2019 Community Engagement and Problem-Solving (CEPS) Training Lesson Plan

Course Date:	2019
Current Revision Date:	February 19, 2019
Course Hours:	*8 Hours*
Student Goal:	Students will understand the CDPs Community and Problem-Oriented Policing Plan and perform community-based problem-solving and engagement activities.

REFERENCES

Meares, T., & Neyroud, P., New perspectives in Policing: Rightful Policing, February 2015. Retrieved from: http://wayback.archive-it.org/8983/20170707225319/https://www.hks.harvard.edu/content/download/74084/1679313/version/4/file/RightfulPolicing.pdf.

The e-newsletter of the COPS Office | Volume 8 | Issue 4 | April 2015, *Organizational Change through Decision Making and Policy: A New Procedural Justice Course for Managers and Supervisors.* Retrieved from: https://cops.usdoj.gov/html/dispatch/04-2015/a_new_procedural_justice_course.asp.

STUDENT EXPECTATIONS

A. Regardless of rank or assignment:

1. Each student will be assessed on their participation, in a scenario, and with the final test.
2. Failures will be remediated; if remediation is unsuccessful, then the student will be treated as a firearms failure until they successfully pass all assessments.
3. Participation is mandatory, if you do not participate, you will be removed from class.
4. If you are disruptive to the classroom environment, you will be removed from class.
5. Students will be treated professionally and respectfully. Students will treat other students and instructors with professionalism and respect.
6. Questions are welcomed and instructors will attempt to explain all aspects of the lesson plan.
7. Complaints, opinions, and perceived roadblocks to the successful implementation of the CPOP plan do not support the learning goals of this training and will not be allowed to disrupt the training.
8. Return from breaks and lunch on time as instructed, failure to do so may result in removal from class.
9. This training session may have outside visitors observing the training. We may have organizations including partner police agencies, the Monitoring Team, the DOJ, OPS, CPC, etc. Students will not interact with them and visitors will not interact with students while training is being conducted.
10. Students removed from class will be subject to the disciplinary process.

COURSE MATERIALS

TEACHING AIDS

<u>X</u> Erasable Board/Markers   <u>X</u> Easel/Notepads

<u>X</u> Lectern/Table

<u>X</u> Other:

<u>X</u> Student Handouts

Handout #1: SARA Model Cheat Sheet

INSTRUCTIONAL TECHNIQUES

<u>X</u> Lecture   <u>X</u> Group Discussion

<u>X</u> Demonstration   <u>X</u> Scenario-based Training

<u>X</u> Individual Exercise   <u> </u> Hands-on Techniques

<u>X</u> Problem Solving

SCENARIO

<u>X</u> Role Players / DTC

<u>X</u> Instructors / Accessor

<u>X</u> Safety / CEO

<u>X</u> Accessor Sheet

STUDENT PERFORMANCE OBJECTIVES

At the end of this topic, the student will be able to:

1. Practice community engagement and collaborative problem-solving skills

2. Create partnerships

3. Adhere to the principles of procedural justice in decision-making community encounters

I. PREPARATION

A. Introduction

    1. Instructor

    2. Course

B. Purpose

    1. The purpose of the review is to ensure that the concepts presented during the 2018 CEPS training are understood and reinforced.

    2. To provide clarity, not retraining.

C. Goal

    1. Teach skills necessary to engage the community in improving safety, preventing and solving crime, and create partnerships.

    2. Improve leadership, ethics, and effective communication.

    3. Principles of procedural justice.

II. LESSON PLAN

A. **2018 CEPS Review** (video: see attachment # 1 for the script)

B. **Community and Problem-Oriented Policing Actions** or the 20% Expectation

40 minutes

1. You may have heard about a new requirement that officers use 20% of their time engaging with the community.

2. That comes from a goal that the Division has set in its CPOP Plan. It's where we want to go as an organization.

3. The process of getting there is going to happen in stages. The first stage is really implementing that Plan through our policy. Right now, we are working on a new Community Policing policy. That policy is going to provide specific expectations about how all of this will work – including what is considered "community engagement" and "problem-solving" time, what is NOT considered community engagement and problem-solving time, and how the 20% goal will work.

   a. We know, for instance, that patrol officers may have many more opportunities to meet

this goal than an officer who works in the records division.

4. So, the Division will provide a specific policy and specific training on how this requirement, and requirements to log and account for time spent engaging with the community outside of calls for service and enforcement activity, will operate. Again, only after there has been a new policy and you have received instruction will there be any requirements that you need to adhere to. This policy and training is currently scheduled happen during the Summer and Fall and this year, and you will be kept updated.

5. Nevertheless, we are going to talk today about how you can, even before a policy and training occur, think about engaging the community in your day-to-day work.

   a. Community engagement is any interaction with an individual or group other than a criminal investigation or brief, casual encounter

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GROUP EXERCISE # 1

b. Example # 1:

    i. Officers received a call for service for domestic violence. After conferring with the victim and making the proper notifications, the officers engage the children. Eventually, they play ball with the children and refer the parent to the local rec center for after-school activities.

    ii. The moment that the officers engaged the children and the mother, outside of the call for service, the interaction will be considered community engagement

c. Example # 2:

    i. While patrolling, a community member asks an officer for directions. After giving the instructions, the officer and the community member engage in a conversation lasting several minutes about topics ranging from the weather to safety.

Group Exercise # 1:

Read 5a then break the class into 6 groups 8 and do the following:

- Brainstorm practical things that they can do that would constitute community engagement consistent with the 20% obligation.
- Designate a scribe to write down activity on provided paper.
- Designate a speaker who will provide the top three examples to the larger group during a report-out.
- Give each group the discussion worksheet and allow 10 minutes to complete.

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ii. This is an example of the 20% expectation because the officer provided more service than a brief, casual encounter. It doesn't matter what they talked about in so much as they just have a conversation.

d. Example # 3:

i. Officers spend time at a location in their zone (e.g., business, community/rec center, faith-based establishment, park, school, etc.) and engage with community members, merchants, teachers, etc., asking them about the problem they may have and how the police may assist.

ii. This example goes beyond a casual encounter and thus counts towards the 20%.

6. Other community engagement activity includes:

a. Bike/Foot patrols

b. Neighborhood Walks

c. Community events/meetings

d. Safety Fairs

e. Division presentations and training such as personal safety, career day, Citizens Academy, etc.

f. Providing a community service such as:

i. Providing maintenance

ii. Giving a ride

iii. Purchasing food and supplies

g. Using data to identify and resolve problems, or things that happen multiple times, for both the community and police, such as finding the top ten addresses for calls for service in the zone.

h. Identify and solve problems in ways other than arrest.

i. Problem-Oriented Policing initiatives including special attention.

j. Doing outreach to a particular group if/when there is an incident elsewhere in the country targeting a class of people.

CLASS DISCUSSION # 1

Class Discussion # 1:

Ask the class of examples of community outreach that they can do.

After examples are given, make sure to mention:

Visiting bars that serve an LGBTQ community in your district to be sure the management feels safe calling the police.

Visiting with groups that are

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7. What does not constitute CPOP activity

   a. Example # 1:

      i. Officers received a call for service for a domestic violence incident. The officers advised the victim to the Children Who Witness Violence program and to a domestic violence advocacy group

      ii. This is not considered a community engagement or problem-solving activity because you are expected to make those connections as a part of the call for service, the same as completing a report.

      CLASS DISCUSSION # 2

   b. Example # 2:

      i. Officers are approached by a community member who needs help finding a location. The officers point the person in the right direction, and the conversation is ended.

Class Discussion # 2:

How might this incident count towards CPOP activity?

Visit the DV Advisory group and ask them what could be helpful in referrals

Offer to attend a staff meeting to discuss better ways to make or receive referrals

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ii. This is an example of a brief, casual encounter and will not count towards the 20%. If, after giving directions, the officers provide safety tips, talk to him/her about the city, sports teams, learn their name, the neighborhood where they live, their concerns, etc., then it would count towards the 20%. At that moment, the officer and community member created a connection, making it more than a brief encounter.

10 MINUTE BREAK

C. **Community Engagement to Improve Safety and Prevent Crime**

50 MINUTES

1. We now want to think about the types of engagement that are important to our work and the communities we serve.

2. We cannot keep neighborhoods safe through our efforts alone.

3. Partnering with all communities is extremely important to our ability to successfully produce safety. A community member must feel like they are a part of the effort to make a neighborhood safe.

CLASS DISCUSSION # 3

4. When we say partnership,

   a. We are referring to any arrangement,

   b. Formal or informal

   c. That the Division or officers make with an individual or an organization that is

      i. Community-based

      ii. Private or public

      iii. To provide

         • A program,

         • Service,

         • Or communications that will help produce public safety.

5. Partnerships promote community trust in the Division, and they are an asset when officers are using the Scanning Analysis Response Assessment or SARA Model to identify and resolve public safety concerns.

6. To create partnerships, we must reach out and engage the community.

7. Therefore, all officers are expected to engage the community that they patrol and to get to know them and their safety needs and wants.

8. Safety needs and wants may be similar or different

   a. Across a district, or

Class Discussion # 3:

Before reading # 4, ask the class for their definition of partnerships

b. Distinct from certain neighborhoods,

c. Communities, or streets.

9. In authentic and meaningful ways promotes confidence.

10. When community members regularly communicate with officers in their district, they are more likely to provide officers with more information to prevent and solve a crime than if the partnership doesn't exist.

11. Officers must form partnerships with all communities that include but is not limited to:

a. Civilians and community organizations

b. Youth,

c. LGBTQ,

d. Religious and ethnic communities,

e. Homeless, and

f. Mental health organizations and communities.

12. Getting acquainted with the community requires officers engage the community outside of enforcement or investigative activities.

13. Officers may be seen as authorities, the authority that people fear, especially by those who have been oppressed, and abused. To help community members feel safer, visit and go to places where they are comfortable. Go to their meetings, visit barber shops, hair stylists, laundromats, places of

worship, recreation centers, schools, and other neighborhood-based gathering places.

CLASS DISCUSSION # 4

CLASS DISCUSSION # 5

Class Discussion # 4:

Ask Officers: Why is it important to meet community member where they are comfortable?

See answers below
- We tend to be more at ease in places where we are most comfortable.
- Increases the probability of creating partnerships.
- Sends the message that we are serious about engagement and take their concerns seriously.

Class Discussion # 5:

Ask students: Name other places where community members may feel comfortable?

See answers below

- Their home,
- Corner store and
- Another place of business,
- Parks
- Community organizations, etc.

14. Make personal, one on one contact.

    a. Remember, first impressions are crucial.

    b. Be professional.

    c. Make eye contact.

    d. Introduce yourself by name and remember the person's name you meet.

    e. Tell them why you are there.

    f. Ask how you can work together to address issues that they have?

15. Be sure to listen and show respect for what they have to say.

CLASS DISCUSION # 6

Class Discussion # 6:

Ask Officers: Why is this important?

See answers below

This gives them the impression that you are taking the partnership seriously.

If you show respect for what they have to say, it is more likely that they will respect what you have to tell them.

16. Do not rush.

17. Be trustworthy

    a. If you tell them that you are going to do something, follow through. Tell them once you have done what you promised. It's okay to do some easy things first and then try the more difficult things. Report back.

    b. Do not make promises that you can't keep.

    c. If something is told to you in confidence, keep it in confidence.

18. Do not ignore troubles.

    a. Make sure that referrals to another city/governmental agencies/organizations are made in accordance with Division policy.

    b. If there are relatively minor concerns that need to be addressed, address them.

        i. For example:

            • If an empty trash can is in the middle of the street blocking traffic, move the can out of the street.

            • If a street sign is down, notify dispatch.

19. Behave and communicate with decency and respect

    a. Remain professional as you work on building a working partnership.

b. Do not use or acknowledge offensive speech or gestures.

c. Be ethical

 i. Ethics is defined as moral principles that govern a person's behavior or the conducting of an activity. Officers are expected to show a high degree of ethical integrity on and off the job.

 ii. There are ways to assess and guide the ethical decision. Remember, adverse police actions can negatively impact the community's perception of us.

20. Admit when you get it wrong and apologize.

a. Community members understand that officers are human and make mistakes.

b. If needed, ask other fellow officers for help.

21. Practice good communication skills.

a. Communication is the two-way sharing and understanding of information.

b. In general, officers tend to favor communication styles that are focused on facts, objectives, and consequences, which is compatible with the nature of the job, (i.e., objective, structured, and pragmatic).

c. The public wants us to behave in a compassionate, understanding, and "feeling" way.

CLASS DISCUSSION # 7

D. Principles of Procedural Justice and its Goals

1. One key concept that cuts across our job-whether it is engaging in enforcement activity or problem-solving activity-is procedural justice.

2. Procedural Justice is defined as the procedures used by officers in which citizens are treated fairly and with proper respect as humans. The principles of procedural justice should be incorporated into all activities of officers – traffic stops, business visits, and on calls for service.

3. Using the principles of procedural justice is an essential first step toward building trust and rapport with all and particularly with populations that might feel marginalized. Procedural justice is also the best tool or avenue toward achieving or strengthening Police legitimacy.

4. Employing procedural justice principles will make you more effective in policing and engaging communities in creating partnerships.

5. There four pillars of procedural justice:

Class Discussion # 7:

Ask the class:

- What do they believe is meant by being compassionate, understanding, and "feeling?
- Does this mean to not arrest?
- Does it mean to take be abused?
- Does mean to understand that incidents are very traumatic?
- Does is meant to understand that it is ok to let someone vent frustrations?
- Why is there a difference between the communication style officers prefer as opposed to what the community wants?

a. Neutrality: being neutral and transparent in decision-making.

b. Voice: Giving individuals a voice during an encounter.

c. Respect: treating people with dignity and respect

d. Trustworthiness: conveying trustworthy motives.

6. Policing based on the concept of procedural justice recognizes that people form assessments of legitimacy based on how the police exercise their authority and interact with members of the public.

7. When we give citizens a voice (listen) and are neutral, respectful, and trustworthy, we gain the trust of the citizenry. This creates better or more positive encounters and experiences for all.

CLASS DISCUSSION # 8

Class Discussion # 8:

Read # 7 then ask the class the following questions.
- What does it mean to give citizens a voice?
- Can you imagine how traffic stops and encounters with young people being different when using procedural justice and not using it?
- Why do you think that giving citizens a voice create better encounters?
- How can giving a voice set up a different exchange between the citizen and officers?

CLASS DISCUSSION # 9

8. When utilizing procedural justice and gaining legitimacy, we benefit:

   a. Safety Increases:

The e-newsletter of the COPS Office (2015)

CLASS DISCUSSION # 10

   b. Lowers stress: When everyone treats people with decency and respect, the atmosphere tends to be happier and more pleasant at work and home.
   c. There are fewer complaints: By talking to others professionally, we tend to get fewer complaints.
   d. There is greater cooperation from citizens: When we build rapport with the community

by utilizing procedural justice, we are more likely to gain information about incidents occurring in the neighborhoods.

e. Voluntary compliance is gained from citizens: When we treat others how we want to be treated, we are more likely to walk offenders into a pair of cuffs.

f. Crime is reduced: When talking to others in the proper manner, there is a greater likelihood that there will be fewer assaults on officers.

9. Collaborative Problem-Solving

a. CPOP stands for "Community and Problem-Oriented Policing."

b. What does it mean for our policing to be "Problem-Oriented?"

c. In the 2018 training, you were introduced to the SARA model.

i. The SARA model is a tool that all CDP personnel can use to address a problem. Think of a problem as something that happens more than once, vs an incident that is a onetime occurrence. For example, tragically a person is killed in a motor vehicle crash when another vehicle didn't stop at a stop sign. That is an incident. If that happens again, in the same

Meares & Neyroud (2015)

intersection in the same fashion is a problem that the SARA model can help remedy

ii. What's a problem?

- A problem can be something that community members say is a serious issue, even aside from any pattern of incidents or calls for service. This can be in one-on-one interactions, or it may come from feedback from community meetings such as District Policing Committee meetings.

d. Example: Officers received multiple calls for cars being broken into on a particular street. They confer with radio and learn that the incidents happen between 1 and 5 am. They also observe that the street is dark, and doesn't have sufficient lighting. The officers believe that the problem can be solved with better lighting. Therefore, they request that the lights are replaced or repaired. After the lighting is repaired, there are no more car break-ins.

e. Problem-solving engagement will be tracked and uploaded into a system in the same fashion as community engagement stats. As of today, the process of inputting the data has

not been finalized. When the process is created, training on how to input the data will follow.

f. Problem Triangle

   i. While the SARA model is useful as a way of organizing the approach to recurring problems, it is often challenging to figure out just exactly what the real problem is. The problem analysis triangle (sometimes referred to as the crime triangle) provides a way of thinking about recurring problems of crime and disorder. This idea assumes that crime or disorder results when likely offenders and suitable targets come together in time and space, in the absence of capable guardians for that target. This is what the Problem Triangle looks like:

   ii. Offenders can sometimes be controlled by other people: those people are known as handlers.

   • For example: Prostitutes and pimps, drug users and drug dealers.

   iii. Targets and victims can sometimes be protected by other people as well: those people are known as guardians.

- For example: Police, teachers, advocates.

    iv. Places are usually controlled by someone: those people are known as managers.

    v. Thus, effective problem-solving requires an understanding of how offenders and their targets/victims come together in places and understanding how those offenders, targets/victims, and places are or are not adequately controlled. Understanding the weaknesses in the problem analysis triangle in the context of a particular problem will point the way to new interventions.

E. Scenario Preparation

    1. Set up the scenario

        a. This will be a role play scenario.

        b. All officers will participate.

        c. Officers will respond to a call for service as a with a partner(s).

    2. Go over the assessment parameters.

        a. The scenario is the same for all officers no mater rank or assignment.

10 Minutes

      b. Officers will only be graded on community engagement and problem-solving.

      c. Cover/contact tactics are not graded.

      d. Report writing is not graded.

3. Go over safety rules.

      a. No guns will be allowed during the scenario.

4. Assign groups/partners.

F. Lunch

1 Hour

A. Goal:

1. Practice community engagement and collaborative problem solving-skills
2. Create partnerships
3. Use procedural justice in decision-making

B. Needed:

1. Three role players
    a. One to play the victim,
    b. Two to play neighbors,
2. Instructors
    a. (1) assessor
    b. (1) instructor
3. SARA guide and worksheets
4. Map of the area

C. Number of Students

1. 2- Officers as primary car
2. 2- Officers as backup car

D. Background for the Scenario:

1. It is 2200 hours, on a Wednesday night in July, no adverse weather
2. The victim lives on a street that has several vacant homes and empty lots.
3. There are large trees in the lots and on the street that covers the lights.
4. There is a vacant building at the corner of the street where illegal drug and sex activity

2 hours and 30 minutes

Brief and store weapons: 20 min
Scenario and debrief: 60 minutes

While officers are waiting for their turn to participate in the scenario, copies of the Executive Summary and Chief's Vision of the CPOP plan will be distributed. They will be instructed to review the plan and informed they will be tested on all aspects of the training, including the Summary and Chief's Vision.

Brief the role players before training begins to ensure that they understand their roles

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occurs. (there is no one in or around the building at the time)

5. The building is owned by a bank and is in poor condition.

6. Several burglaries have occurred on the street

7. Neighbor # 1's home (next to the victim's home but separated by the victim's driveway and empty lot) was the victim of burglary several days ago.

8. Neighbor # 2's (lives directly across from neighbor #1) garage was entered, and items were taken several weeks ago.

9. The burglaries and theft from the garage happened on different days, but near the same time of day-late evening).

10. The victim and the neighbors work at similar times.

E. SCENARIO:

1. Assignment:

   a. Officers receive an assignment for a place entered.

   b. Dispatch informs them that the suspect ran from the home when the victim arrived.

   c. The victim could only describe a

      1. tall, thin, person,

An instructor will assess the officers and give the scenario briefing to the officers.

8 sessions, 15 minutes each

2. Wearing dark-colored clothing.

   d. The suspect ran towards a vacant building at the corner of the street.

   e. The officers assigned to that zone from B and C-Platoons acknowledge the call.

   f. When they arrive on the scene, the victim is standing outside with two other people.

   g. The officers checked the home and did not locate any suspects.

   h. No items were taken

2. Officer observation (Evaluate officer):

   a. The victim's home is separated from the neighbor's house by the driveway and an empty field.

   b. The empty lot has tall bushes and trees making it difficult to see from the street.

   c. The side door of the home had been kicked in.

   d. No other point of entry or exit was found.

   e. The street is very dark.

F. The scenario begins

1. Officers preferred course of action:

a. Introduce themselves.

b. Determine who the victim of the burglary is.

c. Determine who the other people are.

d. Ask the victim if he/she prefers to speak to them alone.

e. Begin investigating.

G. The victim will provide the officers with the following information:

1. He/she has lived in the home for over a decade.

2. The victim left work early. Usually arriving home at 2300 hours.

3. He/she lives there alone and is now afraid to be there.

4. Returned home from work, pulled into the garage that sits behind the home.

5. When he/she got out of the vehicle, the suspect ran:

   a. Out of the side door

   b. Then down the driveway

6. Did not see the suspects face.

7. Don't know the suspect's gender, race, ethnicity.

8. He /she went to neighbor 1's home

   a. Which is next to victims' home,

Officers may feel the need to do a thorough investigation by asking for birth dates and social security numbers. Remind them that this is not needed.

b. Also separated by an empty lot.

9. Neighbor # 2 was also at neighbor #1 home.

10. The victim will tell the officers that neighbor 1 and 2 were also victims of a burglary.

H. **Officers preferred response**:

1. The victim has provided the officers with information that multiple burglaries have occurred on the same street.

2. At this time, officers should recognize that they are possibly in the Scanning phase of the SARA model.

Evaluate officers on follow up questions

3. They should also speak to the neighbors about their crimes to help them find a way to prevent future burglaries.

4. They should ask follow-up questions such as

  a. The time the crimes occurred, and,

  b. Are there any environmental factors such as?

    1. vacant structures,

    2. open fields,

    3. Foliage, etc.

  c. Does he/she know where the suspect is/came from.

I. **The victim will provide the following information**

1. The home next door was demolished several months ago.

2. The bushes are overgrown

Victim roll player will evaluate these answers if the question is asked

3. The street light in front of it does not work.

4. Normally return home from work at the same time.

5. He/she hasn't seen anyone one casing her home but has seen people around the vacant building when returning from work. Unsure what if anything illegal is happening there.

J. **If asked, neighbor # 1 will provide the following information about their crime:**

1. The home next door was demolished several months ago.

2. The bushes are overgrown

3. The street light in front of it does not work.

4. Normally return home from work at the same time.

5. He/she hasn't seen anyone one casing her home but has seen people around the vacant building when returning from work. Unsure what if anything illegal is happening there.

K. **If asked, neighbor # 1 will provide the following information about their crime:**

1. On Monday, he/she returned home at approximately 2330 and discovered that someone broke into his/her home.

2. The suspect entered through an unlocked window on the side of the house that faces the empty field.

If asked, neighbor # 1 will provide the same information as the victim

3. The suspect used a garbage can to help him/her climb into the window.

4. The victim usually returns home from work at 2330.

5. He made a police report.

6. He/she hasn't seen anyone one casing her home but has seen people around the vacant building when returning from work. Unsure what if anything illegal is happening there.

L. If asked, neighbor # 2 will provide the following information:

1. Several weeks ago (don't remember the date) at approximately 0130 hours, he/she noticed that their garage door was open.

2. He/she distinctly remembers closing the door after returning home the previous evening.

3. He/she went close the door when observed that the lawn mower was missing.

4. He/she did not report the incident because the lawn mower didn't work and nothing else was taken.

5. He/she didn't want to bother the police.

6. Since that time, he/she had an electric door opener/closer installed.

7. Can see the vacant building from a second-floor window and reports that he/she routinely watch the building.

Observe if officers' probe more deeply about the vacant building

8. During the evening and early night, drug activity and all kinds of other criminal acts occurs in and around it.

9. The users and dealers enter the building through an unlocked back door.

10. Believes that the suspects in the crimes probably hangs out at the building.

M. If asked about other activity that she/he observed at the building, neighbor # 2 will provide the following information:

1. The building looks as if it will collapse.

2. The aluminum siding has been stripped off and stolen.

3. Believes that there was a homicide or an overdose victim found inside.

4. There are a lot of tires in the back of the building.

N. End role-play scenario.

O. Instructor notes:

1. Inform the officers that they are to go to the next room and complete the problem worksheet as a team.

2. They must complete the worksheet thoroughly and will have a supervisor available if needed.

Inform the officers that they are to go to the next room and complete the problem worksheet as a team. Written instructions will also be provided.
10 minutes

Distribute the exam
10 minutes to complete

IV. CONCLUSION

A. Summarize the material and answer questions.

B. Final exam.

C. Review the exam.

D. Remediate if necessary.

Review answers as a class so that they understand the correct answers.
20 minutes

V.   ATTACHMENT # 1 VIDEO SCRTIPT

A. 2018 Community Engagement and Problem-Solving Training Review

1. Introduction

2. The purpose of this video is to review some of the content that was covered in the 2018 Community Engagement and Problem-Solving training to ensure that key concepts are understood and reinforced. Community engagement is an integral concept to our ability to move forward as an organization and our ability to provide public safety to the communities in the City of Cleveland.

3. The idea is to provide clarity, not retraining.

B. Chief Ramsey Video

1. The first thing that I want to talk about is the video of Chief Ramsey speaking in Philadelphia about community policing.

2. This video was not presented to the first few classes, so some of you have not seen it. If you haven't, I encourage you to view it. And if you have, I encourage you the review. You can find it on the LMS system, under the self-assignment tab.

C. History of Policing

1. During the video, Chief Ramsey expressed his experience visiting the Holocaust Museum as a way to explain the role and impact of police officers in history. He described seeing pictures of German officers standing alongside soldiers as the holocaust transpired. He related those images to that of American officers during the civil rights movement. Officer being used to enforce inhumane political agendas and policies. The officer that may or may not have agreed with the policies or their role, but participated nonetheless.

2. Understanding of Mistrust

   i. Adverse police actions, real or perceived, can cultivate distrust in communities who have been the object of that action. It doesn't matter if the action happened here or abroad. For many, negative perceptions of police can be based on things that happened to others, not just to them.

ii. When we understand that the mistrust exists, and why it exists in some cases, then the interactions with affected communities have a better chance of being successful. Meaning, when you understand that the distrust and in some cases, anger, that a community member exudes when interacting with them, is not necessarily directed at you, you can better focus on the task at hand; which is to provide whatever service that the person needs.

3. Let's try to put ourselves in their shoes. A lot of us have had, or know someone who had, a negative experience, or more, with someone who works in other service professions; a doctor, a teacher, a host, or hostess, or even a member of the clergy, etc.

   i. After the negative experiences, what lasting affect does it have? Are our perceptions of those professions changed in any way?

   ii. Now consider the many negative police actions both current and historical, at home and abroad, that many in our communities have experienced.

      1. What lasting affects do you think it has on them?

      2. Do you believe that their perceptions of police have changed?

4. Moving forward

   i. Understanding that historical and current police actions can have an impact on community member's sense of trust towards us, and therefore impacts our ability to provide a service is one step to improving.

   ii. We must show that we engage the community that we trust the community's voice, and we don't make negative assumptions about the community.

   iii. Improving means creating a new mindset for the division — a mentality that is centered on community engagement and problem-oriented policing.

D. Why CPOP?

1. So, why was the Community and Problem-Oriented Policing Plan or CPOP created? The Division is always looking for ways to strengthen our ties to the community and improve the quality of what we do. Partnering with community members to address community problems is a big part of our mission.

2. We participated in town halls and attended community meetings to incorporate community input and feedback in the creation of this plan, and also for other plans and policies.

3. Many of our officers over the years have expressed frustration that they spend all of their shifts running from call to call and don't have the opportunity to get to know the communities that they serve. We are committed to coming up with a Plan that would lock in some of what we were doing with respect to the community and help us strengthen our efforts even further.

4. What does this mean?

    i. We cannot produce a safe community alone. Partnerships and relationship building are vital to creating and sustaining safe neighborhoods. CPOP is an organizational strategy that promotes community partnerships and problem-solving techniques, to proactively address the immediate conditions that give rise to public safety issues such as crime, social disorder, and fear of crime. It is the responsibility of all of us, beginning with the Chief and down the chain of command to every officer.

    ii. We are all responsible for engaging in community and problem-oriented policing without regard to where we are assigned. It is not the sole responsibility of any single bureau, unit, or program.

    iii. Community policing is part and parcel of the work that all of us do every day. It is not something extra that we do only if we have time and not something special that only certain people in the Division does.

    iv. CPOP outlines how the Division will align its structure to better work with communities to solve their public safety problems and how CPOP will be the foundation by which police services are built.

    v. The CPOP philosophy is now a part of how the Division recruits and hires, allocates resources, trains, promotes, and evaluates officers.

    vi. In order to align the organization with the philosophy of CPOP, the Division created an updated recruitment strategy and staffing plan. Embedded in the staffing plan is the expectation that officers, supported by supervisors, spend, on average 20% of their time on CPOP activities. These plans, CPOP, Staffing, and Recruitment are interrelated to support the organization wide CPOP.

vii. CPOP also addresses the use of District Policing Committees as a tool to elicit feedback on policies and practices, and as a source of community based concerns. Other opportunities to engage the community in dialogue includes the use of planned and unplanned community based meetings and events to engage, effective social media postings and commentary, and problem-solving work based on community input or officer initiated activities.

viii. CPOP also makes improvements in the CDP's Wellness Programs, Social Media Program, and the rebranding of the Bureau of Community Policing to Bureau of Community Relations. This change is to emphasize the understanding that CPOP is everyone's responsibility.

ix. The Division will ensure that all officers are trained about the CPOP Plan, collaborative problem-solving/SARA Model (Scanning, Analysis, Response, and Assessment), and Procedural Justice during annual in-service. In addition to yearly in-service training, District Training Coordinators and District Community Engagement Officers will create a District Awareness Training that will provide current and newly assigned officer's information about the various communities within their district, The plan also addresses the following:

1. The new mission statement reflective of the CPOP model

2. Community Engagement and Problem-Solving Training

E. What Community Policing is and isn't and why it's everyone's responsibility.

1. Community policing is a mindset or overall approach that dictates how we operate. It is not a tactic or program.

2. It is not just the responsibility of a bureau or specialized unit. Officers that are assigned to the patrol section engage the community more than any other section. Therefore, those officers will take the lead in CPOP.

3. Sure, programs and events play a part in community policing, but it is bigger than that. It's about creating partnerships and relationships and collaborating to solve and prevent crime. That responsibility falls on every single officer in the Division. (End Video)

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VI.   ATTACHMENT # 2: SPO TEST

Directions: You will have 10 minutes to complete this test. Select the correct answer.

1) Select the correct response. A partnership refers to any arrangement, formal or informal, that the _____ and _____ make with an individual or an organization, community based, public or private, to provide a program, service or resource that will have produce public _____.
   a. Division, command staff, safety.
   b. Division, officers, safety.
   c. Division, officers, health.
   d. Division, command staff, health.

2) Select the correct response. Giving others a voice _____. Neutrality in decision-making, _____, and _____.
   a. Listening, bias free, accountability.
   b. Listening, bias free, trustworthiness.
   c. Listening, respectful treatment, trustworthiness.
   d. Listening, respectful treatment, accountability.

3) When utilizing procedural justice and gaining legitimacy, officer's benefit because it increases safety, lowers stress, increases complaints, reduces crime, and increases cooperation from citizens.
   a. True
   b. False

4) Fill in the blank: (Problem Triangle) Offenders can sometimes be controlled by other people: those people are known as _____?

5) Fill in the blank: (Problem Triangle) Places are usually controlled by someone: those people are known as _____?

6) (Chief's Vision) What metaphorical guide is the Division using to address the root causes of crime, not just the symptoms?
   a. The Sara Model
   b. The Community Policing Model
   c. The Community Wellness Model
   d. All of the above

7) Why is it important to meet community members where they are comfortable?
   a. We tend to be more at ease in places that we are most comfortable.
   b. It sends a message that you are serious about engagement and take their concerns seriously.
   c. It increases the chance of a negative interaction.
   d. A and B.

8) During the Response phase of the SARA model, what are some of the goals of the problem-solving effort (short and long-term). What are you trying to accomplish?
   a. More patrols
   b. Conduct community meeting(s) about crime prevention
   c. Refer to the appropriate agency
   d. Educational programs about the problem
   e. All of the above.

9) The Community and Problem-Oriented Policing Plan or CPOP is an organizational strategy that promotes community partnerships and problem-solving techniques to proactively address the immediate conditions that give rise to public safety issues such as crime, social disorder, and fear of crime.
   a. True
   b. False

VII. ATTACHMENT # 3: CEPS ASSESSMENT SHEET

<table>
<tr><td colspan="5">Community Problem-Oriented Policing Training Assessment Sheet 2019</td></tr>
<tr><td>DATE</td><td></td><td>LOCATION</td><td>ACADEMY</td><td rowspan="4"></td></tr>
<tr><td>BADGE #</td><td>LAST NAME</td><td>FIRST NAME</td><td>UNIT</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>TOPIC</td><td>Scenario #</td><td colspan="2">INSTRUCTOR (Name & Badge):</td><td></td></tr>
<tr><td colspan="5"></td></tr>
<tr><td colspan="2">ASSESSMENT CRITERIA</td><td>SATISFACTORY</td><td>UNSATISFACTORY</td><td>NOTES</td></tr>
<tr><td colspan="2"></td><td></td><td></td><td></td></tr>
<tr><td colspan="2"></td><td></td><td></td><td></td></tr>
<tr><td colspan="2">INTRODUCES THEMSELVES PROPERLY</td><td></td><td></td><td></td></tr>
<tr><td colspan="2">USED EFFECTIVE COMMUNICATION</td><td></td><td></td><td></td></tr>
<tr><td colspan="2">GAVE OPPORTUNITY FOR V.O.I.C.E.</td><td></td><td></td><td></td></tr>
<tr><td colspan="2">APPROPRIATELY REQUESTED SUPERVISOR</td><td></td><td></td><td></td></tr>
<tr><td colspan="2">REMAINED PROFESSIONAL AND MAINTAINED CONTROL OF SCENE</td><td></td><td></td><td></td></tr>
<tr><td colspan="2">ATTEMPTED TO FIND UNDERLYING PROBLEM "SCANNING & ANALYSIS"</td><td></td><td></td><td></td></tr>
<tr><td colspan="5"></td></tr>
<tr><td colspan="2">REMEDIATION</td><td>SATISFACTORY</td><td>UNSATISFACTORY</td><td>NOTES</td></tr>
<tr><td colspan="2"></td><td></td><td></td><td></td></tr>
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<tr><td colspan="2">(Supervisor Signature Required for remediation)</td><td></td><td></td><td></td></tr>
<tr><td colspan="2">SUPERVISOR SIGNATURE</td><td></td><td>BADGE</td><td></td></tr>
</table>

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VIII. ATTACHMENT # 4: PROBLEM WORKSHEET

SCANNING
Describe the problem:

- Several burglaries and thefts
- Vacant building attract illegal activity
- No management of building
- The burglaries/thefts occur between 2200 and 0200 hours

How did the problem come to your attention (check all that applies)?

Call for service: ▨ Community: ☐ Self-Initiated: ☐ Supervisor: ☐ Other: ☐

Who is affected by the problem (list all that applies)?

Victim	Offender	Place	Handler	Manager	Guardian
Home owners	Burglary/Theft Suspect(s)	Home	Drug Dealers	Building Owner	Other Neighbors
Neighbors	Drug Users	Vacant Building	Pimps		Police
Other business owners	Prostitutes				City Departments

ANALYSIS
List the questions that you have for each individual or group that is affected by the problem. Identify the source of the information.

Why is this building selected for the Illegal activity?	Vacant. Secluded from main street. Absentee owner.
Why does the activity take place at the same time?	Opportunity/cover of darkness/
What activity takes place during the day?	
What enforcement activity is needed?	Code enforcement
How can the issues be alleviated?	Code enforcement/demolish/reuse
What governmental resources can be used?	Inspectors
What illegal activity is occurring at the building?	Squatting/vice activity
What is the condition of the building (collapse)?	
Who owns the vacant structure?	
Does the vacant structure have an impact on other illegal activities?	

Go back to the SCANNING phase. Does the problem need to be redefined? If the problem needs to be redefined, list below.

RESPONSE

Goals of the problem-solving effort (what are you trying to accomplish):

List short term goals:

Investigate the incident to find the suspect(s)

Safety audit of the victim's home

Ensure that the other platoons are aware of the problems

List long term goals:

Make the vacant structure is free of illegal activity or demolished

Increase interaction with community members

Improve perception that the area is safe

Action Plan

What strategies would you apply to solve the problem?	What resources are needed?
Complete a security audit of the victim's homes.	Bureau of Community Relations
Coordinate with other platoons to patrol the area and periodically check the vacant	A, B, C platoon officers
Install cameras	Community Development Corps, City Council
Create Neighborhood/Black Watch	Bureau of Community Relations
Foot patrol	A, B, C platoon officers, CSU, CEO
Address illegal dumping	Environmental Crimes Unit
Ensure vacant is safe	Inspectors
Ensure vacant is not accessible	Board up crew

ASSESSMENT

How would you assess the effectiveness of the problem? Would you:

1. Eliminate the problem?

2. Reduce the problem?

3. Reduce the harm or fear associated with the problem?

4. Improve a response to the problem?

5. Redefine the responsibility for the problem?

List the specific measures that you will use to know that you have achieved your goals?

Decrease in the calls for service

Change in perception of safety

Monitor the activity around the vacant

INSTRUCTOR:

IX. ATTACHMENT # 5: PROBLEM INSTRUCTIONS

A. You have just completed the role play portion of this scenario exercise. You responded to home and talked to the victim of a burglary and two neighbors who were also victims of crime. You and your partner(s) must now find solutions to the problems that you learned. Follow the steps below:

1. Working as a team, use the Problem Worksheet to find solutions to the problems learned.
   a. Fill out the Problem Worksheet as completely as you can.
   b. Remember, some problems are not as obvious as others.
   c. Make sure to list groups/agencies outside of the Division that can assist.
2. You may use the Problem-Solving Guide to help complete the worksheet.
   a. It is only a guide.
   b. Some solutions may not be listed.
3. After you have completed the worksheet, hand them to the instructor.

X. ATTACHMENT # 6: PROBLEM GUIDE

Problem-Solving Guide

"WHERE DO I START?"

This is a common question asked by employees who have never used problem-solving to deal with recurring problems. This guide and the following Problem-Solving Process Form are designed to assist you in starting and working on problem-solving projects. The items listed in this guide are meant to stimulate thinking about creative problem solving, not to limit you to a standardized process that is appropriate for every problem.

1. Scanning - Describe the Problem (be specific)
   - Crime problem (drugs, theft, burglary, robbery, vice, liquor, car prowls)
   - Environmental/crime related (litter, abandoned autos, health problems, abandoned property/buildings)
   - Location and time
   - Persons involved
   - How did the problem come to your attention?
   - Who does this problem affect?
   - Immediate action was taken: was an emergency response (arrests, warrants, etc.) required?

2. Analysis: - List the questions you have for each or group that is affected by this problem. What specific source would you go to for the answer

   - Interviews (complainant, victim, defendant, witnesses)
   - Surveys of affected parties (formal/informal)
   - Personal observations
   - Information from other officers (watches, beats, sectors)
   - Information from other units in Police Department
   - Information from other public & private agencies
   - Information from community/business association meetings
   - Crime analysis information (radio calls, crime data, etc.)
   - Incident reports
   - Information from other departments

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- Information from community groups/organizations

3. Response: Goals of the problem-solving effort (short and long-term). What are you trying to accomplish?

- More patrols
- Conduct community meeting(s) about crime prevention
- Refer to the appropriate agency
- Organize the community
- Obtain assistance from other public/private agencies
- Obtain assistance from other units within the division
- Obtain the assistance of the media
- Enforcement action (arrests, citations, searches, etc.)
- Educational programs about the problem
- Environmental factors (lighting, roads, vacant structures, etc.)

4. Assessment: What specific measures will you use to access the effectiveness of your problem-solving effort?

- Change in the calls for service, crime reporting, etc.
- Change in perception of the problem by the people affected
- Will the problem arise again?
- Is monitoring required

5. Single isolated incidents do not require a problem-solving approach.

- A problem is a repeated event occurring in a community related to location, behavior, people and time, which concerns the community and police.

XI. ATTACHMENT # 6: GROUP EXERCISE # 1 HANDOUT

Group Exercise #1

The purpose of this exercise is to elicit thought about community engagement activities.

Directions:

1. Brainstorm some practical things that you can do that would constitute community engagement consistent with the 20% expectation.
2. Designate a scribe to write down the activity on this sheet.
3. Designate a speaker who will provide the examples to the larger group during the report out.

XII. ATTACHMENT # 7: CPOP EXECUTIVE SUMMARY AND CHIEF'S VISION HANDOUT

Your group will now review portions of the CPOP Plan. The purpose of the review is to become familiarized with the overall concept of the plan and the Chief's vision of the future of the Division. More detailed training will be forthcoming on the Learning Management System. Read both sections and be prepared to answer questions on the test.

Executive Summary

Police cannot produce a safe community by their efforts alone. Partnerships and relationship building are tantamount to safe neighborhoods. The Community and Problem-Oriented Policing Plan or CPOP is an organizational strategy that promotes community partnerships and problem-solving techniques to proactively address the immediate conditions that give rise to public safety issues such as crime, social disorder, and fear of crime. It is the responsibility of all members of the Cleveland Division of Police (CDP) beginning with the Chief thru the chain of command to every officer. All officers are responsible for engaging in community and problem-oriented policing without regard to where they are assigned. It is not the sole responsibility of any single bureau or unit.

The CDP has incorporated input and feedback from the community in the creation of the CPOP and recruitment plans, and in many of its other policies. CPOP illustrates how CDP will align its structure to reflect and support partnerships to coproduce safety and how CPOP will be the foundation by which police services are built.

CPOP will be a part of how the Division recruits and hires, allocate resources, trains, promote, and evaluate officers and the Division, and collects data. In addition to aligning the organizational structure to encourage and support CPOP, the Division will also expect officers assigned to the neighborhood districts spend at least 20% of their time engaging and solving community problems. To ensure that the officers can meet the 20% expectation, CDP created an aggressive Recruitment Plan, and also a Staffing Study to address efficiency and gaps. CPOP, the Recruitment Plan, and the Staffing Study are therefore commingled.

The plan also addresses the use of District Policing Committees as tools to elicit feedback on policies and practices, the use of planned and unplanned meetings and events to engage, social media strategy, officer wellness, and the rebranding of the Bureau of Community Policing.

CDP will ensure that all officers are trained about the CPOP Plan, collaborative problem-solving/SARA Model (Scanning, Analysis, Response, and Assessment), and Procedural Justice during annual in-service training. In addition to yearly in-service training, District Training Coordinators and District Community Engagement Officers will create a District Awareness Training that will provide current and newly

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assigned officer's information about the various communities within their district, historical occurrences, and topics related to police/community relations.

In closing, while there have been numerous incidents, both current and historical, where police officers have been a part of situations that have fractured community trust, the CPOP is a plan about moving forward. Moving forward entails creating an atmosphere conducive to community engagement and partnerships. This plan outlines how that atmosphere will be created within the Division.

Chief's Vision

Community policing is essentially a way of preserving and encouraging the health of a community. In other words, a healthy community will have thriving residential and business areas. A healthy community's parks, recreation centers, and other communal areas are safe and inviting gathering places for individuals and families. Healthy communities appear well maintained, not only because of the municipality's efforts but also because of the efforts of motivated individual residents and businesses in the neighborhood. In a healthy community, if it begins to fray at the edges or when a condition manifests itself, community specialists (police, social workers, housing inspectors, etc.) immediately identify the situation and work quickly to correct it. This "health approach" forms the basis of the "Community Wellness" Model.

The Wellness Model posits that a body's health is not only dependent on identifying an event/condition and immediately reacting to it, the body's health is also dependent on a maintenance plan to prevent conditions from occurring in the first place. Metaphorically speaking, the community needs nourishment and exercise to sustain itself healthily. Our vision is to identify and deliver those services that promote nourishment and exercise. The "Wellness Model" is the community policing model, and it is our vision that every officer is a community policing officer.

The Cleveland Division of Police will use the "Wellness Model" as a metaphorical guide in building the community policing philosophy as the foundation on which police services are developed. The purpose of using the model as a metaphoric guide is to ensure that the Division strives to address the root causes of crime, not just the symptoms. It refers to looking at crime from a macro perspective (overall cause), as opposed to a micro view (crime + suspect = arrest). The Community and Problem-Oriented Policing plan will outline how the Division will promote community health by ingraining the community policing model in every facet of service delivery.