

**LOS ANGELES POLICE DEPARTMENT
COMMUNITY ENGAGEMENT/BUILDING TRUST
1850-20181**

Instructional Goals: To develop police officers to become more community focused and aware of how the community must share accountability for public safety. This course will provide police officers with knowledge, skills, and best practices to work collaboratively with the community in solving quality of life issues.

Performance Objectives: Using learning activities, drills and practical application scenarios, the student will:

- ❑ Learn to develop effective partnership with Community-Based Organizations.
- ❑ Develop applicable and effective outreach strategies to bring multiple government agencies together to meet the needs of the community.
- ❑ Identify quality of life issues and the resources available to address those problems.

I. Introduction

0800-0815 (15 Min)

A. Housekeeping

1. Sign-In (Roll Call)
2. Training Cadre/ Facilitator's
3. Welcome to the course
4. The information presented and discussed during this course is for training purposes, restricted for the Law Enforcement community and their partners only
5. Logistics
 - a. Breaks
 - b. Restrooms
 - c. Lunch

B. Welcome Remarks

1. Goals and Expectations
 - a. Gain perspective of how working with resources other than law enforcement can be advantageous with your ability to solve community issues regarding gang crime and positively impact of the quality of life in that community.
 - b. To work diligently with the Senior Lead Officers in community engagement efforts and to promote gang prevention and intervention in the community.

II. Defining and Refining a Community Liaison Officer

0815-0900 (45 Min)

A. Learning Activity: The students will take ownership of the program by formulating the role and responsibility of a Community Liaison Officer.

Procedure: Each table will be provided with a poster board. All the officers will collaborate at each table and write down what they believe are the role of a Gang Officer and then identify the role of a CLO.

When called upon each table will present that findings.

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B.Introduction: (Introduction of individual officers and years of service)

1. Lets' Discuss

- What is working and not working for Gang Officers
- What is working and not working for Area Senior Lead Officers

2. Identify the GAPS between the Gang Officers and Senior Lead Officers

3. Define the Role of a Community Liaison Officer

C. How do you define SUCCESS?

BREAK

III. Violence Reduction Model

0900-0930 (30 Min)

A.Prevention Strategy – How do we stop this from happening?

1. Partnership with the community and the various community-based organizations

- LAPD/GRYD partnership meetings
- Juvenile Referral Program
- Neighborhood council meetings
- Local networking – get to know the people in the community
- Major Incident Debriefs
- Community Empowerment
- Education
- Schools

B.Intervention Strategy – What can we do to intervene and stop the violence?

1. Before the police intervene, our partner will be there

- LAPD / GRYD Monthly partnership meetings
- Probation and Parole Community Resources
- Community Intervention Workers
- Community Members meetings
- Pro-Social Activities
- Positive Social Networks

C. Engaged Enforcement

1. Crime Suppression is not our only option

- Community “Town Hall” style meeting

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- Targeted Crime Suppression
- Extra Patrol by all Department resources
- Probation / Parole Compliance Checks
- State and Federal Prosecution
- Assessment Evaluation

IV. Newton Area O.I.S. Case Study

0930-1015 (45 Min)

- A.Incident Overview
- B.Community Reaction
- C. Department Response
- D. Community Partnership
- E.Results

BREAK

**V. Value-Based Problem-Solving
(CAPRA APPLICATION)**

1015-1100 (45 Min)

Learning Activity: The student will be able to understand each stage in the CAPRA Model.

Procedure: To further understand the CAPRA Model, provide the students with a video scenario.

Verbally challenge the students to identify what resources/information are needed at each stage of CAPRA. Scribe all the information on a white board to visualize why the CAPRA model is effective.

A.Video Scenario

B.CAPRA Critical Thinking - HANDOUT

LUNCH

1100-1200

VI. Harbor Area Case Study (CAPRA Model)

1200-1230 (30 Min)

- A.Incident Overview
- B.Community Reaction
- C. Department Response
- D. Community Partnership
- E.Results

VII. Gang-Community Action Plan (G-Cap)

1230-1300 (30 Min)

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A. What is the purpose of a G-CAP- To enhance the quality of life in an area by addressing a specific issue in the community related to gang activity. The plan will be assessed by measuring its effectiveness. As such, the plan must capture a tracking metric that goes beyond solely tracking events.

1. Identify an issue that should be addressed to enhance the quality of life throughout the area
 - a.) Unique to Area of assignment.
 - b.) How does it impact your area?
 - c.) What circumstances attribute to this issue?
 - d.) Clients
 - a) Direct Clients
 - b) In-direct clients
 - e.) Gang activity associated with this issue?
 - a) Violent Crime
 - b) Truancy
 - c) Vandalism
 - d) Probation Violations
2. Identify your desired outcome to issue you will address.
3. Consider resources needed to address issue.
 - a) GRYD
 - b) Educational
 - c) Mental Health
 - d) City Resources
 - e) Housing Authority
 - f) Family Resources
4. What is the likelihood of reaching your direct area of concern (Direct Client)?
 - a) What barriers do you foresee?
 - b) Who closest to your Direct Client can you reach?
 - c) Can you enhance your Direct Client's environment by enhancing the environments of the people closest to them?
 - d) What relationships can we establish to help us facilitate our goals
 - e) Who can we establish partnerships with?
5. Measures of Effectiveness
 - a) How are we evaluating our effectiveness beyond contacts?

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- b) If we can't reach our Direct Clients, can we reach them through In-Direct Clients (parents, grand-Parents, probation)?
- c) What metrics can we capture to evaluate our effectiveness?
- d) Can we capture metrics to our efforts through external sources or in-direct clients?

6. Report

- a) Discuss Plan
- b) Efforts
- c) Measures of effectiveness
- d) Lessons learned
- e) How to improve
- f) Should program continue or cease?

B. CAPRA Model

- 1. The main priority of CAPRA "Identify all of your CLIENTS".
 - a.) Direct Clients
 - b.) Indirect Clients

C. Measurement of Effectiveness

- 1. How do we measure the quality of community contacts?

BREAK

VIII. Community Partners

1300-1400 (60 Min)

(Panel Discussion / Q &A)

A. Learning Activity: The student will be able to participate in a Q&A discussion with a group of community partners. This will provide the student with an opportunity to discuss their unique issues and how partnering with the community to resolve some issues.

Procedure: While the community partners are making their brief presentations, the 3x5 Index cards will be on the tables. Think about an actual problem in your area and how could your community partner assist you in resolving this problem. If the officers have a question, they are to write the questions on the cards that correspond to the specific partner. The cards will be collected after the introduction and questions will be answered during the next segment.

B. Introduce Community Partners – *Each will have 5 minutes to speak about their services.*

- 1. Community -Based Organizations

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2. Neighborhood City Attorney
3. City/County Victim Assistance Program
4. Housing Authority, City of Los Angeles (Section 8)
5. Community Intervention Workers
6. City Council Office Field Deputy
7. Religion-Based Organizations
8. Parole and Probation Community Service agents
9. Etc.

IX. Area's G-CAP Case Studies

1400-1500 (60 Min)

A. Learning Activity: Students will break up into groups and discuss an existing gang issue within their Area Command and will use the GCAP in problem-solving.

Procedure: Identify a case study for each group. The groups will use the GCAP (CAPRA) matrix along with the community partners in attendance to find a resolution to their case study.

B. Presentation

Explain that each group will be observing each presentation and keeping track of the strategies presented for each scenario

1. Each group will present back their findings from the Scenario
 - Who were the Clients?
 - What were the issue(s)?
 - Who will participate in solving the problem?
 - What responses did you team decide to use?
 - How will you assess the outcome?
 - What violence reduction strategies did you use and how?
2. Each student will keep track of the violence reduction strategies on the Violence Reduction Strategies Worksheet and identify how well the other groups covered each strategy.
 - Debrief with the larger group
 - What strategies were covered?
 - See if other strategies could be suggested for each category

X. Briefing

1500-1530 (30 Min)

A. Teach back and Debrief

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B. Closing remarks

1. CLO Summit

2. Revising Policy

C. END OF DAY