Liaison on campus	
With both the COPS Liaison and the local law enforcement	

2. As part of my internship...(Please check all that apply)

I assisted with COPS project administrative duties as needed and requested.	
I became more engaged with community policing efforts.	
I helped collect data for the needs assessment.	
I helped prepare reports.	
I coordinated COPS-sponsored events.	
I facilitated community discussions/focus groups.	
I helped recruit community members to fill out surveys.	
I shared my internship experience with peers in criminal justice courses.	
I helped collect local crime and arrest statistics.	
I helped recruit community members to participate in focus groups.	
I observed court proceedings.	
I engaged in shadowing experiences with campus and local police patrols.	
I observed dispatch and communications operations at our local Police Department.	
I observed dispatch and communications operations at the Campus Safety Headquarters.	
I participated in Citizens Police Academy Training.	
I observed record-keeping and other administrative procedures at our local Police Department.	
I helped peers develop community-based service projects.	

3. Please rate your level of agreement with each statement:

	Strong Agreement	High Agreement	Low Agreement	Disagreement
This internship increased my understanding of the criminal justice field.				
Working on this project was a valuable experience.				
This internship helped me to learn or improve my research data gathering skills.				
This internship helped me to learn or improve my research data analysis skills.				
I believe that I will use the skills that I developed during my internship.				
This experience has increased my understanding of how to pursue a career in this field.				
This experience has increased my interest in attending graduate school in this field.				
Overall, this a great internship program.				

4. What major assignment and/or responsibility did you enjoy most during your internship?
5. What site-location activities sponsored by COPS did you participate in as part of your internship?
6. Please write a paragraph describing how participation in this project impacted your career and/or educational plans.

Appendix 4: Focus Group Protocol

Moderator Script: First we are going to talk about the community. We want to learn from your perspective what the serious problems are in the community.

1. What are the major crime issues that face your community today?

Moderator: After capturing the issues, ask the participants to rank the three most important issues in the community.

2. Are these issues the same in the community around the COLLEGE NAME?

Moderator: If these issues are different than question one, ask the participants to rank the three most important issues.

3. What can be done in the community to respond to these issues?

Moderator Script: Now let's think about the relationship between law enforcement and the community.

4. How would you describe the relationship between law enforcement and the community?

a. *Prompt:* Can someone think of an example or story that demonstrates what the relationship is really like?

Moderator Script: Now that we've discussed the relationship between law enforcement and the community, let's try to move the discussion to a different level.

5. What comes to mind when you hear the term "community policing"?

Moderator Script: *(After getting the group responses)* The general definition of community policing is "a philosophy that promotes organizational strategies, which support the systematic use of partnerships and problem solving techniques, to proactively address the immediate conditions that give rise to public safety issues, such as crime, social disorder, and fear of crime."

a. *Probe:* After hearing this definition, what do you think about community policing?

b. *Probe:* Now we talked about the most important crime issues in the community. How many people think community policing would be an effective way to respond to these issues [RECORD THE NUMBER THAT SAY IT WOULD BE EFFECTIVE]. Why or why not?

6. Which groups/individuals are best able to offer solutions to your concerns?

7. Our program wants to try and get the community and law enforcement to effectively work together to help solve some of the issues we've been talking about. How can a program, such as CCPP, best be integrated in this community?

Appendix 5: Community Model Review Form

Program Focus

1. Please select the crime area(s) your COPS program focused on:
 - Disorderly conduct
 - Vandalism
 - Arson
 - Assaults
 - Gangs and gang activity
 - Drug selling and usage
 - Gun use
 - Hate crimes
 - Burglary
 - Robbery
 - Rape
 - Murder
 - Other
2. Briefly state why your project focused on these crime area(s):

Budget

3. Please enter the amount of COPS program funds allocated by category:
 - Salaries:
 - Student Interns:
 - Capacity-Building Resources:
 - Program Expenses:
 - Operating Expenses:
 - Supplies and Materials:
 - Equipment:
 - Travel:
 - Consultants:
 - Other:
4. Please enter any in-kind contributions in the table:

In-Kind Contribution Description	Value
Example: Free use of conference room	\$1,000

5. Please enter any matching funds for the project in the table:

Source	Amount	Use
Example: Mayor's Office	\$1,000	Student stipend

Outcome One

6. Please rate the level of community perception change observed for each of the items listed:

	Major Positive Change	Minor Positive Change	Minor Negative Change	Major Negative Change	No Change	Unable to Evaluate
Perceptions of violent crime problem levels						
Perceptions of the community/law enforcement partnership levels						
Perceptions of the role of law enforcement in community building						
Perceptions of effective community policing strategies						

7. Briefly provide data to support your assessment ratings:

Outcome Two

8. Please select the level of change that was noted in community participation in community policing activities.

- Major Positive Change
- Minor Positive Change
- Minor Negative Change
- Major Negative Change
- No Change
- Unable to Evaluate

9. Please describe the changes **you** observed:

10. Please insert a paragraph from a **law enforcement official** on changes they observed in this area:

Outcome Three

11. Please select what changes if any, were noted in the law enforcement agency related to community policing?

- Major Positive Change
- Minor Positive Change
- Minor Negative Change
- Major Negative Change
- No Change
- Unable to Evaluate

12. Please describe the changes you observed:

Outcome Four

13. Please select what changes if any, were noted in arrest and crime rates for the target intervention areas.

- Major Positive Change
- Minor Positive Change
- Minor Negative Change
- Major Negative Change
- No Change
- Unable to Evaluate

14. Please provide statistics to support your answer above.

Core Work Groups

15. Which of the following community stakeholders were represented in the core working group?

Stakeholder Type	Number
Faith-based community	
Local school representatives	
Law enforcement	
Nonprofits	
Citizen groups	
HBCU faculty/staff/administrators	
HBCU students	
Local industry and business	
Civic leaders	
Others	

16. Please select the types of initiatives conducted by the COPS project (*check all that apply*):

- Activities for elementary school children
- Activities for youth and teens in local high schools
- Community fairs/events held on campus
- Community fairs/events held in local communities
- Special guest speakers
- Workshops and training events
- Community-based activities
- Other

17. If you selected other, please specify any other types of initiatives conducted by the COPS project.

18. Please briefly describe why these type of initiatives were selected:

19. Please select whether each factor was a facilitator or barrier to implementing community policing strategies:

	Facilitator	Barrier	Not a Factor
Law enforcement officers			
Law enforcement officials			
HBCU officials			
Other agencies and civic leaders			
Community members			
Relationship between community/law enforcement/HBCU			
Student attitudes			
Faith-based organizations			
Other			

20. Please describe the main factor that facilitated program implementation:

21. Please describe the main factor that was a barrier to program implementation:

Focus Groups

22. Please upload your final focus group report or minutes from the meeting:

Student Interns

23. From your perspective as the PI, please enter the main impact the program had on participating student interns:

Activities

24. Please enter the name of the activity and number of participants in each of your COPS sponsored activities. Also enter one of the following success adjectives: Great Success, Good Success, Fair Success, Unsuccessful. (255 character limit)

COPS Program Activities:	Approximate Number of participants	Success Adjective

25. Please briefly describe your three most successful activities and provide specific examples of why each was successful:

Partnerships

26. Please enter the requested information on your project partners. (255 character limit)

Partner	Enter if existing or new partnership	Brief comment on partner contribution

Desired Outcomes and Overall Findings:

27. For each category, select whether there was an increase, decrease, or no change in the crime statistics from before the project to after the project. If statistics are unavailable, please select N/A.

	Increase	Decrease	No Change	NA
Disorderly conduct				
Vandalism				
Arson				
Assaults				
Gangs and gang activity				
Drug selling and usage				
Gun use				
Hate crimes				
Burglary				
Robbery				
Rape				
Murder				

28. For any area where a change in the crime statistics was noted, please provide those statistics:

29. Please select the impacts that were observed that are associated with an eventual decrease in violent crime:

- Increased number of 911 calls
- Decrease in graffiti
- Increased number of requests to form neighborhood watch groups
- More community/law enforcement activities and/or involvement
- Perception of improved relationship between community and law enforcement
- Formation of task forces or other entities to focus on community issues
- Increased police patrols in target areas
- Other

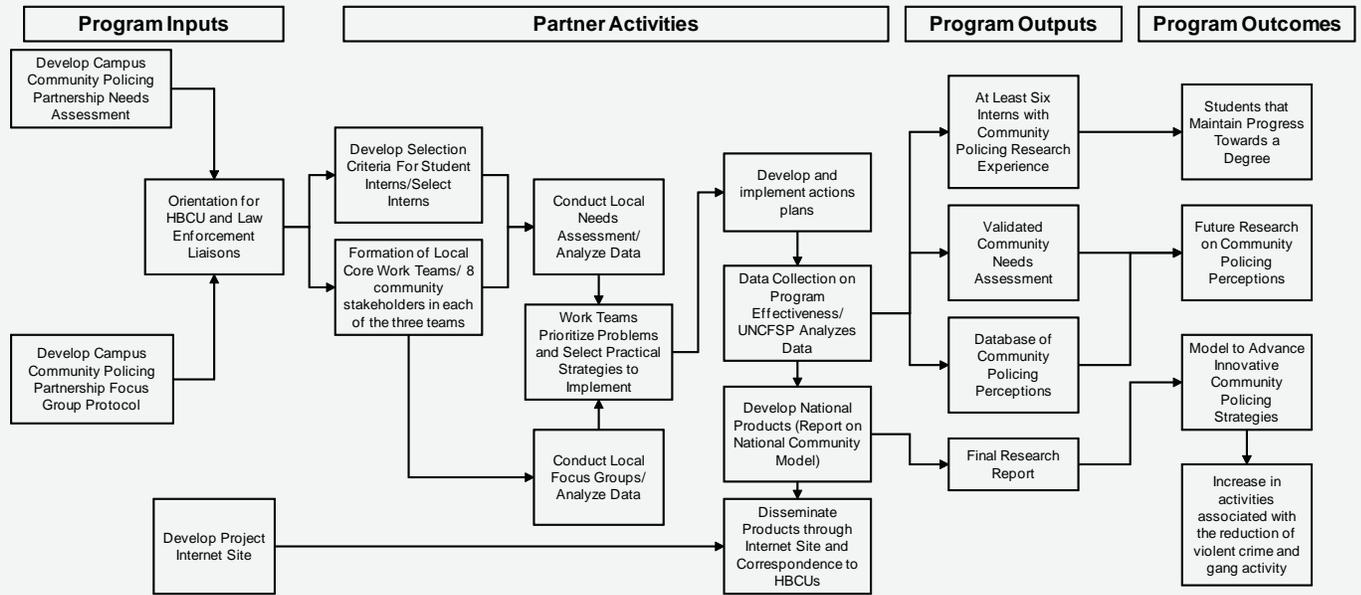
30. If you selected other, please enter what these are:

31. Please enter the two main reasons why this project did or will lead to a reduction in violent crime.

Narrative

1. **Introduction:** Please describe your project.
2. **Project Need:** Please develop a rationale for why a project like COPS was needed.
3. **Project Model:** Fully describe your COPS Model.
4. **Project Implementation:** Describe all stages required to implement the COPS project activities.
5. **Promising Practices:** Describe practices that enabled your project to succeed.
6. **Challenges:** Describe practices that were barriers.
7. **Impact:** Describe the impact of the program on the community.
8. **Sustainability:** Describe how you are sustaining your project.
9. **Conclusion:**

Appendix 6: Partnership Logic Model



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About COPS

The Office of Community Oriented Policing Services (the 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, territory, and tribal law enforcement agencies through information and grant resources.

Community policing is a philosophy that promotes organizational strategies which support the systematic use of partnerships and problem-solving techniques, to proactively address the immediate conditions that give rise to public safety issues such as crime, social disorder, and fear of crime.

Rather than simply responding to crimes once they have been committed, community policing concentrates on preventing crime and eliminating the atmosphere of fear it creates. Earning the trust of the community and making those individuals stakeholders in their own safety enables law enforcement to better understand and address both the needs of the community and the factors that contribute to crime.

The COPS Office awards grants to state, local, territory, and tribal law enforcement agencies to hire and train community policing professionals, acquire and deploy cutting-edge crime-fighting technologies, and develop and test innovative policing strategies. COPS Office funding also provides training and technical assistance to community members and local government leaders and all levels of law enforcement. The COPS Office has produced and compiled a broad range of information resources that can help law enforcement better address specific crime and operational issues, and help community leaders better understand how to work cooperatively with their law enforcement agency to reduce crime.

Since 1994, the COPS Office has invested more than \$12 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.

By the end of FY 2008, the COPS Office had funded approximately 117,000 additional officers to more than 13,000 of the nation's 18,000 law enforcement agencies across the country in small and large jurisdictions alike.

Nearly 500,000 law enforcement personnel, community members, and government leaders have been trained through COPS Office-funded training organizations.

As of 2009, the COPS Office has distributed more than 2 million topic-specific publications, training curricula, white papers, and resource CDs.



In 2008, the UNCF Special Programs Corporation (UNCFSP) established the Campus-Community Policing Partnership (CCPP) model with funding from the U.S. Department of Justice Office of Community Oriented Policing Services. *Campus-Community Policing at Historically Black Colleges and Universities: A Guidebook for Law Enforcement and Community Representatives* covers all aspects of establishing a partnership, including recruiting community stakeholders for participation in a CCPP Core Work Group, selecting interns to help with implementation, assessing community needs to determine a focus, developing strategies to address that issue, and evaluating the effectiveness of the campaign. This guidebook is a road map for historically black colleges and universities (HBCU) and law enforcement agencies to reduce violent crime and drug use on HBCU campuses and the surrounding communities by increasing community engagement and strengthening relations between police and community members. The CCPP model is designed to help HBCUs and law enforcement establish functional partnerships in their own communities.



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August 2010

e071026294

ISBN: 978-1-935676-21-8