



Tri-State Regional Community  
Policing  Institute

## *INSTITUTE PARTNERSHIP*

GREAT OAKS INSTITUTE OF  
TECHNOLOGY AND CAREER DEVELOPMENT

CINCINNATI POLICE DIVISION

THE NATIONAL CONFERENCE  
FOR COMMUNITY AND JUSTICE

OHIO CRIME PREVENTION ASSOCIATION

### **Lesson Plan**

Constructing and Implementing  
a Citizen Police Academy

Module #21

1998

# Module #21

## Constructing and Implementing a Citizen's Police Academy

### Course Outline

- I. Instructor Introduction
- II. Student Introduction
  - A. Pre-Test
  - B. Goal of the Course
- III. SPO's
- IV. History and Origins
- V. Philosophy and Image of CPA's
- VI. Marketing and Funding the CPA
- VII. Community Views
- VIII. Summary and Course Critique

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# **INSTRUCTOR GUIDE**

## **MODULE #21**

### **METHODOLOGIES:**

- Video
- Lecture with Q&A
- Discussion
- Practical scenarios

### **TRAINING AIDS/EQUIPMENT**

#### **1. Instructor**

- Videos
- PowerPoint
- Overhead transparencies
- White board
- Flipchart
- Publications (see Reference page)

#### **2. Students**

- CCR
- ICR
- Supplemental Forms (SF)
- Publication Excerpts (see Reference page)
- Workbook
- Handouts

# SYLLABUS

**COURSE TITLE:** Constructing and Implementing the Citizen police Academy

**COURSE NUMBER:** Module #21

**LENGTH OF PRESENTATION:** 8 Hours

<u>LECTURE/CLASSROOM</u>	<u>LABORATORY</u>	<u>PRACTICAL EXERCISE</u>	<u>TOTAL</u>
6:00	0:00	2:00	8:00

## DESCRIPTION:

This course will provide the student the opportunity to discuss the history of Citizen Police Academies and provide a foundation for understanding and implementing a Citizen Police Academy.

## STUDENT PERFORMANCE OBJECTIVE:

Upon completion of this module, the student will be able to:

1. understand the philosophy of the CPA.
2. understand the relationship of the CPA to the philosophy of community policing.
3. construct and implement a CPA in their community.
4. understand the community viewpoint on the CPA.

## METHOD OF EVALUATION:

A course evaluation for the program will be administered to the students to evaluatees.

## **CURRICULUM ABBREVIATIONS**

### **MODULE #21**

The following abbreviations are used in the Instructor Curriculum.

AFQ	Ask for questions
ATC	Anticipated Response by Class
CCR	Course Critique Report
CIN	Cincinnati Police Division CPA curriculum
COVKY	Covington, KY CPA Video
DEAR	Dearborn Co, IN Sheriff-CPA Curriculum
EXER	Exercise Method
HO	Handout
ICR	Instructor Critique Report
LAKE	Lakewood, Co PD CPA Video
NTF	Note to Facilitator
OPFD	Orlando PD CPA Curriculum
OT	Overhead Transparence/PowerPoint slide
QTC	Question to Class
RIVER	Riverside, OH PD CPA Curriculum
SCOPE	Sandoval Co, NM CPA video
SPO	Student Performance Objective
SF	Supplemental Form
WB	White board
WBK	Workbook
WOOD	Woodlawn, OH CPA curriculum

**OUTLINE OF INSTRUCTION**  
**Module #21**  
**Constructing a Citizen Police Academy**

**Facilitator's Guide**

OT/PP #1

**NTF:** Show video and discuss with class

OT/PP #1

**Student Guide**

**I. INTRODUCTION**

**A. Establish Rapport**

1. Instructor Introduction
2. Student Introduction
  - a) Purpose for attending class

**B. Pretest**

**C. Goals of Course**

**Student Performance Objectives**

*Upon completion of this module, the student will be able to:*

- a) understand the philosophy of the CPA.
- b) understand the relationship of the CPA to the philosophy of community policing.
- c) construct and implement a CPA in their community.
- d) understand the community viewpoint on the CPA .

**II. HISTORY AND ORIGINS OF THE CPA**

**A. Brief Overview**

*Show tape on 1933 recruitment. Discuss.*

1. First CPA in England
2. First CPA in US is in Florida

**B. Role of the Community in COP**

1. What Community Policing is and is not!
2. Importance of CPAs to COP
3. Who will attend and why

WBK 2

WBK3

WBK 4

### III. PHILOSOPHY OF THE CPA

#### NTF:

Discuss with class

OT/PP #2-3

NTF: Define what is meant by initiatives

#### QTC:

Capture them on flipchart or have groups do the same

OT/PP #4-7

#### A. Opening statements

#### B. Explain, contrast and compare traditional policing and the Community Oriented Policing philosophy

#### C. Determine agency size and demographics regarding either Urban or Rural

#### D. Define community policing & the programmed initiatives that are under the umbrella of Community Oriented Policing (i.e. Nat'l Night Out, Bike Patrol, "COP Shop", etc.)

#### E. What is a CPA? Define it.

1. Does your agency need one?
2. If so, who and how will a CPA benefit your agency & community?
3. Why do you need one? What do they accomplish?
4. CPA is an insurance policy. Why? Give examples of how it works for your agency.

#### F. Discuss the goal to enhance awareness in and about the community.

1. Discuss the sub-goal

#### G. Discuss and explain the nine/ten week CPA lesson plan. Fit it to your community. All must be politically correct, ethics, DUI, Internal Affairs, Use of Force, firearms, etc.

*Have students construct an outline of a 9-week course*

#### H. Cost effectiveness—alumni items, logo, instructors, judges, and volunteers.

#### I. Image Issues

1. What is the biggest problem or issue today?
2. What do people think of you?

#### J. Example of a CPA

1. Forest Park, Ohio
2. Cincinnati, Ohio

#### EXER #1

OT/PP #8-9

Optional video: "COPS" promo

OT/PP #10

WBK 6

WBK 7-14

3. Any other small or large department

#### **IV. MARKETING, FUNDING AND BUDGETING A CPA—GETTING STARTED**

##### **A. Pick your class topics**

You do this by “knowing” or “getting to know” the needs of the neighborhoods in which you work. You will find that every neighborhood has different needs based on things such as culture. Just by looking around the environment you will see that everyone lives differently like broken windows, high grass and abandoned vehicles. On the other side of the street you see nice homes with well-groomed yards. Each side of the street will see things differently and both sides may want to attend the citizen police academy, yet they would like to have insight in the class on totally different topics. It is your job to find out what those topics are. This can be done in survey type formats or by just getting out of your car and asking. You will find that by getting both sides of the street interested and involved to attend the class as well as be able to put all the ideas from both sides of the street into your curriculum, both neighborhoods benefit.

##### **B. Try to Stay In-house**

Your instructors should come from within your own agency. The whole purpose is to “build a better understanding between the citizens and the police through education and cooperation.”

Using your own officers, you are allowing the citizens a chance to get to know “their” officers.

Use your department for the classes if possible. This will allow the citizens to see just how your department operates.

##### **C. Limit your class size**

This is for several reasons:

1. The area available to conduct your class. You don’t want to push 50 people into a room designed to seat 20 comfortably.
2. Allows for personal instruction such as firearms, self-defense or domestic violence scenarios. Larger classes with a limited number of instructors give the participants a feeling of neglect.

3. Money. Limiting your class size will help you get a budget together (such as 20 citizens). You then know you need at least 20 of everything.

#### **D. Know your budget**

Have the students list funding sources and what each can contribute.

1. This is not always possible. You may have to submit your proposal before you know if you're even in the ballpark.
2. Try to submit for funds from within your own organization. This will keep clear of your community resources for future projects and programs. If you need to go into the community for funds, there are a few things to keep in mind:

Have your figures precise—the more accurate you are, the less your headaches are later. If you underestimate your dollars, it's hard to go back and ask for more funds later.

Have a tentative starting date—if you don't give a date, you will never hear from them again. This also holds true for an internal request.

#### **E. In-House Interest and Participation**

Try to find out what the interest is on the inside.

Ask everyone for participation, including the administration on a municipal level. Who better to talk about government, but the person or persons in such a position? If you have a police clerk, ask for interest from that person. Police clerks could share information on the department's process of record keeping and numerous other tasks. The officers' role will make or break the success of the academy.

Anyone can go out and hire a teacher or instructor but this does not give that personal touch from the prospect of your own operation from within.

#### **V. COMMUNITY VIEWS**

You are not alone out there. You are not alone in the work you do. Citizen partners are willing and ready to help you. A Citizen Police Academy prepares citizens to become partners.

Discuss with class

## A. A Two-way Street

A Citizen Police Academy is a two-way street that facilitates communication between citizens and the police. It's a two-way street that allows both sides to see how the other side lives. It's a two-way street that helps remove the "us vs. them" barriers that are created in the course of basic police work. A Citizen Police Academy educates the citizens to become working partners with the police. A Citizen Police Academy allows the police to meet citizens who are the "good guys".

A Citizen Police Academy enhances community relations and community relationships. When police invite the citizens into their world, they come away with a better understanding of what it means to protect and serve.

Citizens are the police officer's best resource. They are law enforcement's ambassadors in the community. A CPA is only the beginning of a profound change that is taking place in law enforcement.

## B. Citizen Partners and the Officers

1. Patricia L. Massie's story - *Who I Am*  
(in the back of the facilitator's guide)
2. Candidates for the Citizen Police Academy come from all walks of life.
3. Each candidate has a story to tell.
4. Training Officers come to training with the concepts they have gained while growing up in life and those gathered while in police work.

## VI. ASPECTS OF EDUCATING CITIZENS IN A CITIZEN ACADEMY

- It increases awareness. "It's a lot more than driving in the cruiser up and down the street." Leona Gayles
- "You guys are people, too. I've seen the human side." Bonnie Cooms
- It educates. "People only see and hear what they read in the paper." Bonnie Cooms
- "Police officers have to make decision than we give them credit for." Jeff Steel

**NTF:** Either read Pat's story or use another example.

- “Now I know policemen aren’t just driving around to give out tickets.” Irma Hill
- It creates connections. “The CPA is a way to get close to the citizens. It’s a way to show them how we feel as human beings.” Lt. McDaniels

## **VI. THE CPA: TWO VERSIONS OF THE SAME CONCEPT**

### **NTF:**

Pat Massie’s story. Discuss different types of academies.

### **A. “Ears on” version of a CPA**

1. Lecture driven method
  - a) slides/videos
2. Specialized units making presentations
3. Off-site visit
  - a) firearms training system (FATS) demonstration
4. Ride along program
5. Graduation ceremony

### **B. “Hands on” version of a CPA**

1. Lecture driven method
  - a) slides / videos
2. Specialized units make presentations
  - a) firing range
  - b) fire department/CPR class
  - c) red man scenario
3. Ride along program
4. Graduation
  - a) dinner, certificate, speaker
  - b) tee shirts
  - c) past graduates exposure
5. Post graduate activities
  - a) volunteer program
  - b) festivals
  - c) parades
  - d) police department office help

## **VII. THE GRADUATION CEREMONY**

The graduation exercise is a very important part of the CPA. It provides a sense of ceremony and a feeling of closure to the CPA experience.

- A. Have a meaningful closing ceremony**
- B. The “breaking of bread” together as a group creates a bond.**
- C. The awarding of certificates should be a special moment for both the class and the instructors.**

## **VIII. THE CPA AS A SPRINGBOARD FOR VOLUNTEERISM**

- A. Citizen Police Academy is a springboard for ongoing Community Oriented Policing. A momentum can be created from your CPA that encourages citizen partners to get involved.**
  - 1. Newsletters can be developed
  - 2. Help with future CPA classes can be found
  - 3. Cookies can be baked
  - 4. Citizens will talk to other citizens in a positive manner about police and policing
  - 5. Volunteers from past classes are available to staff festival booths or information booths
  - 6. Citizens can give referrals to future class attendees

## **IX. THE RIDE-ALONG**

- A. The ride along program is an essential part of the CPA. It provides a true police experience. The citizen participant really comes to understand what a day in a cop’s life is all about.**
- B. Selection of officers who will partner up with the community members is of the utmost importance to the success of the program.**
- C. Three important points:**
  - 1. Cops care
  - 2. Cops are people, too
  - 3. Police work is 98% boredom and 2% terror

**NTF:**

Pat Massie's observations.

**X. ONGOING ASPECTS OF A CPA**

**A. Fear in the community is reduced.**

1. "These are the people who take care of us where we live." Alvin Sadler
2. "They're here to protect you." Irma Hill
3. "They explained to you, any time you think it's an emergency, you call." Leona Gayles

**B. Negative perceptions of the police are changed to positive.**

1. "It's changed my opinion of policemen." Irma Hill
2. "Policemen are kind." Leona Gayles

Is this great PR or what? These quotes come from real people who attended the Springfield Township CPA

3. These same graduates will take these positive perceptions back to their friends, families, and communities.

Educated citizens are one of our best PR tools. People who understand and believe in the work you do, will "talk you up" and educate others. These citizens will be able to read between the lines when negative press is thrust at them. These citizens have participated in the Red Man scenario, they have some idea now about what use of force really means. And they'll explain it to their friends. But remember "You are not alone. Citizen partners are there to stand behind you and support you in any way they can."

**XI. FREQUENTLY ASKED QUESTIONS (F.A.Q.)**

**Q. What about citizens, who are they? Cops or wannabe cops?**

- A. (usually answered by another officer in class who has already held a CPA) You won't run into too many people like that. But prescreening can help you weed them out. But some wannabes actually do become cops because of the CPA.

**Q. What about the danger of giving outsiders inside information?**

A. (again, usually answered by another officer in class)  
There's no danger in informing the public. Common sense dictates what's confidential material. An informed public makes our job easier.

**Q. How do we get the dinosaur heads on board?**

A. Work with them. Show them the value of the CPA. And do what you can within the chain of command to get a CPA going.

**Q. What classes are the most popular?**

A. Anything hands on, especially Red Man, canine units, firearms training, self-defense.

**NTF:**

Explain the 5 W's:  
who, what, why,  
where, when

**XIII. GETTING THE WORD OUT**

- Civic clubs/associations, senior centers/associations, municipal meetings, PTA/PTO, church groups
- Have an officer visit groups like the above to talk about the CPA and to hand out flyers or application forms
- Local newspapers—an ongoing press release method

*Write a Press Release for Your Department*

**EXER #3**

**A. The Press Release**

1. Notice of the CPA
2. The CPA now in progress
3. Notice of graduation exercise
4. Information about the next CPA

**B. Letter to the Editor**

1. Citizens can write about their CPA experience
2. Officers can write about their CPA experience
3. Guest Columns
4. Cable & Airwaves TV access
  - a) public service announcements (PSA)

WBK 19

WBK 20

5. Radio spots
6. Community bulletin boards
7. Word of mouth (one of the best tools) by CPA alumni groups that participate in festivals, fairs, and block parties
  - You can't expect this small notice to do it all for you. It's a good tool and works best as an ongoing outreach to the public through the press.
  - The ongoing press release is useful because you are informing the public on a regular basis about your CPA at whatever point you have developed it.
  - The press release works best when submitted on a regular basis and using the approved format. And it may interest a reporter to write an article regarding your CPA.

## **XII. GRADUATION CEREMONY**

OT/PP #11

### **A. Length of Ceremony**

1. Around two hours in length, which includes both a formal ceremony and an informal discussion/critique

### **B. Those that should attend**

1. Chief of Police/Sheriff
  - a) hands out certificates/speaks
2. CPA Commander - manages event
3. Guest speaker City Manager, Mayor, etc.
4. All officers that taught
5. Past graduates of the CPA
6. Family members - optional
7. Media
  - a) Press release for beginning and graduation of academy
  - b) Television (great positive press)
  - c) Newspaper (local and surrounding area)

8. Attendance truly depends on the seating capacity
9. Cost
  - a) Food (can be simple or elaborate)
    - (1) Pizza, cake, coffee, soda, paper products
    - (2) Past graduates can bring a dish
    - (3) Get donations from local restaurants
  - b) Commencement programs & graduation certificates
    - (1) Company made or computer generated (handouts)
  - c) Great place to mention the donations that have been made
  - d) Film
    - (1) Pictures continue to be taken as they have been throughout
    - (2) Group graduation photo to be taken (ties people together; can be displayed in the PD lobby). Great recruiting technique!
    - (3) Videotape ceremony & critique/evaluation. Each student is asked to comment about their experience and possible ways to improve the class
  - e) Slideshow (can be very touching!)
  - f) Awards (be careful not to single someone out)
  - g) Attire
    - (1) Same as throughout (class T-shirts)
    - (2) Badges are kept by the student for later recognition
    - (3) Make sure students know that this is the beginning of an excellent relationship. This should have been fostered throughout the CPA.

- (4) Before graduates leave, get names of 2 people they believe may be interested for next academy class. This makes the recruiting job much easier.
- (5) Graduation, as well as the whole academy, is a continual learning process that can always improve.

**C. Volunteerism**

1. Make use of volunteers in every way possible
2. Set up a selection and interview process, just as you would for a paid position

**D. Alumni Association**

1. Set up next meeting and schedule speakers, events
2. Follow-up, follow-up, follow-up

**NTF:**  
Collect SF, CCR  
ICR

**XIII. SUMMARY OF STUDENT PERFORMANCE  
OBJECTIVES AND REVIEW**

**NTF:**  
Administer  
exam

**XIV. EXAM**