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| COURSE INFORMATION AND INSTRUCTOR PREPARATION |
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TITLE: CPOP 2023

HOURS: 4 Hours

GOAL: The participants will be able to identify the differences between Community Engagement and Community Problem-Oriented Policing interactions and demonstrate how to enter the information from these interactions into the Brazos tracking software.

TEACHING AIDS:

Podium

PowerPoint

Projector

Flip Charts

Easels

INSTRUCTIONAL TECHNIQUES:

Lecture

Small Group Discussion

Small Group Exercises

STUDENT MATERIALS:

Community Problem #1 and #2

Handout #1

REFERENCES

U.S. – V – City of Cleveland Consent Decree

Improving Policing: A Problem-Oriented Approach, Herman Goldstein, CRIME & DELINQUENCY, April 1979

Cleveland Division of Police CPOP statistics, CPOP Form Dashboard, Cleveland Police Department, SharePoint

The Problem-Oriented Approach to Improving Police Service: A Description of the Project and an Elaboration of the Concept, Madison, Wisconsin Police Department and the Project on Development of a Problem-Oriented Approach to Improving Police Service at the Law School, University of Wisconsin-Madison. March 1981. Herman Goldstein and Charles E. Susmilch

Biography of Herman Goldstein, <https://popcenter.asu.edu/content/about>

List of problems that can be addressed by POP <https://popcenter.asu.edu/all-problems>

IMPLEMENTINGPOP: Leading, Structuring, and Managing a Problem-Oriented Police Agency, Michael S. Scott and Stuart Kirby, 2012 Center for Problem-Oriented Policing, Inc. U. S. Department of Justice

A Problem-Based Learning manual for Training and Evaluating Police Trainees: PTO manual, COPS: Community Oriented Policing Services, U. S. Department of Justice

A Problem-Based Learning manual for Training and Evaluating Police Trainees: training manual, COPS: Community Oriented Policing Services, U. S. Department of Justice

Reducing Fear of Crime: Strategies for Police, Gary Cordner, Kutztown University, January 2010, COPS: Community Oriented Policing Services, U. S. Department of Justice

Problem-Oriented Policing and Crime Prevention, 2nd Edition, Anthony A. Braga, Criminal Justice Press, Monsey, New York, U.S.A. 2008

Cleveland Division of Police General Police Order 4.04.07 Community and Problem Oriented Policing, March 2022

Cleveland Division of Police Community Engagement and CPOP forms
<https://my.brazostech.com/default.aspx>

An evaluation of the impact of the National Reassurance Policing Program 2006
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115825/hors296.pdf

Problem-Solving Tips: A Guide to Reducing Crime and Disorder Through Problem-Solving Partnerships. <https://cops.usdoj.gov/RIC/Publications/cops-p019-pub.pdf>

INSTRUCTOR NOTES

Please read and prepare prior to class.

A. Small Groups discussions

1. All small group discussions will be conducted in the same manner.
2. Split the class into groups of 4-8 officers. Have them work together to complete the assigned task.
3. Each discussion will have a different time block.
4. Time blocks are listed in the instructor's column of this lesson plan.
5. Each group will have markers, an easel, and easel paper to write their answers.
6. Each group should pick a person to speak for the group.
7. Ensure that a new person speaks for the group with each exercise.
8. After completing their small group discussion and listing their answers on the easel paper, have them put it on the easel for the large group discussion.
9. Bring everyone back together as a large group. Have each group share their answers and facilitate a large group discussion with the entire class.
10. If students' answers are correct, express that they did a great job, quickly show the PowerPoint with the answer, and move on.
11. If students' answers are incorrect or partially correct, spend time explaining the correct answers and ensuring they understand why they answered the way they did and provided the correct answer.

B. Group Exercises – An explanation of how to conduct the exercise is inside each box.

C. Other instructor notes and references are located in the instructor column.

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| STUDENT PERFORMANCE OBJECTIVES |
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At the end of this, topic students will:

1. Define CDP's policy on Community Problem-Oriented Policing
2. Define Community Engagement
3. Define Problem-oriented policing
4. Identify different Community Engagement activities.
5. Identify CPOP strategies
6. Identify the four steps of the SARA model of problem-solving
7. Be able to describe the SARA model process of problem-solving
8. Be able to identify the information required for a Community Engagement form
9. Be able to identify the information required for the Community Problem-Oriented Policing form
10. Be able to demonstrate how to enter Community Engagement forms in the Brazos system
11. Be able to demonstrate how to enter CPOP forms in the Brazos system.
12. Be able to locate the Cleveland Division of Police Community Engagement statistics and CPOP statistics
13. Be able to locate the Cleveland Division of Police CPOP statistics
14. Be able to use the SARA model of problem-solving as a method to solve a realistic scenario problem

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| <p>I. INTRODUCTION</p> <p>A. Instructor Introduction</p> <ol style="list-style-type: none"> 1. Introduce yourself 2. Number of years in the Cleveland Division of Police 3. Any experience/knowledge of this topic <p>B. Course</p> <ol style="list-style-type: none"> 1. Explain the goals of the course. <ol style="list-style-type: none"> a. The goal of the course is for the students to be able to identify the differences between Community Engagement and Community Problem-Oriented Policing interactions b. Utilize the SARA Model to address a neighborhood or community concern or issue c. Demonstrate how to enter the information from these interactions into the Brazos tracking software <p>C. SPO's</p> <ol style="list-style-type: none"> 1. Review the Student Performance Objectives with the participants. SPOs are listed on page #4 of this lesson plan. | <p><i>Instructor will explain to the class</i></p> <p><i>Instructor will read the SPOs to the class from page 4</i></p> |
| <p>II. PRESENTATION</p> <p>A. Emphasize that our officers are doing a good job at entering community engagement and CPOP forms into the Brazos system.</p> <ol style="list-style-type: none"> 1. CPOP forms began being tracked - in March of 2022 – CDP officers have recorded (total number of entries) CPOP Entries as of (date data pulled) 2. Community Engagement Entries below by the years. <ol style="list-style-type: none"> a. 2020 – 1291 b. 2021 – 5933 | <p><i>Instructor will obtain current CPOP stats and read the statistics to the class</i></p> <p>Explain the completion of forms has been increasing each year.</p> |

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| <p>c. 2022 – 7363</p> <p>B. Let the students know this training is to help them better differentiate between</p> <ol style="list-style-type: none"> 1. Community based activities and 2. Community engagement and Problem-oriented policing <p>C. An analogy for CPOP -</p> <ol style="list-style-type: none"> 1. <i>Lord Stevens, a previous commissioner of the London Metropolitan Police Service, once explained the fundamental challenge of policing with an analogy.</i> 2. <i>He asked his audience to imagine a fast-flowing river, sweeping hundreds of people away in its current.</i> 3. <i>He argued that the traditional police response is to jump into the river and try to help as many people as possible rather than to head upstream to determine why and how people are falling into the river in the first place.</i> 4. <i>He went on to say, "And so begins a reactive cycle of uncontrolled demand and equally uncoordinated response.</i> 5. <i>The police become like lifeguards frantically swimming against the tide from one incident to another, employing different tactics in a disjointed and unfocussed manner with little or nothing to show for it at the end of the day."</i> 6. <i>The use of CPOP represents a way forward for police to have something sustainable to show for their efforts at the end of the day.</i> <p>D. CDP's CPOP Policy</p> <ol style="list-style-type: none"> 1. Community and Problem-Oriented Policing (CPPOP) | <p>This information is from SharePoint Dashboards</p> <p>The instructor shall read the highlighted/italicized text to the class</p> <p>Instructor will explain to the class</p> <p>CDP GPO 4.04.07</p> <p>SPO#1</p> |
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| <p>a. CDP's organizational strategy 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.</p> <p>b. It is the responsibility of all members of the Division, beginning with the Chief, through the chain of command to every officer without regard to where they are assigned.</p> <p>c. CPOP is not the sole responsibility of any single district, bureau, or unit.</p> <p>i. Every call for service or community contact is an opportunity for officers to apply the Community-oriented policing and/or Problem-oriented policing philosophy</p> <p>ii. Importantly, officers shall be familiar with the geographic areas that they serve,</p> <p>iii. Have students recall recent District Training Awareness, which provided valuable insight into the diverse cultures and communities within the City of Cleveland</p> <p>iv. Solicit class to provide insight with specific neighborhoods or district community groups that they were introduced to during this training or that they have interacted with since then</p> <p>d. Officers shall also proactively engage the community to identify problems to work collaboratively and develop solutions using SARA or a similar problem-solving process</p> <p>i. With the community groups and</p> | <p>Explain that these are valuable opportunities to engage our community</p> |
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members regarding the community's priorities and

- ii. Work proactively with other city and county departments to address quality-of-life issues

Small Group Exercise:

After breaking into small groups,

- Assign half the class to discuss how they can incorporate community engagement activities to form lasting partnerships into their regular tour of duty. What might that look like?
- Assign the other half to discuss what POP should look like in their regular tour of duty and why problem oriented policing could help their day to day work?
- Have both groups describe what their assigned term looks like in practice within CDP

After they have completed it, bring them back together as a large group. Have each table read their definition and share how they developed it

Afterwards show them the GPO answer below in **bold** discuss how the two terms are related and how each term differs from one another.

10 Minutes (5 minutes to discuss and 5 minutes to debrief the group)

E. Community Engagement Defined

1. CDP has taught Community engagement as a community-oriented policing (COP) strategy.
Community engagement occurs when there is any interaction with an individual or group other than through criminal investigation or consensual encounter, designed to build trusting and lasting relationships
2. Community-oriented policing is a philosophy that promotes organizational strategies that support the systemic use of partnerships and problem-solving

**CDP Policy- GPO
4.04.07**

SPO#2

**(Office of
Community-Oriented
Policing Services,
2012)**

techniques to proactively address the immediate conditions that give rise to public safety issues such as crime, social disorder, and fear of crime

3. It is proactively interacting with the community to develop community partnerships which then can help with CPOP
4. By working collaboratively and learning from community members, CDP is able to gain and share valuable insight and information to use when analyzing crime and issues occurring within the community
5. Put another way, you can have community engagement without CPOP, but you cannot have CPOP without having meaningful community engagement and the development of community partnerships.

F. Problem-Oriented Policing Defined:

1. **Any act or engagement where officers, in collaboration with the public, are attempting to identify sources of community problems, co-produce a solution and assess the outcome.**
2. It is a more systematic process for examining and addressing the problems that the public and CDP identify and creating partnerships to develop long-term solutions – these problems can be identified through CAD calls, CDP data, experiences of officers, and community forums
3. It requires identifying these problems in more precise terms, commonly through using the SARA model for problem-solving
4. SARA will be applied later in the course, but the following material provides insight into how it practically applies to officers

**CDP Policy - GPO
4.04.07
SPO #3**

G. Explain the differences and similarities between Community Engagement and Community Problem-oriented policing activities

1. While Community Engagement and CPOP are both key components of CDP's work with the community. POP is responding to specific issues identified by officers or members of the community
2. Community engagement can lead to POP activities or other formal or informal interactions that forge connections between the public and the police
3. Community engagements include both organized activities and officer-initiated activities; these activities include but are not limited to the following:

Instructor Note: When at these activities, the expectation is engagement and participation, to get to know people, understand their issues, establish a trusting relationship, sharing a phone number and address, taking on an issue and following up with the person etc. Listening, reacting, and more.

- a. **Anytime an officer exits their police car, there is an opportunity to engage members of the community**
- b. **Every single call for service provides an opportunity to connect with a community member and encourage their participation in CDP's CPOP**
- c. **Bike/Foot patrols used for the sole purpose of community engagement**
- d. **Neighborhood walks and talks**
- e. **Participation in community events/meetings**
- f. **Hosting and participation in safety fairs**
- g. **Division presentations and training such as**

SPO #4

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| <p>personal safety, career day, Citizens Academy, etc.</p> <ul style="list-style-type: none"> h. Providing a community service such as providing maintenance, providing a ride, or making a donation i. Collection and review of data to engage in collaborative problem-solving with community members to improve a problem in the neighborhood j. Following up with crime victims k. Checking in with business owners, school representatives, or community organizations to ask about problems that they may have encountered and how the police can assist l. Encouraging community members to participate in District Policing Committees and block clubs m. Reading books to children n. Visiting recreation centers, mental health facilities, businesses, places of worship, schools, etc. o. Getting acquainted with community members through stopping to make meaningful dialogue with community members, chatting with customers while out, or engaging in playful activities such as shooting baskets for a few minutes with community members p. Encouraging community members to connect with the Division and their respective Districts on social media q. Any opportunity to apply the CPOP philosophy of policing | |
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H. Discuss CPOP Strategies:

“There are any number of other effective strategies for policing and none are effective alone. We will share high level information about some of these. As we discuss them and what they are, consider how the community might react to them or how you in your role can be sure that there is an ability to connect your activities to the community.”

SPO #5

1. **Intelligence-led Policing** - is a business model and managerial philosophy where
 - a. Data analysis and crime intelligence are pivotal to an objective, often with a focus on prolific offenders and serial crime spots
 - b. Decision-making framework that facilitates crime and problem reduction,
 - c. Disruption and prevention through strategic management and effective enforcement strategies that target prolific and serious offenders."
 - d. Strategic management can include involving community partners in the discussion of how to target serious offenders
 - e. It can cause concerns of over-policing and privacy concerns. There may be challenges in having resources available to support this type of policing strategy
2. **Broken Window Policing** - refers to a police emphasis on disorderly behavior and minor offenses, not necessarily making arrests for every little crime
 - a. [Which]...left untended is a sign that nobody cares and leads to fear of crime, more serious crime and, ultimately, urban decay."
 - b. There is a belief that addressing disorder and minor crimes early prevents more serious crimes from occurring. Working with community partners who identify minor crimes or other pressing neighborhood conditions and working

with the police collaboratively to address them.

- c. Emphasis is on addressing the problems presented by community partners and not making arrests
 - d. When police work without community input and support, it can lead to claims of over-policing and profiling which negatively impacts certain demographics, especially minorities
3. **CompStat** - (shorthand for computer statistics) is a police management tool that originated in the New York City Police Department in the 1990s.
- a. It emphasizes the use of up-to-date computerized crime data,
 - b. Crime analysis and crime mapping, the rapid deployment of police resources to the locations where those patterns exist,
 - c. And police-command accountability for specific crime strategies and solutions in their areas
 - d. Statistics do not always show a full picture or provide insight into the reasons for increased crime rates, but being familiar with the data and what is happening in your district can help explain anomalies.

Hot Spots Policing - crime and repeat offenders direct police action—

- e. including, but not limited to,
- f. Focused and strategic police patrols—those small geographic areas that historically have given rise to a high volume of calls for police service and crime incidents
- g. Targeted enforcement activities improve the efficiency of personnel and resources – put

the resources where the problems are that are conveyed to the police by community partners.

- h. Similar issues of Broken Window Theory – over policing and profiling concerns
- i. Crime moves, and technology expands the boundaries of criminals – not always geographically limited

4. **Evidence-Based Policing** - asserts simply that

- a. "Police practices should be based on scientific evidence about what works best."
- b. Like POP, it does not precisely state how police should address problems,
- c. But rather is an approach for determining those matters.
- d. Provides police objective standards for justifying actions by showing scientifically reliable research that supports effective enforcement tactics
- e. Newer policing strategy – limited research capabilities within police departments causing them to rely upon academic and other scholarly sources, which some solutions to problems or issues are not currently available. There are crime prevention strategies that have been developed with the help of academics, such as the Boston Gun Project creating the National Network for Safer Communities.

5. **Reassurance Policing** -a term more familiar in the United Kingdom,

- a. focuses on reducing the causes of public insecurity,
- b. Namely by addressing so-called signal crimes, which are mainly low-level

nuisance and disorder offenses

- c. It explicitly incorporates problem-solving methods and has obvious parallels to broken windows policing and community policing
- d. An Office of Justice support study found that reassurance policing achieved statistically significant reductions in crime and resident's perceptions of antisocial behavior as well as their confidence in policing and feelings of safety
- e. Similar to broken windows theory, it may provide claims of over-policing and potentially profiling claims

I. Introduce the SARA Model

Large Group Exercise: SARA Model Review

**What does SARA Mean and what does each part look like in practice?
Work through each part separately and support with information below.**

A. Scanning

1. What was the nature of the problem?
2. How was the problem identified?
3. Who identified the problem (e.g., community, police managers, officers, politicians, press)?
4. Far more problems are identified than can be explored adequately. How and why was this problem selected from among other problems?
5. What was the initial level of diagnosis/unit of analysis (e.g., crime type, neighborhood, specific premise, and specific offender group)?

Instructor asks the class what SARA means and what each part looks like in practice

SPO #5

6. What data and information do we have and do we need to understand this problem better?

B. Analysis

1. What methods, data, and information sources were used to analyze the problem (e.g., surveys, interviews, observation, and crime analysis)?
2. What is the history of the problem? How often and for how long was it a problem?
3. Who was involved in the problem (e.g., offenders, victims, others), and what were their respective motivations, gains, and losses?
4. What harm resulted from the problem?
5. How was the problem being addressed before the problem-solving project? What were the results of those responses?
6. What did the analysis reveal about the causes and underlying conditions that precipitated the problem?
7. What did the analysis reveal about the nature and extent of the problem?
8. What situational information was needed to better understand the problem (e.g., time of occurrence, location, and other particulars regarding the environment)?
9. Was there an open discussion with the community about the problem?

C. Response

1. What range of possible response alternatives were

considered to deal with the problem?

2. What responses did you use to address the problem?
3. How did you develop a response as a result of your analysis?
4. What was most important about resolving this problem to the community and the Division (e.g., legality, community values, potential effectiveness, cost, practicality)?
5. What did you intend to accomplish with your response plan (i.e., project goal and corresponding measurable objectives)? What do you think will change or look different after the response?
6. What resources were available to help solve the problem?
7. What was done before you implemented your response plan?
8. What difficulties were encountered during response implementation?
9. Who was involved in the response to your problem?

D. Assessment

1. What were the results?
2. What degree of impact did the response plan have on this problem?
3. What were your methods of evaluation
4. How long was the effectiveness of the problem-solving effort evaluated?
5. Who was involved in the evaluation?
6. Were there problems in implementing the response

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| <p>plan?</p> <ol style="list-style-type: none"> 7. If there was no improvement in the problem, are there other systemic efforts considered to handle the problem? 8. What response goals were accomplished? 9. How did you measure your results? 10. What data supported your conclusions? 11. How could you have made the response more effective? 12. Was there a concern about displacement (i.e., pushing the problem somewhere else)? 13. Will your response require continued monitoring or a continuing effort to maintain your results? <p>E. Instructor will walk class through the SARA model</p> | <p>20 Minutes (20 minutes to debrief in large group)</p> <p>Exercise taking from Problem-Solving Tips, 2011</p> <p>SPO #6</p> |
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Large Group Exercise: SARA Model Application

Present the below scenario to the class. After providing the scenario, walk through the class using the SARA model to address this neighborhood issue.

Neighborhood Scenario – (Robbery, Fear)

A neighborhood in Cleveland began experiencing a number of robberies of food delivery people. On average, one delivery person had been robbed per week. A number of pizza and other fast-food stores refused to deliver to this neighborhood, a mostly low-income and predominantly black neighborhood, where many of the robberies were perceived to be taking place. Restaurant representatives said that stores decided not to deliver food to the area because an increasing number of delivery people had been attacked on the job, and they feared making deliveries in high-crime areas. A resident of the neighborhood where deliveries were not being made complained about the lack of delivery service and started a petition to change the policy. The city council began considering a proposal to require delivery to all residents, regardless of their location, and the story was covered in local and regional newspapers.

1. Identifying and Selecting a Problem (Scanning)

a. Provide hypothetical question to the class

1. What is the difference between a problem and a single incident?
2. A problem is reoccurring incident or event, and a single incident just happens. Problems are what we, as police, are looking to address with SARA.
3. A single accident in an intersection does not necessarily suggest a problem. However, repeat accidents at the same location suggest otherwise.

b. Problem Defined:

1. A cluster of similar, related, or recurring incidents rather than a single incident; a substantive community concern; [or] a unit of police business.
2. Informally, a problem can be thought of as two or more incidents similar in one or more ways that are of concern to the police and a problem for the community

c. Methods to identify problems.

1. Routinely analyzing calls for service, crime incident data, and other agency records for patterns and trends involving repeat locations, victims, and offenders (Police agencies may need to look at calls going back six months to several years to get an accurate picture of repeat incidents for some types of problems.)
2. Mapping specific crimes according to time of day, proximity to certain locations, and other similar factors
3. Consulting officers, police supervisors, detectives, midlevel managers, and command staff
4. Reviewing police reports
5. Surveying community residents, business owners, elected officials, or students
6. Reviewing citizen complaints and letters
7. Participating in community meetings
8. Reviewing information from neighborhood associations and nonprofit organizations (local and national)
9. Consulting social service and governmental agencies
10. Following media coverage and editorials

d. Selecting a problem

1. Importantly, both the community and police have input into prioritizing problems once they have been identified.
2. Factors to consider when selecting a problem:
 - a. The impact of the problem on the community, including the police—its size and costs
 - b. The presence of life-threatening conditions
 - c. Community interest and degree of support likely to exist for both the inquiry and subsequent recommendations
 - d. The potential threat to constitutional rights—as may occur when citizens take steps to limit the use of the public way, limit access to facilities, or curtail freedom of speech and assembly
 - e. The degree to which the problem adversely affects relationships between the police and the community
 - f. The interest of rank-and-file officers in the problem and the degree of support for addressing it
 - g. The concreteness of the problem, given the frustration associated with exploring vague, amorphous complaints
 - h. The potential that exploration is likely to lead to some progress in dealing with the problem
3. Once the problem is selected – it may need to be redefined – it may be too broad or a symptom of another problem.
4. Identify stakeholders for the selected problem
 - a. These are private and public organizations, types, or groups of people that will benefit if the problem is

addressed or may experience consequences if the problem is not addressed.

- b. Ask the class, "From the scenario – who are the stakeholders?"
 - i. The Police
 - ii. Potential home-delivery customers in "no-delivery" neighborhood
 - iii. Signers of the petition
 - iv. Fast food delivery people
 - v. Fast food restaurant management (local franchises)
 - vi. National pizza delivery chains
 - vii. Local NAACP chapter
 - viii. Local legislators
 - ix. Local media

2. Analyzing the Selected Problem

- a. Ask the Right Questions - The analysis of the problem should give you a better understanding of the factors contributing to it.
- b. The first step is to determine what information is needed; this should be broad and uninhibited by past perspectives.
- c. Ask if anyone recalls the crime triangle from prior training. – Have them provide the three names.
 1. Offender
 2. Victim
 3. Place (crime scene, location, environment)
- d. During the analysis phase – it is important to find out as much as possible about all three sides of the triangle – Who? What? Where? Why? Why not? And How?

about each side of the triangle

e. Have them recall that people or things can exercise control over each side of the triangle so that crime is less likely.

1. Offenders can sometimes be controlled by handlers (police, probation, parole).
2. Targets can be protected by the presence of guardians.
3. Places can have guardians and managers influencing both offenders and victims.

f. Analyzing the crime triangle – questions to ask.

g. Victims

1. Who were the victims (age, race, gender)? For whom were they working? What was the nature of the attacks?
2. What time of day were the victims attacked?
3. Have any food delivery people been attacked more than once? Have the food delivery people from certain restaurants been attacked more often than others?
4. How fearful are the delivery people? What areas do they fear? Do they have any suggestions on ways to make their job safer? Are they issued any security devices or provided with safety training?
5. What have other jurisdictions facing similar problems done to increase the safety of food delivery people? What policies have been the most effective and why?

h. Place (Crime Scene, Location, Environment)

1. Where are the robberies taking place—at the delivery site, en route to the delivery site, or near the fast food establishment? How closely do the places of attack conform to the areas where delivery people will not go?

2. Of the robberies that take place away from the fast food establishment, what is the distribution of places in which the robberies have occurred (apartment buildings, townhouses, detached houses, public or assisted housing, motels, parking lots, office buildings)? 8.
3. Are the delivery people robbed near their vehicle or away from it? What type of vehicle do the delivery people drive? Is it identified as a fast food delivery vehicle?
4. Where is the food store located in relation to the "non-delivery" neighborhood? What routes do delivery people take to deliver the food?
5. Are there any environmental similarities in the specific locations of the robberies (lighting, shrubbery, isolated or blind areas)?

i. Offenders

1. What is the method of attack? Are any patterns evident? What weapons have been used, and in how many attacks?
2. How do the offenders select their victims? What makes some victims more attractive than others? What makes nonvictims less attractive?
3. Are the offenders placing orders to lure delivery people to them or randomly meeting up with their victims? If the offenders are placing orders to rob delivery people, are the orders being placed in the name of real customers or under false names?
4. How much money did offenders steal during a typical incident? Was anything else stolen?
5. Do the offenders live in the neighborhood(s) where the robberies are occurring? If so, are they known to residents who might have some influence over them?

j. Other resources to help analyze problems

1. Crime analyst

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| <ol style="list-style-type: none"> 2. Records Management Systems 3. Mapping/GIS 4. Technical assistance <ol style="list-style-type: none"> a. Criminal justice and noncriminal justice personnel, for example, mental health experts 5. Resident and business and crime environment surveys 6. Interviews with victims and offenders 7. Training 8. Computer and internet resources <p>3. Responding to the Problem</p> <ol style="list-style-type: none"> a. Developing and implementing effective responses to the problem b. Must ensure the problem is thoroughly analyzed c. To develop tailored responses to crime problems, problem solvers should review their findings about the three sides of the crime triangle and develop creative solutions that will address at least two of the sides of the triangle. d. Using the example problem – suppose the following was determined: <ol style="list-style-type: none"> 1. Fourteen delivery people were robbed during the past year. 2. Nine of the robberies occurred between the hours of 10 PM and 2 AM on Thursday, Friday, and Saturday nights. 3. Four of the fast food delivery stores accounted for 10 of the robberies; staff working at two of these four stores experienced seven of the robberies. 4. Staff at the two stores that were victimized the most deliver until 2 AM, while the other two stores stop delivering at 12 AM. | |
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5. In seven of the robberies, police were unable to locate the ordering customer, indicating that orders were placed under false names or false addresses.

e. A tailored response to this problem might include:

1. An agreement by the two most victimized stores to stop delivery at midnight and require customers to pick up their take-out between midnight and 2 AM.
2. An agreement by the stores to use an enhanced Caller ID system to cross-check names with telephone numbers. If the customer's name did not match the number and name of the caller displayed by Caller ID—possibly because the person placing the order was a guest of the residence—food store personnel would look up the resident's address to confirm that the telephone number matched the address. The resident would be called back to confirm the order.
3. An agreement by the resident who started the petition for food delivery service to the neighborhood to communicate the nature and reason for the new delivery policies (with the exception of the Caller ID check) to other residents. The petitioner would convey this information at a neighborhood meeting and through fliers delivered to each resident. At several of the teenage parties, residents would inform the youth in attendance that delivery people would no longer carry more than \$10 in change (and often much less) at all times.

f. It is an easy response to say police would up patrols in the problem area between 10 PM and 2 AM, but this response would have been relatively costly to police.

g. Creative responses that go beyond the criminal justice system and focus on preventing future occurrences are generally the most successful.

4. Assessing the Impact on the selected problem

a. Traditional measures

1. Numbers of arrests, levels of reported crime, response times, solve rates, citizen complaints, and various workload indications, such as a call for service and field interviews.
2. Several are helpful in assessing the impact of a problem-solving effort, such as calls for service relating to the problem, changes in the incidence of reported crime, and changes in levels of citizen complaints.
3. Arrests and the number of field interviews may not be useful unless directly linked to a long-term reduction in the harm associated with the targeted crime problem

b. Nontraditional Framework

1. Five different levels or types of positive impact on problems
 - a. Total elimination of the problem.
 - b. Fewer incidents.
 - c. Less-serious or harmful incidents.
 - d. Better handling of the incidents/an improved response to the problem.
 - e. Removing the problem from police consideration (shifting the handling to others more able to address the problem).
2. A sixth positive impact has been suggested
 - a. People and institutions affected by the problem are left better equipped to handle a similar problem in the future.

c. Potential example measure that suggests an impact on the problem from scenario:

1. Following the effort, robberies of pizza delivery personnel in that neighborhood dropped from one per week to once per quarter
2. Total robberies in that neighborhood dropped

75 percent over 12 months.

3. Pre- and post-responses survey results of pizza delivery persons showed that frustrations and fears of robbery were reduced with the new procedures.

5. Finally, adjust the response based on the assessment

- a. If responses are not effective, the information learned during the analysis should be reviewed. New information may need to be collected before solutions can be developed and tested.
- b. Assessment is a very important piece, as often new information is learned and can help reanalysis and develop additional collaborative solutions

- A. The expectations and policy of the Cleveland Division of Police are:

1. Once a problem is recognized, it needs to be addressed
2. The problem and the actions to correct the problem shall be documented.

1. The Cleveland Division of Police policy is that we document the problem and actions taken through
 - a. Community Engagement Forms – activities aimed to establish long-lasting and trust-based relationships
 - b. Community Problem-Oriented Policing Forms – working collaboratively with the community to identify and address concerns and issues
2. These forms allow the problem(s) to be addressed and track how the issue is being addressed
3. This is a part of our data collection and allows us to see progress and adjust to address areas as needed

- B. Data Collection

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| <ol style="list-style-type: none"> 1. Officers shall complete a data entry form for all Community Engagement and CPOP activity <ol style="list-style-type: none"> a. using the related Community Engagement or CPOP/SARA Forms within the data collection software system, currently Brazos b. all mandatory data fields within the forms shall be entered accurately and completely 2. For each Community Engagement and CPOP activity that officers participate in, a computer-aided dispatch (CAD) number shall be generated <ol style="list-style-type: none"> a. If a call for service leads to Community Engagement, a separate CAD number does not need to be generated b. If a call for service leads to Problem-Oriented Policing, a separate CAD number shall be generated <p>C. Brazos – The current data collection software used by CDP to track Community Engagement and CPOP activities</p> <p>D. Community Engagement Form Completion</p> <ol style="list-style-type: none"> 1. Officers shall complete a Community Engagement Form whenever they have community engagement with the public. 2. Officers shall complete all of the required data fields within the Community Engagement Form, including but not limited to the following: <ol style="list-style-type: none"> a. The date and location of occurrence of the encounter, engagement, or event. b. The duration c. All officers involved and badge numbers of the | <p>SPO #8</p> |
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| <p>officers involved</p> <p>d. The assignment of the officers involved</p> <p>e. An estimated number of community participants</p> <p>f. The perceived demographic information of the community participants</p> <p>g. Whether or not the encounter was officer-initiated.</p> <p>h. Whether or not the encounter, engagement, or event was school-related and if so,</p> <ol style="list-style-type: none"> i. the type of school-related events, such as career day, ii. lunch with students, iii. DARE, iv. other safety presentations <p>E. Whether or not the event was an organized event</p> <ol style="list-style-type: none"> 1. (e.g., block clubs, community meetings, holiday events) and if so 2. the type of organization involved (e.g., business, faith-based, social service) <p>F. The type of officer-initiated encounter or engagement (e.g., social contact, community service, community problem-solving)</p> <ol style="list-style-type: none"> i. Social contact includes activities <ol style="list-style-type: none"> i. A casual conversation/interaction ii. mentoring iii. or phone/email contact ii. Community service includes activities such as <ol style="list-style-type: none"> i. welfare checks, ii. safety recommendations, iii. or providing items or gifts. | <p>SPO #9</p> |
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iii. Community problem-solving includes activities such as

- i. assisting an individual in resolving a specific issue,
- ii. Coordinating with other agencies/services

G. Problem-Oriented Policing (CPOP) Form Completion

1. Officers shall complete a CPOP/SARA Form whenever a problem is identified in the community that requires Problem-Oriented Policing
 - a. Officers shall create an initial incident involving Problem-Oriented Policing in CAD using the call type "COMM & PROBLEM-ORIENTED POLICING"
 - b. If a problem that requires Problem-Oriented Policing is identified during community engagement, officers shall complete both a Community Engagement Form and CPOP/SARA Form
2. Problems can be identified through methods including but not limited to the following:
 - a. Special attention involving active engagement with community members
 - b. Commander Action Complaints
 - c. Police Action Complaints
 - d. Interactions between the police and the community
3. Officers shall complete all of the required data fields within the CPOP/SARA Form,
 - a. and the required data fields within the CPOP/SARA form may vary based on the

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| <p>necessary strategies taken to resolve the problem;</p> <p>b. The data fields include, but are not limited to, the following:</p> <ul style="list-style-type: none"> i. A brief description of the problem. ii. The nature of the problem. iii. How the problem was identified. iv. When the problem occurs. v. How long has the problem occurred vi. What strategies were used to address the problem? vii. Who was involved in the response? viii. What difficulties were faced? ix. The results/conclusions of the efforts. x. The factors supporting the results/conclusions. xi. How long did it take to resolve the problem? xii. Whether or not the problem will need follow-up. xiii. The status of the problem. <p>4. Updates to Problem-Oriented Policing incidents.</p> <ul style="list-style-type: none"> a. Explain that officers shall make updates to POP incidents that require multiple responses or long-term attention. b. Explain that when officers are required to make updates to a POP incident, they shall create a separate CAD number in CAD or MCAD using | |
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| <p>the call type "CPOP FOLLOW UP."</p> <ul style="list-style-type: none"> c. Officers shall notify CCS to link the follow-up CAD number with the initial POP CAD number each time a follow-up (update) is made d. Updates shall be made to the initial CPOP/SARA form by selecting "Add Response Info" within the form e. Officers shall use the initial CPOP/SARA form that was created f. Officers shall document the strategies and responses made when responding to each POP incident <p>5. Closing a Problem-Oriented Policing incident;</p> <ul style="list-style-type: none"> a. once a POP incident has been fully addressed, b. the officer or unit assigned to the incident shall complete and submit the CPOP/SARA Form for supervisor approval. <p>H. Making Brazos Entries:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Note to instructor: is this section you will be completing a DEMO Brazos entry.</p> <p>You be completing a Brazos Form for a resident complaining of people speeding through a school zone. While you are completing the form. You are to explain the common mistakes listed below that officer make when completing the form.</p> <p>Follow direction below</p> </div> <p style="text-align: center;">1.Go to the Brazos website to make an entry into a CPOP Form</p> | <p>Instructor will make a new Brazos entry and ensure to solicit students prior to showing the process</p> <p>SPO's #10 & #11</p> <p><i>The problem is based on the highest reported problem through the CDP CPOP Dashboard. Traffic is #1</i></p> |
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2. <https://my.brazostech.com/default.aspx>

- a. Sign in - Username is city email
- b. Password is the last name with the first letter capitalized, the # sign, and your badge # (i.e., Williams#1234)
- c. Go to the Citations tab
- d. Go to Search Records drop-down menu and choose CPOP
- e. Hit green +ADD
- f. Fill out the form and save it. Use the test CAD# 2099-011011.

3. Fill out a Brazos Form for the complaint people speeding through a school zone.

4. While making entries in the form, point out to the class that the following are the most common mistakes made on the form that affect data analysis:

- a. Cad # is correct
- b. Consistent spelling when putting in an update
- c. Be sure the street address is entered the same way as the original form
- d. DO NOT check outside the city box unless it is in another city

5. Be sure to do a Brazos CIT form when you have a CIT report

6. If you have completed the Community Engagement form because of CPOP, be sure to complete a CPOP Form as well.

Instructor, show the class how to get Dashboards and review the information

SPO's #12 & #13

Note to instructor: In this section, you will be demonstrating how to locate and navigate the CPOP Dashboard.

Follow direction below

I. CDP CPOP Dashboard

1. CDP Dashboards are available on SharePoint
2. This is where they can find the numbers that are being tracked by Data Analysis
3. These are the numbers that matter for our tracking when it comes to developing policies and training and addressing issues and concerns for the Division
4. <http://pssharepoint/cpd/home/layouts/15/start.aspx#/>
 - a. Top of the page - Crime Data Analysis Tab
 - b. Choose Dashboards from drop-down
 - c. Right Hand Side – CPOP Dashboard
 - d. Different page tabs at the bottom
 - i. Title
 - ii. Background
 - iii. Form Overview
 - iv. Problem Overview
 - v. Problem Description Overview
 - vi. Response Overview
 - vii. Updates Required Overview
 - viii. Updates Required and Latest Officer

**40 Minutes (20 minutes to discuss and 20 minutes to debrief in a large group)
SPO #14**

Provide Community Problem worksheets #1 and #2 and Handout #1 SARA Guide to each group

THE RED TEXT IS FOR INSTRUCTOR REFERENCE – DO NOT PROVIDE IT TO STUDENTS

- ix. Overview
- x. Results of Efforts Overview – Successful
- xi. Result of Efforts Overview -

Capstone Activity

Instructor, assign one of the following community problems to each groups.

If there are any supervisors, sergeants, lieutenants, captains, commanders, deputy chiefs, or chief present ensure that there is at least one in each group.

The groups will assign a scribe and group speaker to present for their group.

Assign groups 1, 3, and 5 Problem #1 and Groups 2, 4, and 6 Problem #2

Each group will work together to answer the questions and the speaker will present the answers in front of the class.

Answers to look for from the groups

Facilitate a large Group discussion with each question by getting feedback from other groups on other resources not mentioned and how that resources would help

J. Capstone

K. Community Problems

1. There is a four-way stop in the district, and people are not stopping for the stop signs. There have recently been numerous multi-vehicle accidents with injuries.
2. There is drug dealing activity happening in front of a high school in your district, and students are being solicited

L. Have the groups answer the following questions:

1. Identify the problem and issue in the scenario and who the key stakeholders are
 - i. **Problem #1 – traffic issues leading to accidents and**

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| <p>injuries – police, residents, city streets, local legislators, and local media are potential stakeholders</p> <p>ii. Problem #2 – drug activity that is prevalent in a school area and juveniles are being subjected to this activity on their way to school – police, residents, juveniles going to school and their family, school faculty, school board, school police, local and state legislators, local media are potential stakeholders</p> <p>2. According to the SARA Model, what "Scanning" considerations or questions would you have?</p> <p>i. Answers will vary, but anchor with the below information</p> <p>ii. Who reported or identified the problem – what was the source?</p> <p>iii. Why is this problem more important than other issues facing the area?</p> <p>iv. Is there a specific area or offender group which is committing the crime?</p> <p>v. What information does the Division, City, or Children and Family Services have on this address, and who is this harming?</p> <p>vi. What is contributing to the interest in this location?</p> <p>3. According to the SARA Model, what "Analysis" considerations or questions would be made?</p> <p>i. Answers will vary, but anchor with the below information</p> <p>ii. Using the crime triangle – offender, victim, and place, especially groups developing questions related to the who, what, where, when, why or why not, and how for each side of the triangle.</p> <p>iii. Some questions are:</p> <p>iv. How did we identify this problem? Crash reports, citizen complaints, mayor or council complaints, and community calls are examples of increased crime data or calls for service.</p> <p>v. How long and how often does this occur, or has this occurred?</p> | <p><i>Have students recall earlier in training the potential resources to help analyze problems - see if they can recall these sources as well.</i></p> |
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| <ul style="list-style-type: none"> vi. Who is involved, and what harm has resulted from the problem? vii. Has there been any attempts to address these concerns already, and what was their impact? viii. Is there any other situational information needs, such as time of day, specific location, or environment in which this happens ix. Was there an open discussion with the community about this problem? x. Potential resources that can help are Crime analysts, RMS systems, Mapping/GIS, Technical assistance both public and private, Resident/business/crime environment surveys, Interviews with victims and offenders, training, and computer/internet sources. <p>4. Utilizing the SARA Model, develop potential "Response" actions to the following questions:</p> <ul style="list-style-type: none"> i. What are some potential response actions? <ul style="list-style-type: none"> i. Answers will vary, but anchor with the below information: <ul style="list-style-type: none"> a. Disorderly Youths <ul style="list-style-type: none"> i. Working with community and local legislators to create alternative legitimate places and activities for youth ii. Provide outreach services to youth iii. Employing youth at businesses negatively affected by disorderly behavior iv. Ensure adequate transportation to and from events v. Encourage youths to gather where they will not disturb others vi. Reduce the comfort level, convenience, or attraction of | <p><i>Solicit specific groups that can or have been used by members of the groups</i></p> |
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| <ul style="list-style-type: none">popular youth gathering placesvii. Installing CCTV Camerasviii. Enlist others to exercise informal control over youth – parents, school officials, employers, coachesix. Use mediation services – bringing youth and complainant togetherx. Limited effectiveness Increasing patrol and strict enforcement lawsb. Traffic Scenario<ul style="list-style-type: none">i. Work with the community, city departments, and local legislators to use road and environmental design changes to make it more difficult to speed or believe they should slow for safety – speed bumps, speed tables, raised crosswalks, raised intersections, and textured pavements or roundaboutsii. Posting warning signs and signals – using speed monitoring signsiii. Work with community groups, local news, and legislators to conduct antispeeding public awareness campaigns – work with local traffic schools and high schools to enhance awareness.iv. Enforcing speeding laws – should accompany a campaign making the public | |
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| <p>aware of enhanced enforcement</p> <p>v. Working with the community and legislators to amend the laws allowing for arresting the worst offenders – conveys a strong message that driving excessively in the residential area carries serious penalties</p> <p>ii. What district resources can be utilized and why?</p> <p>i. Answers will vary, but anchor with the below information:</p> <p>ii. CSU – provides a presence in schools and neighbors and helps with campaign</p> <p>iii. VICE – conduct drug investigation presence and enforcement</p> <p>iv. CEOs – work collaboratively with community partners and groups for awareness</p> <p>v. Supervisors – schedule and direct patrol operations to provide presence and enforcement, communicate and coordinates with community</p> <p>vi. community organizations and partners – develop collaboratively approach to address issues, provide awareness and assistance</p> <p>iii. What Divisional resources can be helpful and why?</p> <p>i. Answers will vary, but anchor with the below information:</p> <p>ii. Community Relations Unit – crossing guards to observe and report activity</p> <p>iii. Traffic Unit – provide targeted enforcement – slow down and speed observation signs</p> <p>iv. Accident Investigation Unit – community reports and education regarding traffic accidents</p> <p>v. NICE Unit – neighborhood presence and enforcement activity</p> | |
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- vi. Gang Impact – presence and enforcement activity
 - vii. Narcotics Unit – high-level drug trafficking enforcement
 - viii. RTCC – Observe activity and report via camera/drone programs
 - iv. What other citywide departments or outside resources could be utilized?
 - i. Answers will vary, but anchor with the below information:
 - a. CMSD Police – provide presence
 - b. Councilperson – can work collaboratively with police to provide community partnerships and resources for problem
 - c. Urban Forestry – clear visual obstructions at the intersection
 - d. City Streets – potential slow-down signs or speed bumps, help with environmental changes
 - e. City Board-Up – help close vacant properties if near the school
 - v. How would you document your progress on ongoing efforts to resolve the problem?
 - i. Answers will vary, but anchor with the below information:
 - ii. Brazos (CPOP Form, Community Engagement Form),
 - iii. Form-1's
 - iv. Verbally during community meetings and forums
 - v. MCAD
 - vi. Wearable Cameras – if warranted
 - vii. Special Attention Forms
 - viii. Annual reports
5. Using the SARA Model, what considerations would you use to conduct an "Assessment" of your response?
- i. Possible answers:
 - ii. What were the results – Was there a decrease in calls, accidents, or reporting of

- occurrences
- iii. Did the response have any impact on the problem, and to what degree
 - iv. Do you need other resources or people to evaluate your response and assist with the assessment?
 - v. Were there any problems or obstacles implementing your response?
 - vi. Did you accomplish your response goals?
 - vii. We may need to reanalyze and develop new response actions

M. Closing Remarks and Questions

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| Capstone Activity – Community Problem #1 |
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Community Problem - There is a four-way stop in the district, and people are not stopping for the stop signs. There have recently been numerous multi-vehicle accidents with injuries.

1. Identify the problem and issue in the scenario and who the stakeholders are.
2. According to the SARA Model, what other "Scanning" considerations or questions would you have?
3. According to the SARA Model, what "Analysis" considerations or questions would be made?
4. Utilizing the SARA Model, develop potential "Response" actions to the following questions:
 - i. What are potential response actions?
 - ii. What district resources can be utilized and why?
 - iii. What Divisional resources can be helpful and why?
 - iv. What other citywide departments or outside resources could be utilized?
 - v. How would you document your progress on ongoing efforts to resolve the problem?
5. Using the SARA Model, what considerations would you use to conduct an "Assessment" of your Response?

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| Capstone Activity – Community Problem #2 |
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Community Problem – There is drug dealing activity happening in front of a high school in your district, and students are being solicited

1. Identify the problem and issue in the scenario and who the stakeholders are.
2. According to the SARA Model, what other "Scanning" considerations or questions would you have?
3. According to the SARA Model, what "Analysis" considerations or questions would be made?
4. Utilizing the SARA Model, develop "Response" actions to the following questions:
 - i. What are potential response actions?
 - ii. What district resources can be utilized and why?
 - iii. What Divisional resources can be helpful and why?
 - iv. What other citywide departments or outside resources could be utilized?
 - v. How would you document your progress on ongoing efforts to resolve the problem?
5. Using the SARA Model, what considerations would you use to conduct an "Assessment" of your Response?

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| SARA Model Reference Sheet – Handout #1 |
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What is the SARA Model?

Scanning

- What was the nature of the problem?
- How was the problem identified?
- Who identified the problem (e.g., community, police managers, officers, politicians, press)?
- Far more problems are identified than can be explored adequately. How and why was this problem selected from among other problems?
- What was the initial level of diagnosis/unit of analysis (e.g., crime type, neighborhood, specific premise, and specific offender group)?

Analysis

- What methods, data, and information sources were used to analyze the problem (e.g., surveys, interviews, observation, and crime analysis)?
- What is the history of the problem? How often and for how long was it a problem?
- Who was involved in the problem (e.g., offenders, victims, others), and what were their respective motivations, gains, and losses?
- What harm(s) resulted from the problem?
- How was the problem being addressed before the problem-solving project? What were the results of those responses?
- What did the analysis reveal about the causes and underlying conditions that precipitated the problem?
- What did the analysis reveal about the nature and extent of the problem?
- What situational information was needed to better understand the problem (e.g., time of occurrence, location, and other particulars regarding the environment)?
- Was there an open discussion with the community about the problem?

Response

- What range of possible response alternatives were considered to deal with the problem?
- What responses did you use to address the problem?
- How did you develop a response as a result of your analysis?
- What evaluation criteria were most important to the department before implementation of the response alternative(s) (e.g., legality, community values, potential effectiveness, cost, practicality)?
- What did you intend to accomplish with your response plan (i.e., project goal and corresponding measurable objectives)?
- What resources were available to help solve the problem?
- What was done before you implemented your response plan?
- What difficulties were encountered during response implementation?
- Who was involved in the response to your problem?

Assessment

- What were the results?
- What degree of impact did the response plan have on this problem?
- What were your methods of evaluation
- How long was the effectiveness of the problem-solving effort evaluated?
- Who was involved in the evaluation?
- Were there problems in implementing the response plan?
- If there was no improvement in the problem, are there other systemic efforts considered to handle the problem?
- What response goals were accomplished?
- How did you measure your results?
- What data supported your conclusions?
- How could you have made the response more effective?
- Was there a concern about displacement (i.e., pushing the problem somewhere else)?
- Will your response require continued monitoring or a continuing effort to maintain your results?