

Lessons to Advance Community Policing

FINAL REPORT FOR 2014 MICROGRANT SITES

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This project was supported by cooperative agreement number 2014-CKWX-K051 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 agencies, 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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Recommended citation:

Elliott, Vivian Y. and Tammy Felix. 2018. *Lessons to Advance Community Policing: Final Report for 2014 Microgrant Sites*. Washington, DC: Office of Community Oriented Policing Services.

Published 2018

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Contents

Letter from the Director	v
Introduction	1
2014 Microgrant Promising Practice Case Studies	3
The Gang School Safety Team Program, City of Chicago, Illinois	5
The Leveraging Innovative Solutions to Enhance Neighborhoods Program, City of Los Angeles, California	9
Beyond CIT: Building Community Responses to People with Mental Health Problems, City of Park Ridge, Illinois	15
The 360 Blueprint Program, City of Reno, Nevada	23
The Assisting Elders Program, Colorado Springs, Colorado Police Department	27
Teens and Police Service Academy, El Paso County, Texas Sheriff’s Department	31
Interdiction for the Protection of Children, Texas Department of Public Safety	37
The First 45 Days Initiative, University of Wisconsin at Madison	43
Conclusion	47
Appendix A. Microgrant Site Resources	51
About CNA	57
About the COPS Office	58

Letter from the Director

Colleagues,

The COPS Office is committed to seeking ways to support state, local, and tribal law enforcement agencies in improving public safety. We know that agencies often look to their peers for examples of promising, field-tested practices. We also know that developing and testing these practices takes time and funding, which can be difficult to secure in times of limited budgets.

To support the local development of crime-prevention tactics based on community policing strategies, the COPS Office launched the Microgrant Initiative. Designed to provide small-grant seed funding, the COPS Office funded these inaugural microgrant projects in ten cities to enable law enforcement agencies to create, test, and implement innovative ideas in a real-world setting. Through a technical assistance vendor, the COPS Office then worked with the sites so that the agency experiences could be shared with the law enforcement field.

In the following report, you will read the inspiring stories of each law enforcement agency and their community partners, described in case studies that detail the activities and practices they adopted, the lessons they learned and the results they achieved. The focus of the projects varied, running the gamut from gang violence to elder abuse, and each can serve as a guide to practical strategies which other police departments can adapt to address the underlying causes of crime and disorder.

I believe it is important to note the significant achievements of these law enforcement agencies to improve public safety, public trust, and community engagement. These microgrant programs are cost-effective means of supporting the locally driven research and development to identify approaches that are effective with current social, economic, demographic, and technological challenges of law enforcement agencies. This report details innovations by the field for the field. I am proud to present them, not only as successful examples of the Microgrant Initiative but also as examples of the power of community policing to increase public safety that other agencies may adapt to their own local challenges.

On behalf of the COPS Office, I thank our vendor CNA for their excellent work as Microgrant Promising Practices Coordinator and technical assistance advisor, as well as their efforts in producing this valuable report. I also commend the agencies who worked with a variety of community partners to clearly define the issues they wanted to address and design strategies that proved effective. Their dedication and spirit of innovation reflects American law enforcement's highest level of commitment to protecting and serving the American public.

Sincerely,

A handwritten signature in black ink that reads "Phil Keith". The signature is fluid and cursive, with the first letters of "Phil" and "Keith" being capitalized and prominent.

Phil Keith
Director
Office of Community Oriented Policing

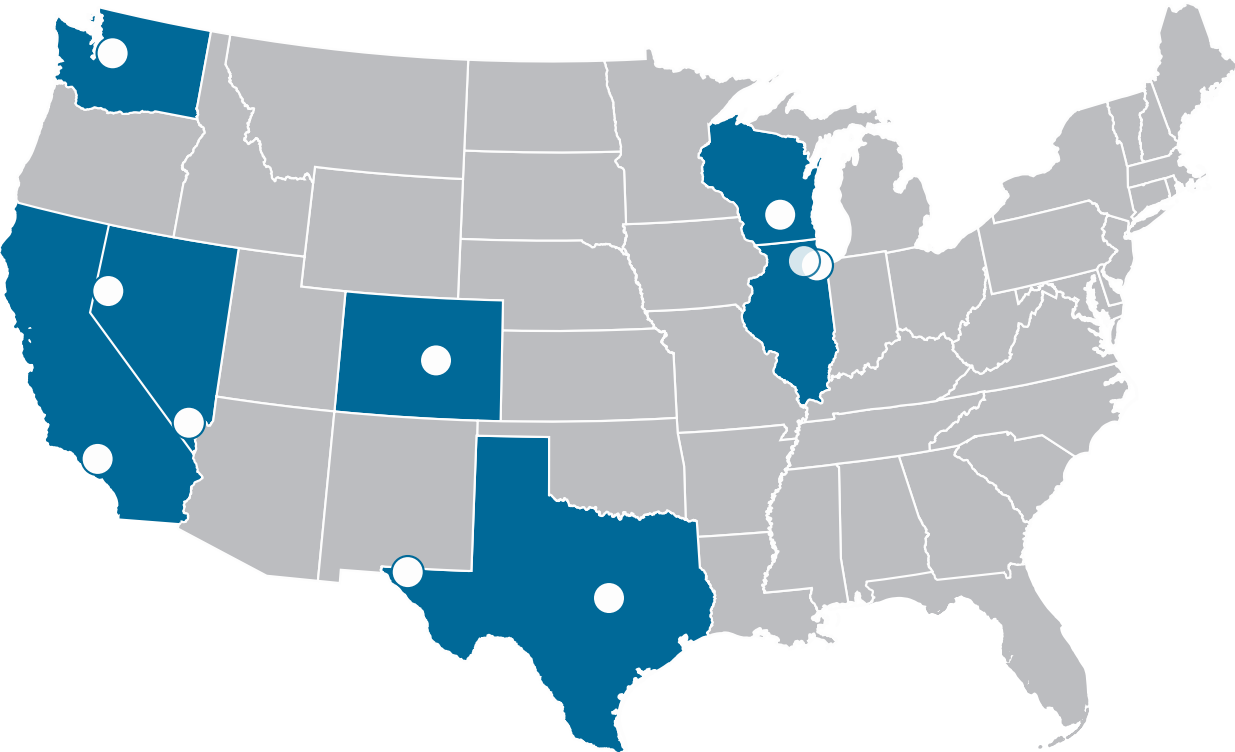
Introduction

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 small-grant seed funding (up to \$100,000) to state, local, and tribal law enforcement to develop and test programs and strategies in a real-world setting and to help spur innovation within law enforcement agencies and across the profession. While these microgrant projects are smaller than other federally funded grant programs, they offer the benefit and flexibility of allowing law enforcement agencies to implement innovative initiatives that they would otherwise not have the resources to undertake.

In 2014, the Microgrant Initiative sought to fund new projects under four major categories: (1) Building trust with communities of color; (2) Implementing cutting-edge strategies to reduce violence; (3) Countering violent extremism; and (4) Protecting vulnerable populations. The following 10 awards were funded:

- **City of Chicago, Illinois**
The Gang School Safety Team Program
- **City of Los Angeles, California**
The Leveraging Innovative Solutions to Enhance Neighborhoods Program
- **City of Park Ridge, Illinois**
Beyond CIT: Building Community Responses to People with Mental Health Problems
- **City of Reno, Nevada**
The 360 Blueprint Program
- **Colorado Springs (Colorado) Police Department**
The Assisting Elders Program
- **El Paso County (Texas) Sheriff's Department**
Teens and Police Service Academy
- **North Las Vegas (Nevada) Police Department**
Making North Las Vegas a Better Place to Live Initiative
- **Seattle, Washington Police Foundation**
Seattle Neighborhood Policing Plan Project
- **Texas Department of Public Safety**
Interdiction for the Protection of Children
- **University of Wisconsin at Madison**
The First 45 Days Initiative

Figure 1. Map of 2014 microgrant sites



To assist agencies in capturing and documenting promising practices resulting from their microgrant projects, the COPS Office created the role of microgrant coordinator and provided funding to CNA to fill that role. CNA maintained regular contact with the microgrant sites to capture lessons learned and successes from their projects and to assist, as needed, with the implementation of their projects through technical assistance and guidance. These promising practices are captured and shared in this report.

2014 Microgrant Promising Practice Case Studies

This report provides case studies for each of the 2014 microgrant projects, highlighting successful community policing strategies that may be used in other agencies across the country. Each case study provides the following information:¹

- An overview of the project with the site's defined goals and objectives
- A description of specific activities outlined and the progress made on these activities (in progress or completed)
- 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 researchers analyzed information gathered from October 2014 to August 2016 through quarterly conference calls with microgrant sites' points of contact, progress reports, and materials shared by each site and by the COPS Office.

1. CNA was unable to obtain information for the Seattle Microgrant Project, so it is not included in this report. Six Microgrant sites—City of Chicago, City of Park Ridge, El Paso County, North Las Vegas Police Department, Texas Department of Public Safety, and the University of Wisconsin Police Department—are seeking no-cost grant extensions for their projects. The information and promising practices reported here reflect activities through August 2016 for all of these sites, except North Las Vegas Police Department, which did not have any data to share on the project at the time this report was prepared.

The Gang School Safety Team Program

City of Chicago, Illinois

Overview

Chicago experiences tragically high levels of youth-involved violence: widespread gang affiliations and easy access to guns allow minor conflicts to spiral out of control.² In 2012, 707 juveniles were shooting victims and 83 juveniles were killed by gun violence. The unacceptable consequences of this violence to families, communities, and the city itself have driven efforts by the Chicago Police Department (CPD), Chicago Public Schools (CPS), and other community partners to develop a truly innovative and collaborative method to prevent and reduce youth-involved violence, called the Gang School Safety Team (GSST).³ GSST is a scalable and replicable targeted intervention strategy centered on CPD gang enforcement officers working with CPS personnel to intervene in emerging youth conflicts (typically identified through social media monitoring or school-based intelligence) to prevent such conflicts from escalating into acts of violence.



2. Data and information were compiled by Senior Police Officer David Flores and Police Officer Mike Keane of the Intensive Probation Division. GSST source data was provided by CPD's Deployment Operations Command and Gang Investigation Unit.

3. The Chicago microgrant site has requested a no-cost grant extension to continue its project through September 2017. Therefore, this case study includes information on ongoing activities.

“Chicago experiences tragically high levels of youth-involved violence each year. It is clear that we need effective strategies for preventing this violence. Through this evaluation of the Gang School Safety Team (GSST) initiative, we hope to learn more about the mechanisms through which the GSST effectively prevents youth violence, particularly retaliatory, gang-involved violence.”

— Kelly Hallberg, Managing Director, University of Chicago Urban Labs

The overarching goals of this project are to conduct a rigorous process and outcome evaluation of this intervention to assess its efficacy, to improve the model and document any necessary steps, and to allow other law enforcement organizations and their community partners across the country to replicate the model.



The objectives of the project are to develop knowledge by better understanding and improving the impact of the GSST strategy, to increase awareness by disseminating GSST research to other law enforcement organizations and their community partners around the country, and to institutionalize the practice by developing and disseminating a GSST implementation manual.

Lessons learned

Employing officers with the knowledge of the history of gang violence, membership, territories, and activities is critical to successful implementation.

The CPD has a well-established and well-led GSST team, composed of experienced gang enforcement officers carefully selected to participate in the program. This GSST team has grown from nine officers and one sergeant serving the south side to 15 officers and two sergeants serving the south and west sides, led by the gang enforcement commander, who reports to the chief of the CPD’s Bureau of Organized Crime. They have conducted 3,434 interventions. The team’s

Chicago microgrant accomplishments

<p>Status</p> 	<p>Proposed Activity</p> <p>Conduct a GSST process and outcome evaluation.</p>	<p>Details</p> <p>GSST, CPD, and CPS implemented the GSST strategy and are currently in the process of collecting data to determine the impact of GSST on reducing retaliatory violence. Throughout the project, the stakeholders have been gathering data to best assess the efficacy of the program. The data is both qualitative and quantitative so that stakeholders can fully assess the program outcomes and the attainment of specified program goals. The results of this analysis and the process will be fully documented in a GSST manual for departments interested in replicating the program.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p>Develop a GSST manual to aid in replication.</p>	<p>Details</p> <p>While the project is not yet complete, CPD and its partners intend to increase awareness by disseminating GSST research to other law enforcement organizations and their community partners around the country. The GSST implementation manual will be an invaluable tool for implementing evidence-based practices in reducing retaliatory violence in schools.</p>

understanding of the history and activities of local gang culture, gained through their professional experience and police service, allows the program to quickly implement its goals and objectives.

Engaging all governmental and community-based stakeholders promotes buy-in for community policing strategies.

The CPD is supported by the City of Chicago, and has been dedicated to implementing comprehensive community policing strategies for almost two decades. This strategy is built on the premise that active partnerships with the community (residents, businesses, faith institutions, schools, nonprofit organizations, and social services providers) are essential to preventing and reducing crime. This established history and the relationships between the CPD and the community have helped to implement the GSST program, and anecdotal evidence has shown that it is working to reduce retaliatory violence.

PROMISING PRACTICE

Identify victim associates to ascertain students who may engage in retaliation to prevent further acts of violence. Interventions and services may also be recommended for victim associates.

Evaluating the GSST program will serve as a benchmark for other jurisdictions seeking to implement evidence-based intervention strategies for reducing retaliatory violence.

The CPD is partnering with the University of Chicago Crime Lab to complete an assessment on the implementation of the GSST; their efforts include ride-alongs and interviews with GSST officers and interviews with school staff who interact with the GSST program. The goal is to access intervention data (including the names

of students who took part in the GSST intervention) and to provide descriptive information on outcomes for these students. Through these data-gathering and analysis efforts, important information will emerge about how the program is operating in the field and what improvements can be made so that other law enforcement agencies can learn from this initiative.

Developing detailed incident reports helps to determine the best strategy for preventing retaliatory violence.

Currently, each GSST intervention is recorded in a detailed report prepared by the responding officer. This report reflects a full accounting of the intervention, including: time, date, and location of the intervention; names of all youth and officials (e.g., school, police, and probation personnel) present during the intervention; the minor's relationship to the shooting or assault victim(s); gang affiliations of the students and their associates; student perceptions of safety before and after the conflict; an assessment of each student's thoughts with regard to retaliatory behavior; and a summary of the person's risk at the time of the intervention to either participate in or become a victim of retaliatory violence. The GSST maintains these reports and statistical data, and employs interventions based on the analysis of this information. Anecdotal evidence provided by program participants suggests that these interventions have deescalated conflicts and prevented retaliatory shootings.

Leveraging social media will help to gather intelligence on gang associations and activities.

The GSST and the CPD routinely monitor public social networking sites (specifically, Facebook) to assist with identifying criminal associations and gang affiliations. In some cases, the individuals in those social media sites are juveniles eligible for the program. By monitoring these platforms, the GSST and CPD are able to identify gang members, associates, and alliances, as well as

gang rivals, territorial gang boundaries, and emerging conflicts. This information can be used for a variety of purposes, both preventative (the GSST program), and post-incident investigation of criminal activities (e.g., applying for search warrants, identifying likely suspects, and establishing motive). Monitoring social media also allows the GSST to determine deployment strategies and can help to serve as a predictor of future violence.

PROMISING PRACTICE

Using intelligence-led policing strategies (such as monitoring social media) is critical to preventing retaliatory violence.

SITE CONTACT

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The Leveraging Innovative Solutions to Enhance Neighborhoods Program

City of Los Angeles, California

Overview

This project was a joint effort by the Los Angeles Police Department (LAPD), the Los Angeles City Attorney's Office (LACA), and the University of Southern California (USC) to better address and resolve complaints of police bias. The project team piloted a "smart" mediation approach to police bias complaints involving communities of color. The program built upon LACA's award-winning community-mediation model called LISTEN (Leveraging Innovative Solutions To Enhance Neighborhoods), which incorporates procedural justice and principles of responsiveness to address complaints of police bias.

The overarching goal of the program is to enhance the LAPD's ability to establish and strengthen relationships with residents, community groups, and leaders within communities of color to build the trust that is vital to public safety within the City of Los Angeles. Building upon evidence-based,



data-driven strategies, LISTEN incorporates procedural justice and responsiveness screenings to ensure effective, efficient, and economical resolution to police bias complaints through community mediation.

The objectives of the project were to introduce smart mediation practices in disadvantaged areas of Los Angeles to facilitate more cooperation between law enforcement and residents, to ensure that complainants are heard and that each party feels satisfied with the outcome, to introduce science into community-mediation settings to strengthen effectiveness and long-term outcomes, to identify strengths and weaknesses of LISTEN in order to continually improve the program and to strengthen the community, and to strengthen the functioning of communities by addressing conflicts involving race and raising awareness that the department is addressing concerns involving police bias.

Lessons learned

Promoting the spirit of the program—that of building police-community relations—helps encourage stakeholder buy-in.

In order to build a successful program, it is important that localities establish clear and measurable goals that focus on the fundamentals. LISTEN program operators noted that it is important that any jurisdiction seeking to replicate their model understand that instituting cultural change is difficult. As such, it is critical to broadly socialize the benefits of the program to all stakeholders, both members of the police department and the community. It is important that the program representatives be able to convey a passion for the program, and clearly articulate its goals and objectives, while focusing on the goal of improving the police-community relationship.

Building a valid responsiveness tool to match mediators to specific cases or complaints is critical.

As part of LISTEN, staff members are working to create a comprehensive tool to help mediators respond to a variety of cases requiring action. The capability to

provide a mediator who can serve as a fair and impartial arbiter is critical to the program's success. Given that the majority of cases accepted for mediation are based on a complainant's perception of bias, it is important that the mediator guide the discussion to address the feelings of the participants. Unlike the department's evidentiary standards, the goal of the mediation is not to establish objective truth but help the participants reach a mutual understanding and find common ground. By matching the mediator and appropriate resources to the complainants and individual circumstances of the allegations, LISTEN staff hope to create an environment conducive to conflict resolution. While these circumstances may vary across jurisdictions, a responsiveness tool and the LA model can be shared once the grant is completed and the materials approved by the city.




PROMISING PRACTICE

Develop tools to match complainants with mediators who are capable of impartially arbitrating the unique circumstances of the complaint.

Providing citizens and officers opportunities to engage in mediated discussions of perceived bias helps to bridge the gap in police-community relations.


LISTEN has had a transformative impact on community policing. In one instance, two patrol officers were called to the residence of a young woman who recently ended a romantic relationship with her female partner. The relationship ended bitterly, and there was tension between the two women. LAPD officers were called to keep the peace while one of them removed property from the residence. During the property exchange, the complainant felt that the officers had taken sides with her former partner because her partner was more feminine. She felt discriminated against because she is a lesbian with a more masculine appearance and initiated a complaint against the officers and their supervisor who responded later.


City of Los Angeles microgrant accomplishments

<p>Status</p> 	<p>Proposed Activity</p> <p>Enhance police-community relations.</p>	<p>Details</p> <p>After each mediation, the community member and the law enforcement employee were asked to complete exit surveys. Based on the most recent information gathered from the surveys, approximately 80 percent of the community members responded that they had a greater understanding of police work after the mediation. Approximately 80 percent of both officers and community members responded that they would recommend the mediation process to others as a way to resolve issues between the community and law enforcement. These findings show support for the program's ability to stabilize—and, in some cases to improve—relationships between law enforcement and residents in communities of color.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p>Inspire enhanced understanding and behavioral changes by both the officers and community members involved, thereby optimizing the mediation experience.</p>	<p>Details</p> <p>The COPS Office funding has made it possible for a full-time LISTEN program coordinator to focus on program development, design useful tools, provide training for volunteer mediators, and coordinate mediations with LAPD. The program coordinator works to ensure that the program is based on evidence-based procedural justice strategies, as identified through the COPS Office website and publications.* Using these principles, and through analyzing program feedback, the program coordinator also monitors and tracks the use of mediation as a tool in initiating systemic change regarding how biased policing complaints are addressed. Mediators received 40 hours of mediation training, 8 hours training with a community organization, and an additional 4–6 hours of training on implicit bias and cultural competency. The team also held debriefing meetings every six months to identify lessons learned and best practices.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p>Develop, test, and refine a comprehensive responsivity tool to identify appropriate cases and courses of action for mediation.</p>	<p>Details</p> <p>The project team successfully identified and developed evidence-based responsivity tools that help to match complainants with mediators. Matching the mediators with the community members was integral to ensuring effective mediations. During the grant period, LISTEN began piloting the first version of the responsivity tool developed in accordance with the grant goals. LACA's coordinator is still working to properly assess the mediators, and LISTEN project partners have enlisted a college professor/volunteer mediator who is creating an additional responsivity tool with her students. These tools will be continually reviewed and refined to better identify mediators' characteristics, mediation styles, background, and experience, so these traits can be used when matching mediators with participants. It is the hope that this tool will lend itself to replication by other law enforcement agencies to use in developing community mediation principles to address grievances specific to their communities.</p>

* In particular, drawing on Laura Kunard and Charlene Moe, Procedural Justice for Law Enforcement: An Overview (Washington, DC: Office of Community Oriented Policing Services, 2015), <https://ric-zai-inc.com/Publications/cops-p333-pub.pdf>.

City of Los Angeles microgrant accomplishments *cont'd*

Status	Proposed Activity	Details
	<p>Evaluate the program through observation and participant feedback.</p>	<p>Throughout the program, the team continually assessed the complainants' and officers' awareness of the program's availability. Many early participants indicated that having opportunities to participate on non-business days would be helpful. In response, the program added weekend and evening mediation sessions. Judging from the majority of feedback received, the participants found this to be helpful and the process successful. Meeting the scheduling needs of the community has proven to increase participation in the mediation program. In 2016, the team has completed 24 mediations with participants and officers. This number is almost congruent with the total number of mediations during 2013, the first year of the program. LISTEN is on track to meet or exceed grant program goals regarding the number of mediations completed.</p>

Status	Proposed Activity	Details
	<p>Strengthen the functioning of communities to address conflicts involving racial bias in general and raise awareness of the department's efforts to address concerns involving police bias.</p>	<p>Throughout the grant period, the team has worked to continually assess community awareness of the LISTEN program. As a result of these efforts, the team identified the need to change the name of the program. Citing current tensions between the police and certain groups, LACA suggested changing the name of the Biased Policing Complaint Mediation Program (BPCMP) to something more aspirational. The approved new name is the Community Police Unification Program (CPUP). CPUP is designed to acknowledge what happened, restore trust, and evolve community-police relations. This new name will be more heavily promoted once the 36-month pilot ends this year. LACA is working on plans to promote the program in local places of worship by creating a public service announcement.</p> <p>The LISTEN project participants continue to raise awareness regarding the program in roll calls, training days, and Supervisor Update courses. Additionally, LAPD and LACA created a promotional flyer that explains the procedures and benefits of the program.</p>

“Thank you [name withheld] for being there today for mediation. I do appreciate it. I wanted to point out that even though nothing got resolved. . .my voice being heard meant something to me.”

— *Complainant’s message to program coordinator*

All parties agreed to participate in a mediated discussion regarding the incident. The mediation was held at a local library at the request of the complainant, who later sent a text message thanking the program coordinator for giving her the opportunity to have her voice heard. She went on to say she was glad she participated in the mediation, and that it provided some closure for her.

PROMISING PRACTICE

Actively and widely promote the goals and benefits of the mediation program to gain buy-in from police personnel and the community. Passionately emphasize the commitment to building better police-community relations.

Participating in the LISTEN program has helped to remind officers of their commitment to the communities they serve.

The LISTEN program—and, to an extent, any mediation program—cannot be successful without providing benefit to both parties (the police officer and the complainant). In observing the LISTEN program, officers often reported positive experiences and found that participation helped to reaffirm their commitments to their community. Program officers provided the following vignette as an example.

The complainant was a middle-aged woman, wife of a local pastor. She noted at intake that she has family in law enforcement and that until her encounter with the officer in May, she had always thought very highly of law enforcement.

Her contact with the LAPD began when she was confused by the directional signals an officer was providing her with his flashlight at the scene of a traffic collision. She misunderstood the signals and traversed the flare pattern. The flares were dim and almost burned out. The officer who spoke with her was harsh and abrupt, and it made her feel scared and intimidated. She believed he treated her this way because she is a woman. This was the complainant’s first traffic stop in over 30 years of driving. She said her perception of the police had changed as a result of how she was treated.

When the officer spoke during the mediation, he apologized immediately. He explained to the complainant that he is a father of two and that when he is working, he often thinks of them and tries to model behavior that would make them proud. As he spoke, he began to tear up, and his voice cracked when he said the complainant reminded him of his mother, and he would have never spoken to his mother that way. He felt badly and asked that she look beyond it. He later promised he would be more careful with his tone in the future and use more discretion.

This mediation was unique in that it was the first time a complainant was authorized to bring a support person. She brought her husband, who signed the confidentiality waiver and remained quiet until the end, when he told the officer that they forgave him and that he was very glad this program exists. He said that a heavy burden has been lifted from his home, and he feels very safe calling the LAPD if he ever needs assistance.

Implementing mediation programs for allegations of police bias may result in cost savings for the department.

Funded through the COPS Office grant, the City Attorney’s Office was able to hire a Program Coordinator to help oversee the development and implementation of LISTEN. During the 36-month course of the program, there has been a steady increase in the number

“The mediation program provides a venue for the community to resolve their concerns in a face-to-face meeting with the police department employee in a safe and confidential environment. The value of a program like this is immeasurable for so many reasons. Officers have commented that the mediation experience gave them tools to be a better, more compassionate officer without having to compromise on officer safety or tactics. Community members have shared that a heavy weight has been lifted from them after participating in mediation.”

— *Sergeant II Rhiannon Talley, Los Angeles Police Department*

of cases accepted for and completed through mediation. Each case accepted for the LISTEN program reduces the investigatory burden on the department’s Internal Affairs Division.

In order to be considered for and accepted into the mediation program, the complaint cannot include major allegations of misconduct, complainant arrest, or use of force. In addition, the LISTEN program intake officer provides an initial screening to determine eligibility for participating in the program. Despite the uptick in cases eligible for mediation, program officers conducted a cost analysis and determined that, on average, there was a \$1,170 cost savings to the department for each case diverted for resolution through the LISTEN program. In addition to the cost savings, departmental resources (personnel) are also freed up to focus on other allegations of misconduct.

PROMISING PRACTICE

Develop and implement a mediation program to handle complaints of police bias to improve police-community relations and to provide cost savings to departmental adjudication resources.

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Beyond CIT: Building Community Responses to People with Mental Health Problems

City of Park Ridge, Illinois

Overview

This project⁴ comprised several strategies to better equip Park Ridge, Illinois to respond to a range of mental health issues in their communities, including (1) a series of community-police town hall meetings to allow police to better understand the community's needs, concerns, and questions; (2) a training workshop designed for community leaders to raise awareness about mental health issues and community responses to them; (3) Crisis Intervention Team (CIT) training for Park Ridge police officers in partnership with their colleagues and hospital security staff members; and (4) the implementation of a co-responder model of response to mental health-related calls in Park Ridge, in cooperation with the local hospital.

The overarching goal of this project was to institutionalize proven community policing strategies that address mental health issues and increase awareness of those strategies among agencies and communities in Park Ridge.



4. The City of Park Ridge microgrant site has requested a no-cost grant extension to continue their project through December 2016. Therefore, this case study represents information on ongoing activities.

The objectives of the project were to engage the community of Park Ridge in meaningful partnership-building around mental health issues, led by the police department and to document lessons learned from mental health partners and stakeholders to create a toolkit for dissemination among other law enforcement agencies and communities throughout the country.

Lessons learned

Bringing local stakeholders together can expand knowledge and resource opportunities.

Through gatherings of key stakeholders, mental health leaders identified untapped and unconnected services within the Park Ridge community. The PRPD and its partners quickly realized that if they were each unaware of what the others had to offer, then the community was also likely unaware. As a result, the police department hired a full-time social worker to help connect family members and the public with the many resources that are available, which are enumerated in the Park Ridge Mental Health Resource Guide (see appendix A).

Training in CIT teaches officers de-escalation skills and can build relationships with mental health stakeholders.

The PRPD has been tracking mental health–related calls and their responses. Data shows that officers trained in CIT are able to provide a better, safer service to those in need (e.g., using fewer Taser deployments). Department leadership noted that, since the CIT training, officers are both talking and thinking about interactions differently, including in how they speak to and question individuals with mental illness. Confidence from the training has allowed for the adoption of key de-escalation practices, reducing officers' use of force and helping them to guide persons in crisis to the services they need.

Mental health interventions have also been incorporated into standard use of force training scenarios for all officers on the force. As knowledge of CIT practices has spread into the community, callers into the dispatch

“This grant has moved the department to incorporate a de-escalation approach to the department’s policing style.”

— Frank Kaminski, Park Ridge Police Chief

center are increasingly asking specifically for CIT officers. CIT training is starting to work its way into the culture of the agency—part of a paradigm shift underway in the profession of policing.

An unanticipated outcome of the CIT training effort was the mutually beneficial partnership the PRPD developed with North East Multi-Regional Training (NEMRT). The police department collaborated with NEMRT staff to backfill extra spots in the department’s CIT training course with officers from departments on NEMRT’s waiting list, building partnerships and further standardizing approaches to mental health crisis calls across the region. Furthermore, NEMRT was an advocate in the PRPD’s efforts to secure Illinois Law Enforcement Training and Standards Board approval to allow non-sworn community stakeholders into the 40-hour CIT training.

A challenge the PRPD faced in early training was offering more flexibility to non-sworn stakeholders regarding their participation in tandem training. Though there was interest among the fire department, school district, hospital security, and other invited groups, the 40-hour commitment proved challenging. As a result, the PRPD invited these stakeholders to select relevant sections of the 40-hour training to reduce their time commitment, while still building the relationships and shared language that interdisciplinary training engenders.

Developing an Advisory Board can assist law enforcement in garnering additional support for local programs and initiatives.

The development of an Advisory Board—the Healthier Park Ridge Coalition—was an unanticipated boon for this project. This microgrant provided a catalyst

Park Ridge microgrant accomplishments

Status	Proposed Activity	Details
	<p>Hold a series of Town Hall meetings to build awareness of mental health issues in the community and to get a better understanding of the community's needs.</p>	<p>In partnership with the National Alliance on Mental Illness, Cook County North Suburban (NAMI CCNS), the Park Ridge Police Department (PRPD) held two community meetings to increase awareness of mental health issues in the city of Park Ridge. The first meeting, “Mental Health and the Law,” was held in November 2014 at a local recreation center. The meeting featured Ms. Laura Campbell, a PRPD social worker, and Dr. Robert Campbell, a PRPD chaplain, who discussed with community members target issues related to mental illness and aging.</p> <p>The second community meeting, “How Can You Tell If It’s Mental Illness?” was in November 2015 at a local high school. The meeting featured Dr. Maxim Chasanov, Medical Director of the Alexian Center for Mental Health. Dr. Chasanov presented an overview of signs and symptoms of mental illness and spoke to the importance of reducing personal and community stigma to seeking services.</p> <p>Between 50 and 60 community members attended each community meeting. During these meetings, the police learned several things about the community’s needs—for example, community members did not know who to ask or where to seek available service options, or that there was a significant stigma surrounding mental health issues and the request for services.</p> <p>Due to the success of these meetings, the PRPD plans to hold a third community meeting in the form of a panel discussion in fall 2016. The police department is partnering with NAMI CCNS on this effort to deal specifically with police responses to mental illness, providing officer and practitioner insights. They see this meeting as a way to further open dialogue with the community attendees and a panel of speakers, including CIT trained police officer(s), social workers, and outside mental health professionals.</p>

As chair of the Advisory Committee for the Mental Health grant, it has been an honor to watch our community come together to collaborate and implement a strategic community plan to reduce the stigma of mental health challenges, provide resources and education, and to pilot innovative solutions to overall improve the mental health of the citizens of Park Ridge.”

— Paula Meyer Besler, Director, Community and Health Relations, Advocate Lutheran General Hospital

for reinvigorating a group that had done extensive work identifying community concerns and gaps through a community survey, but had lost momentum after results were released. With a new vision, the group picked up speed, and the Beyond CIT program team saw results through board member-initiated public education efforts. They identified a significant lack of awareness of community resources and came together to develop a clear, practical resource guide to direct Park Ridge residents to services relevant to common mental health experiences.

PROMISING PRACTICE

Include local mental health stakeholders and community members in CIT training to provide opportunities for officers and leadership to build relationships and learn about resources that can be utilized during calls for service.


The Advisory Board consists of representatives from local schools, Advocate Lutheran General Hospital, Park Ridge Human Needs Task Force, Barton Marketing Group, Maine Center, Park Ridge Psychological Services, Presence Resurrection Hospital, Park Ridge Health Commission, City of Park Ridge, Park Ridge Fire and Police Departments, Park Ridge Ministerial Association, Park Ridge Library, Park Ridge Health Care Forum, Access Genesis Clinic, Park Ridge Community Fund, Center of Concern, Lutheran Services of Illinois,

Avenues to Independence, Vision for Change, NAMI, and residents. The board meets monthly to discuss ongoing mental health-related needs (e.g., law enforcement and community trainings, response strategies and protocols, and development of the mental health resource guide.

With the Advisory Board’s assistance, the project team identified and coordinated the training of additional groups in the community beyond the deliverables in the grant. NAMI CCNS offered an expanded version of their “In Our Own Voice” series to the staff of the Park Ridge Library through two 2-hour sessions held in October 2015 (a total of 45 individuals trained). In addition, in November 2015, the PRPD partnered with NAMI CCNS to train 44 faith leaders and their staff members in signs and symptoms of mental illness through the Park Ridge Ministerial Alliance. Free programming provided by NAMI CCNS has enabled the police department to offer more training opportunities while still staying within budget.

The PRPD intends to continue exceeding its community education goals by providing similar awareness-level training to the Park Ridge Fire Department, Dispatch/Communications unit, the Park Ridge Park District, and other stakeholder groups, as identified by the advisory board and the program. The board is central to the sustainability of this effort.

Park Ridge microgrant accomplishments *cont'd*

Status	Proposed Activity	Details
	<p>Hold community training workshops for community leaders (Healthier Park Ridge Coalition Advisory Board).</p>	<p>The PRPD, The University of Illinois Center for Public Safety and Justice, NAMI CCNS, and Vision for Change (a mental health awareness training organization) collaborated to put on two 4- to 5-hour training workshops for members of the Healthier Park Ridge Coalition Advisory Board, one in April 2015 and one in October 2015.</p> <p>The goal of these workshops was to develop a common language and baseline understanding of mental illness and police responses among board members. The workshops focused on four major components:</p> <ol style="list-style-type: none">1. Establishing and discussing the need for addressing mental illness: This was accomplished by sharing the results of a survey the coalition did several years before the microgrant citing the consistent concerns of isolation, depression, and anxiety among respondents with mental illness. The PRPD also provided its call volume for mental health-related issues and the fact that the volume has been increasing the last several years.2. Educating on signs and symptoms of the major mental health issues: A NAMI speaker presented a presentation called “In Our Own Voice,” a personal account of the speaker’s experience of mental illness and related issues.3. Learning effective mental health responses and strategies: Participants reviewed the different response models currently in place, nationwide best practices, and the recommendations of the President’s Task Force for 21st Century Policing.4. Discussing local strategies and next steps: The PRPD also discussed what they were doing specifically in Park Ridge and where they needed to go in the future. <p>The PRPD and its partners learned valuable insights from community advisory board members during these workshops (and through post-event evaluations). For example, they learned that the average citizen does not know the department’s call volume and the specific challenges faced when dealing with citizens suffering from a mental health issue. Additionally, they learned that unless citizens are directly involved in the mental health field or have a personal attachment, the average citizen is not aware of the service gaps (unawareness of what services are available) or the related roadblocks to getting assistance.</p>



Healthier Park Ridge Coalition at a press conference in May 2015 for the release of the *Mental Health Resource Guide*.

PROMISING PRACTICE

Form an advisory group made up of key community members and stakeholders to assist with directing police department efforts and meeting community needs.

Improving communications between hospital staff and Park Ridge police officers has led to the development of effective co-responder strategies.

A core part of the PRPD's co-responder model is increasing trust between police officers and hospital staff. To build a solid foundation for this relationship, the police department held meetings with supervisors from the Advocate Lutheran General Hospital to discuss the needs of the co-responder model.

As a result of these meetings, the police and hospital collaboratively developed an Emergency Room triage and intake process. Officers on the streets now have the ability to connect directly to mental health staff on duty at the hospital through a dedicated phone number. This early connection allows both parties to discuss possible response options, determine if transport is necessary, and provide hospital intake staff ample time to prepare for the arrival of a patient. Consequently, the intake

process has been greatly streamlined, causing less anxiety to an often already distressed mental health patient. The hospital staff also assists with PRPD paperwork to make sure everything is done correctly.

In addition, an Advocate Lutheran General Hospital supervisor is now riding with PRPD officers twice a week. This has allowed for dialogue and shared experiences between the hospital supervisor and PRPD officers, as well as an opportunity for the hospital supervisor to see the CIT training in action on the street.

PROMISING PRACTICE




Communicate and share information with local hospitals and mental health partners in order to streamline response strategies, such as hospital intake procedures.

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Park Ridge microgrant accomplishments *cont'd*

<p>Status</p> 	<p>Proposed Activity</p> <p>Provide 40 hours of CIT training for at least half of the Park Ridge PD's sworn personnel.</p>	<p>Details</p> <p>North East Multi-Regional Training provided two CIT training courses in 2015 and 2016. A third course is scheduled for fall 2016, after which all sworn personnel will have been trained in CIT. The trainings were conducted with officers from neighboring departments, building a regional network of CIT-trained officers who are interested in replicating the Park Ridge PD's training and community education efforts in their own communities.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p>Implement a co-responder model to mental health-related calls in Park Ridge.</p>	<p>Details</p> <p>The Park Ridge PD has begun to implement the co-responder model and is tracking results. Currently, the model consists of hospital staff riding with police officers on patrol and responding together to mental health calls (as needed), as well as greatly increased communication lines between intake hospital staff and officers on the street, allowing for improved relationships and partnerships between those responding and a more efficient and improved process for members of the community.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p>Prepare a national toolkit.</p>	<p>Details</p> <p>The Park Ridge PD has partnered with UIC to produce a toolkit on its mental health approach for other agencies to use as a model in their local jurisdictions. The toolkit will include a write-up and roadmap of their program, including specific details regarding processes, lessons learned, challenges, missteps, wins, community reaction, and response.</p>

The 360 Blueprint Program

City of Reno, Nevada

Overview

The Reno Police Department's Community Policing Development program focused on establishing and strengthening relationships with communities of color. The Reno Police Department (RPD) implemented the innovative 360 Blueprint program, a collaborative effort involving law enforcement officers, University of Nevada Reno students, local community churches, elementary school students, parents, and the community. The program offered reading-assistance programs and mentorship to local elementary schools in an effort to better provide safe school environments and, in the long term, to lower the dropout rate in these communities.

The 360 Blueprint program also sought to address the issue of distrust between the youth population and the police by working to create better lines of communication with the community and the schools and inviting resident participation in crime-reduction activities.⁵



5. More information on the 360 Blueprint Program can be found online on the program website at <http://www.360blueprint.org/>.

The overarching goals of this project were to leverage existing knowledge about community policing activities and strategies to improve police relationships with at-risk youth and to increase community trust.

The objectives of the project were to reach out to at-risk first grade students and help them to achieve developmental literacy goals through mentoring, in an effort to avoid future detrimental behaviors; to engage families in the community in order to build relationships with communities of color; and to develop and foster safe environments at the targeted schools.

Lessons learned

Achieving sufficient staffing levels to effectively manage operations is challenging.



The RPD initially underestimated the staffing levels that would be required to successfully manage the program’s operations; including all stakeholders—youth, mentors, school officials, and law enforcement—in logistics and planning required more person-hours than the program

developers had predicted. As positive feedback about the program spread, additional school officials, families, youth, mentors, and law enforcement personnel wanted to participate. While this was a good problem to have, the added cadre of available personnel brought with it program management burdens and challenges. Adding school coordinators to take on some of this work proved to be tremendously effective in maintaining the connectivity of the program.

Engaging all stakeholders often and early is critical to implementing a successful community-engagement program.

When 360 Blueprint was first initiated, the RPD met with the leadership of each organization, the superintendents of schools, and community leaders to get their feedback and buy-in for the program design and implementation plan. The RPD recognized that when partnering with schools and community leaders, it was critical to first build a positive rapport with students and families.

Reno microgrant accomplishments

Status	Proposed Activity	Details
	<p>Hold a 360 Blueprint banquet.</p>	<p>This event brought all of the participants of the program together to celebrate the one-year anniversary of the program. The program highlighted law enforcement’s and the community’s collaborative efforts in promoting reading and relationships.</p>
	<p>Conduct 360 Blueprint intro nights.</p>	<p>The program introduced police officers from the cities of Reno and Sparks, as well as other community mentors, to the students and families who were potential participants in the program. The community was also informed of the activities and events that the police officers planned to conduct throughout the school year. Holding these public forums helped to inform the community about the program and helped to build a critical partnership.</p>

Once the families were able to connect with and trust officers, the officers planned activities with school, staff, counselors, students, and families, which promoted a positive community atmosphere for the school. As a result, RPD was more easily able to implement the program and to get participation because it was well-received by the key stakeholders. The RPD noted that these early meetings and outreach efforts were critical to the program's ultimate success, and that they ensure the program will take root and evolve.

Encouraging involvement of officers of color who grew up in the local community benefitted the program.

The 360 Blueprint program sought out departmental volunteers of color who grew up in the local community to encourage youth participation. The idea was that these individuals would be more acutely

“Having both the Reno chief of police Jason Soto and the Sparks chief of police Brian Allen in total support promoting and collaborating with the program in their respective agencies is key to the vision and growth of the program within both the Reno and Sparks communities.”

— *Reno Police Department*

aware of the problems faced by the youth of this community. Moreover, it was the intention that this community-engagement method would help to encourage trust between the youth and the officer. The RPD found that this approach was beneficial, and that by participating, youth and families found it easier to approach his program.

Creating a police-school partnership can help to curtail juvenile delinquency.

Through their working relationship with school administrators and staff, RPD officers were able to curtail juvenile delinquency through close contact and positive



An officer working with a student for the 360 Blue Program.

relationships with students. In addition, the 360 Blueprint officers developed crime-prevention programs with the schools they serve and conducted security inspections to deter criminal or delinquent activities. These program officers also monitored crime statistics and worked with local beat patrol officers and students to implement prevention strategies.

As an added benefit to the participating schools, the officers were able to provide safe school environments by assisting school officials with their efforts to enforce Board of Education policies and procedures. Initiating this type of interaction with students, both in the classroom and in general areas of the school building, fostered an increase in the visibility and accessibility of police to the school community.

PROMISING PRACTICE

Be strategic about choosing which methods for engaging the community will best meet the goals and objectives of the program.



An officer working with a student for the 360 Blue Program.

Leveraging social networks and media is critical to the program's success and provides additional engagement opportunities.

Early in the program implementation, the RPD recognized that promoting the goals and benefits of the program via social media networks would be critical to improving stakeholder buy-in. As such, the department actively promoted 360 Blueprint through the RPD website and leveraged the City of Reno website to post information about the program. The RPD has also sought out and gained opportunities to promote the program through other community websites that solicited its services because of the positive reputation of the program. These promotions alerted other community members to the program who, in turn, contacted the RPD to ask how they could participate or volunteer.

This social networking and media campaign, in conjunction with the positive reputation of the program in the community it serves, has led RPD officers to be invited to many more community events and meetings than they had been in the past. By all accounts, this program is helping to build a bridge of trust between the police department and the community.

“There is no substitute for building relationships.”

— Nathan DuPree, Executive Director of 360 Blueprint

PROMISING PRACTICE

Collaborate with local schools and allow officers to interact with students as mentors in order to curtail juvenile delinquency and help build and strengthen the police-community partnership.

PROMISING PRACTICE

Develop and implement a comprehensive social networking and social media strategy to achieve the goals of community engagement programs and encourage community interaction.

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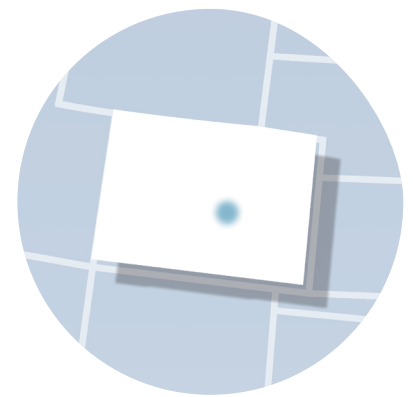
The Assisting Elders Program

Colorado Springs, Colorado Police Department

Overview

The State of Colorado recently joined other states in enacting a mandatory reporting law for elder abuse. Beginning July 1, 2014, mandatory reporters were required to make a report to law enforcement within 24 hours when they have information on abuse, caretaker neglect, or exploitation of at-risk elders age 70 and older. Once law enforcement receives the report, they must share it with Adult Protective Services within 24 hours and notify the district attorney. The implementation of this new law increased the number of elders who come to the attention of police, although the amount of increase is unknown. The citizens of Colorado Springs needed a robust, coordinated service network to meet this increased need.

In collaboration with community partners, the Colorado Springs Police Department (CSPD) aimed to increase the skills and abilities of law enforcement agencies, relevant stakeholders, and other individuals to engage in proven community policing practices in providing assistance to elders. The goal of the program is to prevent crime, reduce fear of



“A major takeaway is the importance of serving as a voice for a vulnerable population that can be critically impacted by the crimes committed against them. Being part of the criminal justice system for any victim is stressful, but for seniors it can be extremely overwhelming and confusing. Advocacy is essential in helping elders restore their quality of life once they have been impacted by crime.”

— Colorado Springs Police Department

PROMISING PRACTICE

Increase community knowledge about elder victimization to encourage reporting of incidents to the police and make elders feel safer in their community.

crime, and respond to victimization among the elder community. This program incorporates the principles of community policing by engaging the population to be served, using community partnerships to address elder abuse, and addressing fear of crime.

The objective of the project was to recruit and hire an Elder Services Specialist. Working under the direction of the CSPD Victim Advocacy Program Coordinator, the Elder Services Specialist was responsible for (1) assessing the gaps in services for elders who come to the attention of police; (2) implementing a program that maximizes department and community resources to address that gap; (3) actively collaborating with other agencies as a member of the Pikes Peak Elder Abuse Coalition; (4) providing direct services to elders; and (5) giving community presentations.

Lessons learned

Identifying key community stakeholders and resources in the program planning phase helps to prevent duplication of efforts during program implementation.

One lesson learned from the implementation of this program was the challenge of identifying and integrating existing community resources without duplicating services. The CSPD met with several community partners not only to understand the existing services they offer to





seniors, but also to hear their ideas on the areas of service CSPD victim advocates could fill. It was important to all stakeholders that the CSPD advocates fill service gaps rather than duplicate other agencies' services.

Additionally, the CSPD noted that it was difficult to develop a systemic blueprint for the grant program within the department without first exploring and fully understanding the various CSPD units and their capabilities to both fulfill and enhance the grant requirements. As an example, certain units were already providing community presentations on elder abuse, financial exploitation, and crime prevention. The CSPD convened an internal meeting and discussed the mission and goals of the Elder program, and, as a result, efforts to provide community presentations and other services to elderly were combined.

Having a dedicated elder abuse specialist greatly contributed to the program's success.

The CSPD has a well-established and successful Victim Advocacy Unit, with the infrastructure necessary to track and assess the impact of its programs. The CSPD also has a great corps of Victim Advocate volunteers who are well-versed in senior service needs and are connected to various community agencies that provide elder services. These individuals served as an excellent resource and support to the elder abuse specialist when creating and implementing this position. This established and knowledgeable cadre of volunteers helped the elder abuse specialist to quickly transition into her role in coordinating the services available under this program.

Colorado Springs microgrant accomplishments

<p>Status</p> 	<p>Proposed Activity</p> <p>Increase community knowledge about victimization of elders and encourage increased reporting of incidents.</p>	<p>Details</p> <p>The CSPD's elder abuse specialist routinely provides mandated reporters with training aimed at increasing knowledge of how and when they should contact the CSPD with concerns of elder abuse or neglect and what information they will need to secure in order to assist law enforcement. Over the two quarters that data was provided, the Senior Victim Assistance Team (SVAT) provided direct services to 429 at-risk elders.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p>Expand and strengthen victim services to increase services and social supports for elders who come to the attention of police.</p>	<p>Details</p> <p>The CSPD has successfully transitioned its SVAT under the umbrella of the agency's Victim Advocacy Unit (VAU). They have also mandated training on elder abuse for all volunteers in their VAU responding to victims in crisis.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p>Collaborate with the Elder Abuse Coalition and Aging Services to ensure robust services to elders and community education.</p>	<p>Details</p> <p>The CSPD's elder abuse specialist has established and maintains relationships with key community agencies that focus on elder services. The CSPD consistently collaborates with these agencies to assess community needs and ways in which the department can improve its role in providing successful, collaborative interventions.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p>Increase crime-prevention measures for elders and work to reduce their fear of crime.</p>	<p>Details</p> <p>The CSPD provides Crime Prevention Through Environmental Design education specifically for seniors in the community via the Crime Prevention Officer Program and refers them to agencies that assist with the financial burdens of incorporating environmental safety changes in their residences. Likewise, they collect survey feedback from presentation participants and other elders that they come into contact with, in order to gauge their feelings around crime and any crime-reduction education that the CSPD has provided.</p>

Implementing community education and public messaging strategies will increase community knowledge about elder victimization and will encourage increased reporting of incidents.

As chair of the Pikes Peak Elder Abuse Coalition's education and outreach subcommittee, a CSPD elder abuse detective gave 32 community presentations over the course of one year. The new CSPD elder services specialist took over this responsibility and worked with this detective to train other committee members and CSPD volunteers to provide a robust community education program. The ability to transition this public outreach function helped to increase the number of presentations and allowed the detective to focus on investigative efforts in an ever-growing caseload of violent crimes perpetrated against elders. In addition, the CSPD posted these presentations to its Facebook page in an effort to more broadly disseminate information about elder abuse and the associated advocacy program.

The ongoing compilation of survey data and feedback is critical to ensuring that the elder abuse program meets its goals.

Through the life of the program, the CSPD has collected and compiled survey data from participants following community presentations and trainings. This participant feedback allows the CSPD to update materials to ensure that its message stays on point and that the program continues to meet the needs of elders and stays current with emerging threats against this population.

The CSPD is also planning to compare data on its program (participation, effect of participation in training on reducing fear of crime, and increased reporting) to the information collected in a 2011 City of Colorado Springs Community Survey. The department will

explore whether this program has benefitted the community and helped to reduce crime against elders. Furthermore, the CSPD plans to include this analysis in its final report to the COPS Office summarizing its grant performance.

Finally, the CSPD's VAU proactively gathered data regarding the numbers of elders served, at-risk adults identified, reports received, and volunteer hours logged for training and direct services. CSPD used this data to track the correlation between the elder abuse program and its impact on crime prevention. This data also helps the department measure the program's efficacy in relation to the stated program goals and objectives.

PROMISING PRACTICE

Designate personnel to focus specifically on elder abuse issues, and ensure that all staff members are trained on the emerging issues faced by this vulnerable population.

PROMISING PRACTICE

Seek out ways to expand and strengthen victim services to increase resources and social supports for elders.

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Teens and Police Service Academy

El Paso County, Texas Sheriff's Department

Overview

The Teens and Police Service (TAPS) Academy is a national program focused on reducing the social distance between at-risk youth and law enforcement. With the support of the COPS Office in 2011, Dr. Everette Penn of the University of Houston – Clear Lake developed the 11-week TAPS curriculum to guide youth and police officers to problem-solve together on child and youth safety topics, such as violence, physical and sexual abuse, domestic trafficking, sexual exploitation, and bullying. The program was first launched in January 2012 in Houston, Texas.⁶

Building off the successes of the TAPS Academy, the El Paso County Sheriff's Office (EPCSO) sought funding through the COPS Office Microgrant Initiative to implement the TAPS Academy as an afterschool program for post-adjudicated Hispanic youth between 14 and 17 years old. The goals of the program were to improve understanding and communication between the teens and officers, reduce conflict between juvenile investigators and patrol officers, and improve outcomes for post-adjudicated youth.



6. TAPS Academy website, accessed November 23, 2016, <http://www.tapsacademy.org/>.

“By encouraging understanding between young people and law enforcement professionals, the TAPS Academy of El Paso is helping to shape a brighter future for area residents....[T]he House of Representatives of the 84th Texas Legislature hereby commend the Teen and Police Service Academy of El Paso for its contributions to the community and extend to all involved with the organization sincere best wishes for the future.”

— House of Representatives of the 84th Texas Legislature

PROMISING PRACTICE

Incorporate engaging activities for police and students to partake in together, as well as traditional enforcement or intervention strategies for youth—e.g., building cultural gardens and attending cultural events alongside police mentoring and periodic home visits).

The objectives of implementing the TAPS Academy in El Paso were to increase the EPCSO's capacity to implement community policing strategies, which strengthen partnerships for safer communities, and to enhance law enforcement capacity to solve crime through funding an 11-week TAPS curriculum model.

Lessons learned

Engaging youth in the afterschool TAPS Academy program has reduced the social distance between youth and law enforcement in El Paso.

The EPCSO partnered with researchers from the Department of Criminology and Criminal Justice at Ohio Dominican University to measure the TAPS Academy's effect on the social distance between law enforcement and at-risk youth.

The research study includes pretest, midterm, and post-test surveys of students and officers engaging in the program. Surveys were voluntary, took approximately 15 minutes to complete, were implemented in hard copy to English- and Spanish-speaking participants, and included student and parental consent forms. Pretest surveys were administered during week 1 of the TAPS

Academy, midterm surveys during week 5, and post-test surveys during week 10.


EPCSO learned that in the pretest survey, students often had a difficult time writing about a personal hero; however, in the post-test survey, many cited officers as their heroes. For example, one student wrote “I met so many warmhearted people I truly appreciate, for example, the deputies. They're all astonishing human beings that radiate positive vibes as we get to school every morning.” Another student wrote, “The first two weeks in TAPS were the toughest ones because, I didn't really know what we were expecting. Consider that I had never had any type of relation with Sheriffs, in the beginning it was frustrating. . . . But after uniting together and getting to know each other more a little bit more, it all started to get different in a good way. All of the Sheriffs were overall respectful and easy to talk to.”

Working closely with at-risk teens allows officers to learn more about troubled youth and how to effectively engage them.

The El Paso County Sheriff's Office learned that at-risk teens

- crave and need a certain degree of structure;
- began to understand the consequences of their actions;
- resisted the TAPS Academy program (90 percent of students); and
- changed their perspectives of the police and the program following participation and returned to the program (90 percent).

El Paso microgrant accomplishments

Status	Proposed Activity	Details
	<p>Implement TAPS after-school projects at two different high schools for at-risk teens.</p>	<p>The afterschool and summer TAPS Academies have been implemented in two separate high schools in El Paso, Texas (Mountain View High School and Horizon High School), with two school resource officers in each school. The TAPS Academy is designed to help youth change behavior, learn responsible decision making, participate in crime-prevention projects, and improve trust between youth and officers. The 11-week courses cover topics such as conflict resolution; gang membership; bullying; sexting and dating abuse; teambuilding; nutrition and gardening; safe driving; and more.*</p> <p>The EPCSO TAPS Academy includes police mentors engaging with students on a variety of afterschool activities, such as hiking the Franklin Mountains, building cultural gardens, visiting Border Patrol and Holocaust museums, spending time with the county judge, learning leadership and teamwork skills from Fort Bliss soldiers, and learning about the history of El Paso.</p> <p>Some TAPS students include high school dropouts, individuals referred by juvenile probation, or individuals prosecuted by the County Attorney's Office. With the assistance of the Clint Independent School District, students who attend the TAPS Academy can earn graduation credits in a number of subjects (e.g., Speech, Algebra, and World Geography), allowing students who had dropped out of high school the ability to catch up with their high school credits and deterring them from criminal behavior.</p> <p>The program has been not mandated, but students were diligent in coming as their negative attitudes toward law enforcement decreased. The program began in Spring 2014 and continues today in Mountain View High School.** Over 50 students have completed the program.</p> <p>In May 2015, State of Texas recognized and commended the El Paso TAPS Academy program.†</p>

* TAPS Academy Curriculum, accessed November 23, 2016, <http://www.tapsacademy.org/Programs/Curriculum>.

** El Paso has received a no-cost grant extension to conduct two more afterschool TAPS Academy sessions in Mountain View High School during the 2017–2018 school year.

† TAPS Academy of El Paso was recognized by the Texas Legislature in May 2015: <http://www.tapsacademy.org/announcements/taps-academy-of-el-paso-was-recognized-by-the-texas-legislature-in-may-2015>.

Partnering with local school district proved invaluable to the TAPS Academy Program in El Paso.

The EPCSO expressed that its partnership with the Clint Unified School District as critical to the success of the afterschool TAPS Academy. The school provided support through bus transportation for students to and from school and meals for students in the evenings. Furthermore, since El Paso implemented this as a voluntary program (unlike in Houston, where the program took place in a juvenile detention facility where youth were required to participate), the school district's ability to provide these service amenities and educational credits was vital to the active participation of students and the deterrence of criminal behavior. The school district superintendent is a strong supporter of the academy and is working with the EPCSO to identify additional funding to continue to the program beyond the micro-grant award.

PROMISING PRACTICE

Partner with the local school districts to identify resources to support police programs for youth (e.g., offering students transportation to and from programs or school credits).

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El Paso County Sheriff's Department officers and students participating in the afterschool TAPS Academy.

El Paso microgrant accomplishments *cont'd*

<p>Status</p> 	<p>Proposed Activity</p> <p>Have EPCSO deputies mentor juveniles with the TAPS curriculum to reduce the social distance between youth and law enforcement.</p>	<p>Details</p> <p>All officers/deputies assigned to be TAPS trainers received TAPS training, and during the first week of the program officers met with parents and school administrators to gain community buy-in.</p> <p>Through mentoring and the TAPS course curriculum, the EPCSO has been able to reduce the social distance between youth and law enforcement. The students' abilities to solve problems and make better decisions with regard to teen issues (e.g., drugs, gangs, social media) were enhanced through positive mentoring and guidance from law enforcement.</p>
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<p>Status</p> 	<p>Proposed Activity</p> <p>Provide pre- and post-surveys to youth regarding the perceptions of and experiences with law enforcement.</p>	<p>Details</p> <p>From pre- and post-surveys, the EPCSO has been able to see a reduction of social distance between youth and law enforcement. For example, students shared that officers helped them resolve conflicts and that they felt more comfortable with officers.</p> <p>The Ohio Dominican University is currently conducting an evaluation of the TAPS Academy program being implemented by agencies nationwide, including El Paso.</p>
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Interdiction for the Protection of Children

Texas Department of Public Safety

Overview

Young children are vulnerable to violence. For example, the FBI Innocence Lost National Initiative has worked successfully to rescue more than 6,000 children, and its investigations have led to approximately 2,000 indictments and 30 life sentences since 2003.⁷

In response to the need for an aggressive response to recover missing children and identify those who would harm them, the Texas Department of Public Safety (DPS), in collaboration with the Federal Bureau of Investigation's Behavioral Analysis Unit and the National Center for Missing and Exploited Children, developed the Interdiction for the Protection of Children (IPC) program. The aim of the program is to train patrol officers nationwide on the detection, interdiction, and rescue of child victims of crimes and the proper handling of these victims.



7. "What We Investigate: Violent Crimes Against Children/Online Predators," FBI, accessed March 30, 2017, <https://www.fbi.gov/investigate/violent-crime/cac>.

“Due largely to the investigatory skills and knowledge gained from these classes, troopers have rescued 36 children who were runaways, missing, abducted, exploited, or at risk of being victimized since 2014.”

— *Arizona Department of Public Safety*

For this microgrant project, Texas DPS sought to expand upon the success of the IPC program.⁸ Their primary goals are to develop and increase agency knowledge by providing train-the-trainer instruction so that newly certified IPC trainers can then teach skills throughout their organizations.

The objectives of the project are to develop and provide a train-the-trainer IPC class nationally, to encourage a multidisciplinary partnership with host agencies, and to prepare agencies to continue training.⁹

Lessons learned

Training officers in the IPC course has led to the detection, interdiction, and rescue of child victims of crimes.

Texas DPS has learned, through very positive feedback from trained organizations, that the skills imparted in the IPC classes are highly relevant for these other agencies. According to an Arizona DPS press release, “Due largely to the investigatory skills and knowledge gained from these classes, [Arizona] troopers have rescued 36 children who were runaways, missing, abducted, exploited or at risk of being victimized since 2014.”¹⁰

8. David G. Baker, “New Officer Training Saving the Lives of Children,” *The Police Chief* 81 (June 2014), 50-53, <http://www.policechiefmagazine.org/new-officer-training-saving-the-lives-of-children/>.

9. The Texas Department of Public Safety (DPS) site has requested a no-cost grant extension to complete the training delivery for their project. Therefore, this case study presents information on ongoing activities.

10. Arizona Department of Public Safety Public Information Office, “36 At-Risk Children Rescued by Arizona State Troopers Since 2014,” press release, February 2, 2016, <http://www.azdps.gov/media/News/View/?p=679>.

The success of these trainings is also evident in the stories that host agencies share with Texas DPS, and which Texas DPS then shares via email with all agencies that have completed the training, such as the outcome of two multi-state operations led by Arizona in 2016:



In April and September 2016, Arizona State Troopers participated in two multi-state Crimes Against Children Operations. These operations were designed to increase troopers’ and the public’s awareness of the Arizona Department of Public Safety’s initiative to proactively protect children during routine traffic contacts. The operations were based on principles and techniques taught in the Interdiction for the Protection of Children class. Officers from 12 states and the District of Columbia participated in these operations.

During these two three-day operations, Arizona State Troopers reported the following statistics:

- 6,589 contacts/stops
- Three children rescued
- Two arrests/charges related to a crime against a child
- Two reports to Department of Child Safety
- 22 Registered Sex Offenders contacted
- 367 Children under the age of 16 contacted
- 97 Children under 18 checked through ACIC/NCIC¹¹

11. *Arizona Interdiction for the Protection of Children 2016 Overview* (Phoenix, AZ: Arizona Department of Public Safety, 2017).

Texas microgrant accomplishments

<p>Status</p> 	<p>Proposed Activity</p> <p>Provide the IPC Construction and Internalization Program in 10 host states nationally.</p>	<p>Details</p> <p>To date, six other states have received the IPC train-the-trainer curriculum (Arkansas, Arizona, Colorado, Georgia, Oregon, Wyoming), resulting in approximately 450 students trained and the development of 65 new IPC instructors.</p> <p>The first two days of the training provide the basic IPC training. The remaining three days of training cover the train-the-trainer program and is intended to make sure that IPC trainers can</p> <ul style="list-style-type: none"> ■ establish the status of a child who may be abducted or endangered; ■ know resources available to them and courses of action to take when encountering an endangered child; ■ be able to identify research-supported indicators of an endangered child and a high-risk threat to children; ■ know the type of questions to ask for a victim-centered approach; ■ have a basic understanding of behavioral patterns of both the suspects and the victims; and ■ know how to articulate their findings and support them through research. <p>A no-cost extension has been requested to complete this activity.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p>Encourage a multi-disciplinary partnership with host agencies.</p>	<p>Details</p> <p>Host agencies continued to include child advocacy centers, child protective services, and victim services in the training, embracing a multidisciplinary approach and contributing to a community-oriented policing philosophy.</p>

PROMISING PRACTICE

Incorporate “Command Staff Briefings” into train-the-trainer programs, providing a short (1- or 2-hour) overview of the training’s purpose, importance, and benefits. This helps garner long-term support from the subordinates who will implement the program.

Evaluating the IPC training courses has resulted in important improvements to the training program.

Training sites administered post-training surveys to gather feedback on the topics covered in the basic training course and on the elements of the train-the-trainer course, such as program design, assignment preparation, teach-backs, and the exam. During this process, they learned valuable insights on how to improve the IPC program, such as modifying the train-the-trainer manual, adjusting training content and structure, and expanding the written exam to apply to students outside of law enforcement.

Implementing an effective training program requires attention to both the course curriculum and the process for delivering training.

Though Texas DPS had developed a robust and comprehensive IPC training curriculum, they quickly learned they needed equally robust application and training processes to ensure agency engagement and sustainability. The DPS train-the-trainer course is designed to certify a team of interdisciplinary instructors who present the course together. This team approach helps build community capacity to address complex crimes and provides for a broader reach across professional disciplines; it also places demands on the application


process. To ensure the proper selection of agencies and training team members, Texas DPS instituted the following application requirements:

- The interested agency must define the target area in which it intends to conduct the IPC training (e.g., city/county/court district locality, impact, and number of officers) and create a local training implementation plan.
- The agency must provide background information on its jurisdiction’s traffic stops, missing/exploited children, data and intelligence operations, and capacity.
- The multidisciplinary training team applying from each agency must include a knowledgeable and experienced person in each of the following areas: Child Protective Services, state fusion centers, legal issues, and victims’ services.

Due to the time and resource commitment of the train-the-trainer course, Texas DPS also interacted with agencies that were reluctant to accept the train-the-trainer class and requested the basic training for some or all of their officers instead.

Texas DPS learned the importance of maintaining ongoing communication with agencies interested in the program. Many of the training coordinators from recruited agencies have other daily jobs and responsibilities, which sometimes distracted them from completing applications or team recommendations in a timely manner. They determined that it was necessary to advertise the training to prospective agencies (e.g., through social media and networking connections) throughout the duration of the grant; they also discovered that the initial grant should have included some two-day classes to use as exposure classes through which prospective agencies could evaluate the training before committing. And they learned that, while class sizes had to be kept manageable, DPS trainers were able to expand class sizes from six students to nine without losing the quality and impact of the training.

Texas microgrant accomplishments *cont'd*

Status	Proposed Activity	Details
	<p>Prepare agencies to continue training.</p>	<p>Four agencies (Arizona Department of Public Safety, Colorado Department of Public Safety, Wyoming Division of Criminal Investigation, and Georgia State Patrol) have completed the 40-hour train-the-trainer course.</p> <p>Some of the agencies have outlined a strategy to continue the training long-term. For example, Colorado has set a goal of providing four basic IPC classes per calendar year; Georgia will be offering classes twice a year and upon request, rotating from the north end of the state to the south; and Arizona conducted four classes in 2016, including the addition of an IPC module to its DPS Field Training Program. An example flyer from a 2017 training in Wyoming is included in the appendix.</p> <p>Agencies have also established methods for tracking child rescues, setting goals to increase the number of child rescues, and developing policies for child contacts and reporting.</p>

PROMISING PRACTICE

Develop selection criteria and a thorough review process for applicants to a train-the-trainer program, in order to ensure that the appropriate people take back and implement the training in their local jurisdictions or organizations.

SITE CONTACT
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<p>Jennifer Pinnow Captain, Arizona Department of Public Safety JPinnow@azdps.gov</p>
<p>Colonel Kebin Haller Wyoming Highway Patrol kebin.haller@wyo.gov</p>
<p>Sandra Erickson Criminal Intelligence Analyst Wyoming Division of Criminal Investigation sandra.erickson@wyo.gov</p>
<p>Lawrence Hilton Captain, Colorado State Patrol lawrence.hilton@state.co.us</p>

The First 45 Days Initiative

University of Wisconsin at Madison

Overview

The University of Wisconsin–Madison Police Department (UWPD) experiences its highest rate of alcohol-involved incidents during the first 45 days of the fall semester, when freshman students create new habits and explore their new environment. Though the University of Wisconsin–Madison campus experienced a decline in overall crime from 2008 to 2014, the number of violent crimes increased by 25 percent. Furthermore, the severity of violent crimes worsened, with the number of first- and second-degree sexual assaults, robberies, and aggravated batteries doubling. Through data analysis, the police department found that many of these incidents occur in the early part of the school year and are alcohol-related, with 41 percent of sexual assaults occurring within the students’ first few months in school (August–October), 70 percent of sexual assault victims reporting consuming alcohol when they were victimized, and 65 percent of all violent crimes on campus involving consumption of alcohol by the victim, offender, or both.



In an effort to reduce the number of such incidents linked to alcohol abuse, the UWPD partnered with University Health Services, the Dean of Students Office, and University Housing on a collaborative campus effort—the First 45 Days Initiative.

PROMISING PRACTICE

Develop selection criteria and a thorough review process for applicants to a train-the-trainer program, in order to ensure that the appropriate people take back and implement the training in their local jurisdictions or organizations.

The overarching goal of this initiative is to reduce violent crime on campus during the first few months of the school year by first reducing alcohol consumption.

The objectives of the project were to analyze why students consume alcohol within the first 45 days of the fall semester and how students become victims of sexual assaults and other violent crimes, and to use this analysis to develop a variety of intervention strategies, including expanding enforcement, increasing accountability of students who violate alcohol policy, providing consistent messaging, implementing policy changes, offering alternative activities, and collecting and sharing alcohol-related data with local partners.¹²

Lessons learned

Gathering information directly from students about their drinking habits and their perspectives regarding the events that happened to them at detox or the hospital can be invaluable to future crime-reduction efforts.

As a result of the peer debriefs, police learned that a majority of students expected there to be large amounts of drinking at the university and had increased their

frequency of drinking since moving to the university (most often with friends and at house parties). Most students drank 7–8 drinks a day, two days a week. Many students did not like detox, sharing that it felt like a jail and was fiscally expensive.




After some time into the interview, students opened up about their experiences and seemed to feel comfortable sharing their deep feelings. Students gave more information than some questions asked for, which provided more insight on how they felt about themselves and the police regarding their specific situations. For example, students noted the following reasons negative experiences with police: officers didn't seem to know what they were doing (e.g., putting the wrong cost on a ticket); not understanding why police were doing what they were doing (e.g., handcuffing the student, even though the student felt s/he was being compliant); insensitive reactions from officers (overaggressive when the student was “just drunk” or laughing at the student who, at that point, felt bad and ill); inaccurate police reports following the incident; or feeling targeted based on a prior encounter with police.

Conducting interviews a month after the date of the student's original detox or hospital experience seemed to result in a more positive, self-reflective perspective.

The UWPD observed that the students appreciated parts of their experience (which led to changes in behavior) if the interview was done more than about a month after their event. Students also seemed to have more constructive feedback about systematic issues that could be changed, while still taking responsibility for their actions. Some of the problems they shared involved the length of their punishment, interaction with university officials, not understanding why they needed to go to detox, and limited access to resources needed to get university requirements completed by their deadlines.

12. The University of Wisconsin–Madison Microgrant site has requested a no-cost grant extension to continue its project through the next school year. Therefore, this case study presents information on ongoing activities.

University of Wisconsin microgrant accomplishments

<p>Status</p> 	<p>Proposed Activity</p> <p>Conduct peer debriefing interviews with students who were sent to detox or to hospitals due to incapacitation from alcohol consumption to learn about the nature of the alcohol abuse problem.</p>	<p>Details</p> <p>In order to better understand the issues driving students' alcohol abuse so as to inform intervention and enforcement strategies, the UWPD used two student employees ("peer debriefers") to conduct one-on-one interviews with students.</p> <p>Students who were sent to detox or to the hospital for incapacitation from alcohol overconsumption during the Fall 2015 First 45 Days Initiative period were eligible to participate in a debrief session with the peer debriefers. All of these students were contacted by the peer debriefers to set up an interview, and reflections from 67 students were gathered. Each participant was asked 36 questions, divided into four sections: 1) demographic information; 2) participant's experience with alcohol before arrival on campus; 3) participant's experience with detox, including the events that led to his or her incapacitation; and 4) reflections on his or her detox or hospitalization experience.</p> <p>Various university offices used the information and data gathered from these debriefings to combat sexual assaults, robberies, and under-age drinking.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p>Implement new or revised evidence-based programs for engagement, education, and enforcement.</p>	<p>Details</p> <p>The UWPD is developing new or revised evidence-based programs based on the results of the peer debriefs—for instance, working with University Housing to implement additional alcohol education, which will include information on sexual assaults and violent crimes as they relate to alcohol, or engaging the City of Madison Police Department's downtown community policing team in alcohol interdiction driven by the data gathered.</p>
<p>Status</p> 	<p>Proposed Activity</p> <p>Run the "Tell US" Campaign.</p>	<p>Details</p> <p>The UWPD will run its "Tell US" campaign, which is encouraging victims of sexual assaults to report the crime via various forms of messaging. The peer debriefing will provide needed data to fine-tune the various reporting programs being implemented by the Dean of Students, University Housing, University Health Services, and the UWPD.</p>

PROMISING PRACTICE

Conduct debriefing interviews 2 to 5 weeks after a student's transportation to detox or hospital to allow students to reflect constructively on their experience and to eliminate frustration and embarrassment that the students may have felt following the incident.

Choosing an appropriate interview approach (including a neutral and private location) was important.

The team purposefully chose a neutral and private location for interviews, which was not intimidating to students (room in an on-campus residential hall). The team also selected two student employees (as opposed to representatives from the police department or university) to conduct the interviews. This separation was less intimidating, which led to more truthful and constructive responses.

SITE CONTACT

Michael R. Newton, M.S., EMT-B

Police Captain

Field Services

University of Wisconsin Police Department

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Conclusion

Funding from the 2014 COPS Office Microgrant Initiative allowed grant recipients to develop and implement a variety of innovative projects designed to build trust with communities of color, implement cutting-edge strategies to reduce violence, counter violent extremism, and protect vulnerable populations. Although these projects were smaller than some COPS Office-funded initiatives, the grantees noted that without this fiscal support, they would not have had the financial resources necessary to establish and implement these programs. Some grantee projects have had a noticeable and lasting impact on their communities and have helped identify a number of lessons learned and promising practices that will benefit law enforcement agencies across the nation.

As a result of our review, and as reflected in this report, the participating sites identified a number of lessons learned as they worked to develop, implement, and evaluate the efficacy of their programs. Despite the varying foci of the 2014 grantee programs (e.g., youth, the elderly, gang violence, and police-mental health partnerships), our review shows that certain key themes emerged in the lessons learned across programs:

- **Create a robust team of stakeholders and a spirit of collaboration.** Across sites, participant observations and program information suggest that representatives from all agencies and organizations with an interest in the program's goals should be identified and asked to participate as early as possible in the process. Program leaders noted that having this buy-in is the best (and sometimes the only) way to ensure that the program is able to meet its intended goals and objectives. These stakeholders bring varying perspectives and help to ensure a comprehensive approach to problem solving; this practice also helps to ensure the program's longevity.

- **Engage social networks and social media.** A number of sites indicated that engaging social networks and social media was critical to their program's success. Community outreach and engagement are energized by information-sharing and transparency. Many sites noted that posting about their program on social media not only helped to recruit participants, but that these participants then informed their social networks about the benefits of the program. This word-of-mouth engagement can increase participation exponentially and help build police-community partnerships.
- **Secure funding to have a dedicated staff member for program management and oversight.** Throughout our discussions with the program site contacts, many indicated that having a dedicated person to manage the program was invaluable (if not critical) to the program's success. Many did not anticipate the high level of participation that their program would attract, and having a dedicated person helped to ensure innovative strategies for meeting the program's evolving needs.
- **Plan and execute a program evaluation strategy that allows for ongoing program revision and shows advancement toward stated goals.** Overall, the participating sites indicated that while they planned to

conduct an evaluation at the end of their program, many did not foresee their need for more frequent analysis. A few of the sites secured funding to help develop an evaluation process early in their program implementation; however, many indicated that they would have liked to have requested funding for a more robust evaluation effort and analytical support.

In addition to these lessons learned, many sites identified promising practices that helped to bolster their programs. The table below shows the promising practices identified by the 2014 grantees.

While each of these program grants were no larger than \$100,000, they were able to impact targeted problems at the local level. In sharing lessons learned and best practices, these relatively small financial awards will have a tremendous impact at the national level as new and innovative community policing strategies emerge in the field. In its role as the COPS Office Microgrant Coordinator, CNA is looking forward to disseminating these important lessons learned and best practices and to assisting the 2015 microgrant sites as they implement small programs with far-reaching positive impacts.

Table 1. Promising practices by site

Sites	Programs	Promising practices
City of Chicago, Illinois	Implementing Cutting Edge Strategies to Reduce Violence—the Gang School Safety Team Program	Identify victim associates to ascertain students who may engage in retaliation to prevent further acts of violence. Using intelligence-led policing strategies (such as monitoring social media) is critical to preventing retaliatory violence.
City of Los Angeles, California	Addressing Police Bias through Community Mediation	<p>Develop tools to match complainants with mediators who are capable of impartially arbitrating the unique circumstances of the complaint.</p> <p>Actively and widely promote the goals and benefits of the mediation program to gain buy-in from police personnel and the community. Passionately emphasize the commitment to building better police-community relations.</p> <p>Develop and implement a mediation program to handle complaints of police bias to improve police-community relations and to provide cost savings to departmental adjudication resources.</p>
City of Park Ridge, Illinois	Building Community Responses to People with Mental Health Problems	<p>Include mental health stakeholders and community members in Crisis Intervention Team (CIT) training.</p> <p>Form an advisory group made up of key community members and stakeholders to assist with directing police department efforts and meeting community needs.</p> <p>Communicate and share information with local hospitals and mental health partners in order to streamline response strategies, such as hospital intake procedures.</p>
City of Reno, Nevada	Assisting and Supporting Students with Literacy at the Elementary Level	<p>Be strategic about choosing which methods for engaging the community will best meet the goals and objectives of the program.</p> <p>Collaborate with local schools and allow officers to interact with students as mentors in order to curtail juvenile delinquency and help build and strengthen the police-community partnership.</p> <p>Develop and implement a comprehensive social networking and social media strategy to achieve the goals of community engagement programs and encourage community interaction.</p>

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

Sites	Programs	Promising practices
Colorado Springs, Colorado	Assisting Elders Program	<p>Increase community knowledge about elder victimization to encourage reporting of incidents to the police, which, in turn, makes elders feel safer in their community.</p> <p>Designate personnel to focus specifically on elder abuse issues, and ensure that all staff members are trained on the emerging issues faced by this vulnerable population.</p> <p>Seek out ways to expand and strengthen victim services to increase resources and social supports for elders.</p>
El Paso County, Texas	Teens and Police Service Academy	<p>Incorporate engaging activities for police and students to partake in together, as well as traditional enforcement or intervention strategies for youth—e.g., building cultural gardens and attending cultural events alongside police mentoring and periodic home visits).</p> <p>Partner with the local school districts to identify resources to support police programs for youth (e.g., offering students transportation to/from programs or school credits).</p>
Texas Department of Public Safety, Texas	Interdiction of the Protection of Children	<p>Incorporate “Command Staff Briefings” into train-the-trainer programs, providing a short (1- or 2-hour) overview of the training’s purpose, importance, and benefits. This helps garner long-term support from the subordinates who will implement the program.</p> <p>Develop selection criteria and a thorough review process for applicants to a train-the-trainer program, in order to ensure that the appropriate people take back and implement the training in their local jurisdictions or organizations.</p>
University of Wisconsin–Madison	The First 45 Days Program	<p>Conduct debriefing interviews 2 to 5 weeks after a student’s transportation to detox or hospital to allow students to reflect constructively on their experience and to eliminate frustration and embarrassment that the students may have felt following the incident.</p>

Appendix A.

Microgrant Site Resources



This appendix includes example resources shared by microgrant sites for other law enforcement agencies to use and adapt for their community policing programs.

SERVICES FOR YOUTH

Lutheran Social Services of Illinois (LSSI)
(847) 635-4600 www.lssi.org

Maine Community Youth Assistance Foundation (MCYAF)
(847) 858-7090 www.mcyaf.com

- Coalition that works to prevent drug and alcohol abuse in teens
- Works to promote positive mental health in teens in Maine Township

Maine Township High School District 207 School Based Health Center
(847) 825-4059
www.maine207.org/organizations/school_based_health_center/

- Provides medical and mental health screening and treatment to all D207 students that otherwise might not have access to primary care

ADDITIONAL RESOURCES

National Suicide Prevention Hotline
1 (800) 273-TALK (8255)
 24-hour staff will counsel and refer you with the closest possible crisis center

Employer EAP
 Many employers offer an Employee Assistance Program. Contact your Human Resources Department for more information

Faith Community
 Speaking with your local faith community leader is always an option, or contact the Park Ridge Police Department (847-318-5252) for an on-call Chaplain

IT'S OKAY TO ASK FOR HELP!

Always remember, in an
EMERGENCY

DIAL
9-1-1

HOSPITALS

Advocate Lutheran General Hospital
 1775 Dempster St, Park Ridge
(847) 723-2210 www.advocatehealth.com/LUTH

Chicago Behavioral Hospital
 555 Wilson Rd, Des Plaines
(847) 768-5430 www.chicagobh.com

Northwest Community Hospital
 800 W Central Rd, Arlington Heights
(847) 618-1000 www.nch.org

 **Advocate
 Lutheran General Hospital**

 **Center for Public
 Safety and Justice**



Healthier Park Ridge Coalition
 Chair, Paula Besler, 847-723-7188
paulabesler@advocatehealth.com

PARK RIDGE

**Mental Health
 Resource Guide**

In Park Ridge, approximately 3800 households experience anxiety, depression or other mental health concerns.

The #1 reason residents do not receive counseling when needed is because they do not know where to go.

In Park Ridge, approximately 3200 households feel caring for an isolated neighbor is a top concern.

About 1200 households have difficulty finding support services for older adults and seniors.

The #1 service needed for seniors but not received was counseling and support.



**Are you looking for HELP?
 You are NOT alone!**

Sponsored by the:
 Healthier Park Ridge Coalition

ABOUT THIS MENTAL HEALTH RESOURCE GUIDE

This guide is to aid you, your family or neighbor in the event you should find yourself needing assistance in dealing with ① depression, anxiety and any other mental health concern and/or ② any crisis or potential crises with any of these concerns. In a recent Healthier Park Ridge survey done by the Healthier Park Ridge Coalition and Advocate Lutheran General Hospital, these concerns were found to be the top problems affecting the members of our community.

The survey also indicated that the top services needed but not received by individuals or their family members were ① counseling and support services, ② support groups for coping with daily living and stress and ③ mental health services, especially for seniors but also for youth.

The #1 reason identified by the survey that these services were not received was because the individual or family member did not know where to go for services. This brochure is intended to bridge that information gap and provide a resource for accessing mental health resources.

NON-EMERGENCY (847) 318-5252

Call the Park Ridge Police Department and ask to speak with a specially trained officer in mental health concerns (CIT) or the department's Social Worker.

EMERGENCY SITUATIONS
If you are in a crisis and need immediate assistance

DIAL
9-1-1

FAMILY SERVICES FOR BEHAVIORAL ISSUES

Family Behavioral Health Clinic

(847) 390-3004 www.familybehavioralhealthclinic.com

- Individual and group counseling services in English and Spanish
- DUI Risk Education classes and counseling
- Academic and psychological evaluations

MaineStay Youth & Family Services

(847) 297-2510 www.mainetownship.com/mainestay

- Affordable counseling in English, Spanish, and Polish
- Programs for at-risk youth and adults
- Mentoring, therapeutic groups, community education seminars, and parenting classes
- All programs are free or low cost

NAMI CCNS

National Alliance on Mental Illness Cook County North Suburban affiliate

(847) 716-2252 www.namiccns.org

- Sympathetic and informed listening ear for individuals and their families living with mental illness
- Classes, support groups, lectures and resources, all at no cost, to help with the many challenges that come to families and individuals in need

Turning Point

(847) 933-9202 www.tpoint.org

Psychiatric Crisis Hotline

(847) 933-0051

- Group and individual mental health therapy for adults and children
- Living Room is a comfortable, non-clinical space that offers an alternative to hospital emergency rooms for adults experiencing psychiatric emergencies

SENIOR COUNSELING AND SUPPORT SERVICES

Advocate Lutheran General Hospital

Older Adult Services

(847) 723-7770

www.advocatehealth.com/luth-older-adult-services

- Adult Day Service
- Expressions (Early Alzheimer's Group)
- Home delivered meals
- Senior advocate counseling

Center of Concern (COC)

(847) 268-4213 www.CenterofConcern.org

- Supportive services for seniors, people with disabilities, their families and caregivers
- Information and resources via help/intake phone line
- Counseling services for mental health, housing, medicare and financial concerns

GOOD NEIGHBOR PROGRAM

(847) 318-5319

If worried about a neighbor who is isolated, hoarding, or needs support, contact the Environmental Health Officer for the **Good Neighbor Program** at the City of Park Ridge

SUBSTANCE ABUSE

Advocate Addiction Treatment Program

(847) 795-3921

Keys to Recovery

(847) 298-9355

Maine Township Recovery Connection

(847) 297-2510

Presence Substance Abuse Services - Evanston

(847) 316-2038



Cook County
North Suburban



NAMI CCNS Cordially
Invites You To:

"How Can You Tell If It's Mental Illness?"

Meet Dr. Maxim A. Chasanov, M.D., who has been the Medical Director of Alexian Center for Mental Health since 2003. He is Board Certified in Psychiatry and specializes in patients suffering with thought disorders. Dr. Chasanov is a recipient of the Psychiatrist of the Year Award presented by the National Alliance on Mental Illness (NAMI) - Illinois.

Dr. Chasanov will answer your questions.

Monday, November 9, 7:00 – 8:30 pm,

at the Maine East High School Auditorium,
2601 Dempster St, southeast corner of Potter,
Park Ridge 60068

This program is **free** and open to the **public**

Directions: on Dempster, just east of Potter, turn south at the stoplight for Dee Rd, park in the first parking lot to the east, and walk west to the Auditorium

NAMI CCNS, the National Alliance on Mental Illness, Cook County North Suburban, is a local affiliate of NAMI, the Nation's Voice on Mental Illness.

*NAMI is dedicated to improving the lives of people with mental illness and their families.
For additional information, please call us at 847-716-2252
or visit us at www.namiccns.org*

INTERDICTION FOR THE PROTECTION OF CHILDREN

INTERDICTION FOR THE PROTECTION OF CHILDREN is designed to make patrol officers and investigators aware of the variety of resources available to assist them in establishing the status of a child who may be missing, exploited, or at risk of exploitation and what courses of action are immediately available.

- **FREE** two-day training course • Students are responsible for their own meals •

Upon completion, attendees will:

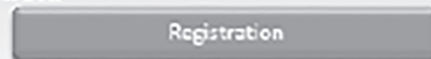
- Be able to establish the status of a child who may be abducted or endangered
- Know resources available to them and courses of action to take when encountering an endangered child.
- Be able to identify research supported indicators of an endangered child and a high risk threat to children.
- Know the type of questions that need to be asked for a victim centered approach.
- Have a basic understanding of behavioral patterns of both suspects and victims
- Know how to articulate their findings that are supported through research.

Dates: May 16-17, 2017
8:00 am to 5:00 pm

Location:

**Park County / Cody
Law Enforcement Center
1402 River View Drive
Cody, Wyoming**

Registration:



<https://goo.gl/VssLE6>
<https://goo.gl/aZ18WK>

*If you are interested in hosting a class,
please contact Analyst Sandra Erickson
at (307) 777-8246 or
Sandra.Erickson@wy.gov*



**Reducing the Social Distance Between
Law Enforcement and At-Risk Youth Through the
Establishment of the Teen and Police Service Academy
(T.A.P.S. Academy)**

INFORMED CONSENT

You are being asked to take part in a research study to measure and reduce the social distance between law enforcement and “at-risk” youth. We are asking you to take part because you are involved in the T.A.P.S. Academy. Please read this form carefully and ask any questions you may have before agreeing to take part in the study.

What is the Study About?

The purpose of this study is to measure the social distance between law enforcement and “at-risk” youth as well as evaluate the success of the T.A.P.S. Academy. If you agree to participate in this study, we will provide you with a survey that will include questions about your experiences with and perceptions of law enforcement. The survey will take approximately 15 minutes to complete.

What are the Risk and Benefits?

There are no anticipated risks to you for participating in this study. The benefits for participating in this study include the personal gratification of knowing that the responses you provide will assist in enhancing the program.

Will You Be Compensated?

No, you will not be compensated for completing this survey.

Will Your Answers Be Confidential?

Yes, the answers to this study will be confidential and the records of this study will be maintained by the Criminology and Criminal Justice Department at Ohio Dominican University. Any published reports on the outcomes of this survey will not include personal identifying information on any of the individuals who completed the survey.

Is This Survey Voluntary?

Yes, participating in this survey is completely voluntary. You may skip any questions that you do not want to answer. If you choose not to complete the survey or drop out of the survey process, you can at any time without penalty.

Who Can You Contact?

The researcher conducting this study is Dr. Chenelle A. Jones. If you have any questions, you may contact Dr. Chenelle A. Jones by email at _____ or by telephone at _____. If you have any questions or concerns regarding your rights as a subject in this study, you may contact the Institutional Review Board (IRB) at Ohio Dominican University at _____ or visit their website at _____.

Statement of Consent

I have read the above information, and have received answers to any questions I asked. I consent to take part in the study.

Your Signature _____ Date _____

Your Name (printed) _____

About CNA

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

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

About the COPS Office

The **Office of Community Oriented Policing Services (COPS Office)** is the component of the US 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 provide training and technical assistance, enhance crime fighting technology, and add more than 130,000 officers to our nation's streets. COPS Office information resources, covering a wide range of community policing topics such as school and campus safety, violent crime, and officer safety and wellness, can be downloaded via the COPS Office's home page, www.cops.usdoj.gov.

In 2013, the COPS Office launched the Microgrant Initiative for Law Enforcement under the Community Policing Development program to facilitate the implementation or advancement of nationwide community policing efforts and address existing gaps in community policing knowledge and tools. The initiative provides seed funding through small grants to help state, local and tribal law enforcement agencies develop and test community policing programs and strategies in a real-world setting. In 2014, the COPS Office funded 10 microgrant projects in four categories: (1) Building trust with communities of color; (2) Implementing cutting-edge strategies to reduce violence; (3) Countering violent extremism; and (4) Protecting vulnerable populations. The microgrant sites were Chicago, IL; Los Angeles, CA; Park Ridge, IL; Reno, NV; Colorado Springs, CO; El Paso County, TX; North Las Vegas, NV; Seattle, WA; the Texas Department of Public Safety; and the University of Wisconsin at Madison. The COPS Office provided funding to CNA to act as a Microgrant Promising Practices Coordinator of the 2014 microgrant awards and work in partnership with the awardees and their local-level research partners to document their project activities and identify best practices. This report describes the lessons learned and promising practices that resulted from these microgrant projects.



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

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

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

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

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