



I Appendix A: Findings Table

SAFE CMPD Youth Programs

Findings from Literature Review Guiding Impact Frameworks

For the purpose of succinctness, some best practices identified in the following tables were not included in the impact framework best practices. The following tables aim to provide the reader with a more comprehensive understanding of the literature review findings.

Program Type: Law Enforcement Career Pipeline

General Best Practices	Drives Racial Equity and Justice	Considers and addresses personal and intergenerational trauma	Builds knowledge and understanding of youth development
Identified Best Practices - Program			
<p>Introduce youth to a broad range of career options and offer diverse opportunities to familiarize themselves with the law enforcement profession through practical experiences, other relevant activities, as well as training (IACP, 2018).</p>			
<p>Prioritize representation of people of color and bilingual staff in programming who can serve as credible messengers and role models for youth of color, while also contributing to improving police treatment of minority communities (Ba, Knox, Mummolo, & Rivera, 2021; Cure Violence, n.d.).</p>	<p>Examine the hiring testing process and criteria (e.g. situational component) to ensure they do not put candidates of color at disadvantage or have a disproportionately harmful impact on candidates of color (U. S. Department of Justice, 2016).</p>	<p>When conducting outreach with Black, Latinx, and/or low-income communities, remain cognizant of the race-based harm and other harm that these groups have experienced with law enforcement (Jannetta, Esthappan, Fontaine, Lynch, & La Vigne, 2019; Jannetta & Okeke, 2017; IACP, 2018).</p>	
<p>Work to ensure that positive relationships built at the individual level translate to perceptions of the system as a whole (Pepper & Silvestri, 2017).</p>	<p>Historical, enduring justice system inequalities on the basis of one's race, and specifically inequitable treatment of youth of color have impeded youth's faith in the justice system. Yet youth must trust the system to use the system. There exists a pressing need to focus on restoring this broken trust (Brunson & Pegram, 2018).</p>		

SAFE CMPD Youth Programs

Findings from Literature Review Guiding Impact Frameworks

Program Type: Law Enforcement Career Pipeline

General Best Practices	Drives Racial Equity and Justice	Considers and addresses personal and intergenerational trauma	Builds knowledge and understanding of youth development
<p>Establish clear trajectories where participants can advance throughout the program, serve in leadership and mentoring roles, and provide avenues where youth can provide feedback, voice opinions, ask questions, and discuss concerns (IACP, 2018; Flanagan & Faison, 2001).</p>		<p>Create programs that build youth's sense of empowerment, where they feel like and are given opportunities to influence change and contribute to society and be a part of the solution to identified community problems (Flanagan & Faison, 2001).</p>	<p>Providing opportunities and avenues for youth to hold leadership roles and feel empowered has the potential to help bridging the current gap that separates youth and law enforcement (IACP, 2018).</p>
<p>Utilize best practices that are successful in building trust between youth and police officers (Farrell, Betsinger, & Hammond, 2018; NJJN, 2017; Vincent, Guy, & Grisso, 2012; Watts & Washington, 2014; Brunson & Pegram, 2018; Jannetta et al., 2019).</p>	<p>Seek to enhance understanding related to contextual factors (e.g., living in a neighborhood with a high crime rate and heavy police presence) that put youth of color at risk and take them into account during interactions (Vincent et al., 2012).</p>	<p>Acknowledge and seek to understand the trauma youth of color carry with them in relation to police interactions and the ways in which trauma impacts development and behavioral health to support program staff's ability to recognize and identify such patterns.</p> <p>Mandate trauma-informed and equity-focused training that would encompass topics ranging from de-escalation, implicit bias, communication around reconciliation, mental health, adolescent development, and disabilities (Farrell et al., 2018; NJJN, 2017; Jannetta et al., 2019; Brunson & Pegram, 2018).</p>	

SAFE CMPD Youth Programs

Findings from Literature Review Guiding Impact Frameworks

Program Type: Law Enforcement Career Pipeline

General Best Practices	Drives Racial Equity and Justice	Considers and addresses personal and intergenerational trauma	Builds knowledge and understanding of youth development
Identified Best Practices - Community			
Partner with educational institutions to introduce youth to the various career options in law enforcement (U.S. Department of Justice, 2016).	Ensure inclusion of educational institutions in neighborhoods that have been racially and economically segregated to reach youth who may otherwise not receive these kinds of opportunities (Jannetta & Okeke, 2017).		
Connect youth to other employment opportunities by partnering with private, public and non-profit sectors (IACP, 2018).	Ensure programs reach youth living in neighborhoods that have been racially and economically segregated who may otherwise not receive these kinds of opportunities (Jannetta & Okeke, 2017).		
Encourage the possibility for youth to develop networks of positive connections within the community and enhance social capital (Pepper & Silvestri, 2017; IACP, 2018).	Engage youth from various backgrounds in activities that resonate positively with them and are representative of their culture (Pepper & Silvestri, 2017; Barnes-Lee & Campbell, 2020).		
Establish clear referral networks with other youth-serving agencies and programs in the community (Cocozza et al., 2005; Winder & Denious, 2013; Schlesinger, 2018).			

SAFE CMPD Youth Programs

Findings from Literature Review Guiding Impact Frameworks

How to measure success (short-term outcomes):

- Enhanced ability for youth to make informed decisions about their career opportunities and future.
- Heightened youth interest in law enforcement career/ motivations to join police force.
- Increased youth leadership skills and engagement with the local community.
- Increased familiarity with how police officers do their jobs and what a career in law enforcement entails.
- Youth successfully connected to a mentor or employer.
- Successful completion of programs.

How to measure success (long-term outcomes):

- Increase racial/ethnic diversity within local law enforcement.
- Longevity of youth engagement with CMPD (e.g. participate in other programs/ return to volunteer).
- Positive academic outcomes among youth (high school graduation, enrollment in college, enrollment in police academy).
- Youth secure employment (both in general and specific to law enforcement).
- Increase youth self-efficacy towards building a safer community (e.g. be a part of the solution).

SAFE CMPD Youth Programs

Findings from Literature Review Guiding Impact Frameworks

Primary Impact Category: Community Relationships & Perceptions

Program Type: Trust and Relationship Building

General Best Practices	Drives Racial Equity and Justice	Considers and addresses personal and intergenerational trauma	Builds knowledge and understanding of youth development
Identified Best Practices - Program			
<p>Develop and adopt clear training, guidelines, standards, and policies, that guide how officers can effectively and safely engage with youth, and specifically youth of color. Seek guidance from other disciplines who work with youth to ensure these structures are developmentally-appropriate, trauma-informed, culturally conscious, and equity-focused (NJJN, 2017).</p>	<p>Racialized interactions between police and youth erode trust between groups. Black youth's relationship with/ and perception of the police are especially strained, which has the potential to influence delinquency and criminal behaviors. Standardized practices help ensure fairness. Perceptions of the police as fair in terms of their actions and decision making increases police legitimacy and the public's likelihood to cooperate (Brunson & Pegram, 2018; Pepper & Silvestri, 2017; Watts & Washington, 2014).</p>	<p>Developing clear, standardized guidelines on the best ways for police to interact with youth may prevent the perpetuation of trauma and interrupt the risk of retraumatization among already disadvantaged youth (Schlesinger, 2018).</p>	<p>Police routinely mistake Black children to be older than what they actually are. There exists a need to develop guidelines and oversight that ensure youth, especially youth of color, are approached as children and young adults and that police engage in them in a way that reflects their age (NJJN, 2017).</p>
<p>Acknowledge and understand the historical & police-practice based trauma internalized by youth of color and make explicit program commitment to change that is specifically focused on restoring racial justice (Leiber & Beaudry-Cyr, 2016; Davis, Lyubansky, & Schiff, 2015).</p>		<p>These youth may have been exposed to multiple forms of trauma. Personal, intergenerational, and/or historical trauma impact development and mental health. The lack of recognition of such patterns may cause police to unwillingly retraumatize and further harm youth (Brunson & Pegram, 2018).</p>	

SAFE CMPD Youth Programs

Findings from Literature Review Guiding Impact Frameworks

Program Type: Trust and Relationship Building

General Best Practices	Drives Racial Equity and Justice	Considers and addresses personal and intergenerational trauma	Builds knowledge and understanding of youth development
<p>Ensure programming includes skilled facilitators, program coordinators, and senior officers experienced with youth and incorporate program sessions that are gender-specific (Jannetta et al., 2019; Watts & Washington, 2014; Brunson & Pegram, 2018; Leiber & Beaudry-Cyr, 2016).</p>	<p>Black and Latino males report adverse police experiences at a greater rate than their White and Asian peers. Gender inequity intersects with and is exacerbated by racial inequity (Leiber & Beaudry-Cyr, 2016). Examine how gender and race interact to influence police interactions in youth (Brunson & Pegram, 2018).</p>	<p>Strategies used to handle neighborhood threat perceived as stressful, including undesired attention from police, differ based on youth gender. Gender also plays a role in experiences with police officers (Brunson & Pegram, 2018).</p>	
<p>Adopt a procedural justice framework to build trust with youth and their families and drive police/community reconciliation (Jannetta et al., 2019; Brunson & Pegram, 2018).</p>	<p>Inequitable treatment of Black and Brown youth by law enforcement is detrimental to justice and to the legitimacy of the criminal justice system. There exists a need to examine the dynamics between police interactions with youth of color and racial inequity while attempting to understand implications for trust in police among youth (Brunson & Pegram, 2018).</p>	<p>Programs need to address the multigenerational trauma of negative police experiences (Jannetta et al., 2019).</p>	
<p>Ensure programs foster high quality relationships between youth and adults (e.g. frequency of engagements and interactions) and offer mutually beneficial activities (e.g. participating in a community service project together) (Baetz, 2020; O'Dwyer, 2019; Goodrich, Anderson, & LaMotte, 2014; Flanagan & Faison, 2001).</p>	<p>Link residents across neighborhoods to build social capital through activities like working together on a community service project (Flanagan & Faison, 2001)</p>		



SAFE CMPD Youth Programs

Findings from Literature Review Guiding Impact Frameworks

Program Type: Trust and Relationship Building

General Best Practices	Drives Racial Equity and Justice	Considers and addresses personal and intergenerational trauma	Builds knowledge and understanding of youth development
<p>Implement programming that works to drive behavior change and build knowledge among both police officers and youth (share accountability in outcomes) (Jannetta et al., 2019).</p>	<p>The ability to sustain public trust in police demands significant departures from current practice and thinking, including a philosophical shift and change in organizational culture. This goal requires changing individual officers' current ways of thinking and policing as well as institutionalizing these changes (Jannetta et al., 2019).</p>	<p>An existing framework to support police-community reconciliation processes recommends fact finding in relation to the police department's past race-based harms; the recognition of such harm by the police department; the recollection of stories that narrate such experiences; the sharing of these stories; and explicit commitment to change (Jannetta et al., 2019).</p>	<p>Recognize that youth are at a developmental stage where cognition and behaviors are not fully developed and are highly influenced by those of adult figures around them. Refrain from holding youth fully accountable for such perceptions, fear and/or mistrust (Watts & Washington, 2014)</p>
Identified Best Practices - Community and Partnerships			
<p>Understand and target the contextual and/or situational factors that may influence the inclination of youth, especially youth of color, to distrust police (Piquero, Fagan, Mulvey, Steinberg, & Odgers, 2005).</p>	<p>Such intentionality is especially important for youth of color as the literature shows that African-American youth report lower levels of overall government trust, which likely stems from divestment in marginalized communities (Flanagan & Faison, 2001; Kroboth, Boparai, & Heller, 2019).</p>	<p>Parental criminal history; living in a high crime neighborhood with heavy police presence; having experienced and/or witnessed negative interactions with police in the past may heighten fear associated with police resulting from past trauma. Law enforcement must be prepared to understand/ recognize such context and adopt adequate approach and response (Piquero et al., 2005).</p>	<p>Typical adolescent cognition & behavior differs from adults in terms of impulse control, decision-making skills, inclination for delayed gratification, susceptibility to influence, capacity to anticipate potential negative consequences resulting from an action or tendency to question authority or fear it. These characteristics can lead to situations that involve a justice response. Developmental science should inform such responses so that kids are treated as kids (IACP, 2018).</p>

SAFE CMPD Youth Programs

Findings from Literature Review Guiding Impact Frameworks

Program Type: Trust and Relationship Building

General Best Practices	Drives Racial Equity and Justice	Considers and addresses personal and intergenerational trauma	Builds knowledge and understanding of youth development
<p>Partner with agencies/organizations that support the integration of skills outside of traditional law-enforcement duties (e.g. educational and/or mental health competencies), yet are central to program success (Elliott & Felix, 2018).</p>		<p>Bring in experienced officers who may be better equipped to understand the need for officers to have skills that lie outside of the traditional law-enforcement duties, yet are central to the success of such programs (e.g. police officers often assume a social work role) (O'Leary, 2019).</p>	
<p>Make aforementioned training available to program administrators, staff, as well as program partners (Elliott & Felix, 2018).</p>		<p>Seek guidance and incorporate existing knowledge from other disciplines (e.g. social work, education) concerned with the interconnectedness of traumatic life experiences and youth/ adolescent development. Increase knowledge about how developmental science explains youth behavior and seek to enhance understanding of the developmental differences affecting youth who experienced past trauma (NJJN, 2017).</p>	
<p>Engage families in programming as family members and other surrounding adults' views heavily influence youth perceptions of police (McCarter, Neal, Evans-Patterson, Rodina, & Anselmo, 2018; Watts & Washington, 2014).</p>		<p>Youth perception of the police is shaped by the views toward the police held among family members and other adults in the community (Watts & Washington, 2014).</p>	

SAFE CMPD Youth Programs

Findings from Literature Review Guiding Impact Frameworks

Program Type: Trust and Relationship Building

General Best Practices	Drives Racial Equity and Justice	Considers and addresses personal and intergenerational trauma	Builds knowledge and understanding of youth development
<p>Retain talent in police force to ensure staff continuity (especially in leadership) and sustained communication with communities as key factors of reconciliation processes (Jannetta et al., 2019).</p>	<p>Recognize that the lack of police legitimacy and community trust in policing is a significant problem that is deeply rooted in history. Sustained communication is an important part of reconciliation processes, which can be disrupted by the lack of staff continuity, especially if concerning leadership (e.g. the police chief) (Jannetta et al., 2019).</p>		

SAFE CMPD Youth Programs

Findings from Literature Review Guiding Impact Frameworks

How to measure success (short-term outcomes):

- Increased police understanding of implicit bias
- Increased police understanding of traits and/or behaviors that are inherent to specific developmental stages.
- Reduced bias-based policing practices/ increased cultural awareness and competency in policing.
- Increased program staff's ability to recognize and identify behavioral patterns associated with trauma.
- Increased opportunities for police to engage with youth outside of the law enforcement role.
- Improved attitudes and behavior of police towards youth and youth towards police.
- Increased youth perception of police making decisions and acting in a fair and just manner.
- Better and more effective communication skills among police.

How to measure success (long-term outcomes):

- Reduce racial/ethnic disparities in the criminal justice system and in policing practices.
- Build high quality and mutually beneficial relationships between youth and police.
- Improve parental perceptions of the police.
- Increase trust towards police among youth (especially youth of color) and the general public.

SAFE CMPD Youth Programs

Findings from Literature Review Guiding Impact Frameworks

Primary Impact Category: Public Safety; Keep youth out of the criminal justice system

Program Type: Gang and Violence Prevention

General Best Practices	Drives Racial Equity and Justice	Considers and addresses personal and intergenerational trauma	Builds knowledge and understanding of youth development
Identified Best Practices - Program			
<p>Involve peer leaders (e.g. former gang members) to recruit youth and facilitate programming; develop strong relationships with youth who are at risk; and share relatable life experiences that model alternative masculinities (IACP, 2018; Opsal, Aguilar & Briggs, 2019; Cure Violence, n.d.; NYGC, 2008).</p>			<p>Prioritize messaging/ framing that emphasizes violence reduction versus violence prevention (youth may perceive violence as a means to earning respect, and an unwillingness to be violent may be seen as increasing one's risk of victimization in youth) (Opsal et al., 2019).</p>
<p>Tailor services to needs while prioritizing the highest-risk individuals and support police/community reconciliation through meeting ongoing mental and behavioral health needs of youth, families, and law enforcement. This can be achieved through program design and access to other resources (e.g. access to trained mental health professionals through program staffing or referrals) (IACP, 2018; Gilman, 2020; Henwood, Chou, & Browne, 2015; Cure Violence, n.d.; NYGC, 2008).</p>	<p>Exposure to trauma and trauma-related mental health conditions are associated with a heightened likelihood of African American adults being arrested and incarcerated. Avoid children being held responsible as well as punished for undiagnosed trauma. (North Carolina Task Force for Racial Equity in Criminal Justice, 2020).</p>	<p>Recognize the likely violent histories of youth engaging in violent crimes and understand the importance of offering counseling services, especially if the program content directly addresses the theme of violence as youth who witness and experience violence demonstrate higher levels of trauma (Opsal et al., 2019; IACP, 2018).</p>	<p>Implementation of developmentally appropriate mental and behavioral health interventions that recognize trauma and teach youth to manage their thoughts, emotion, and behavior in a way that supports conflict mitigation (Gilman, 2020). This may be especially important for young people who have been accustomed to having recourse to violence to handle conflict (Flanagan & Faison, 2001). Cognitive behavioral methods, specifically, can support the management of anger/ violence (Henwood et al., 2015)</p>

SAFE CMPD Youth Programs

Findings from Literature Review Guiding Impact Frameworks

Program Type: Gang and Violence Prevention

General Best Practices	Drives Racial Equity and Justice	Considers and addresses personal and intergenerational trauma	Builds knowledge and understanding of youth development
<p>Ensure sufficient and comprehensive officer training on 1) methods for avoiding use of force and 2) appropriate ways to interact with youth while incorporating a specific focus on violence prevention (e.g. active listening, suicide prevention, conflict mediation, and motivational interviewing strategies) (IACP, 2018; Delgado et al., 2017).</p>	<p>Recognition of racial/ethnic disparities in the criminal justice system and training related to implicit bias and cultural awareness and competency (IACP, 2018).</p>	<p>Officer training in identifying and appropriately responding to youth who have experienced violence, trauma, or abuse or who have a mental illness (IACP, 2018).</p>	<p>Officer training in conflict resolution, de-escalation techniques; methods for avoiding use of force with confrontational juveniles (IACP, 2018).</p>
<p>Integrate regular mental health and wellness programs for officers so they are better equipped to stay calm and de-escalate situations (IACP, 2018).</p>		<p>Officers have difficult jobs and typical police activities can be trauma-inducing (IACP, 2018).</p>	
<p>Engage families in programming (Frederick & Roy, 2003).</p>			

SAFE CMPD Youth Programs

Findings from Literature Review Guiding Impact Frameworks

Program Type: Gang and Violence Prevention

General Best Practices	Drives Racial Equity and Justice	Considers and addresses personal and intergenerational trauma	Builds knowledge and understanding of youth development
Identified Best Practices - Community and Partnerships			
<p>Engage in partnerships that support community-based outreach/ violence interruption activities that specifically target neighborhoods that are the most vulnerable to gun violence (Delgado et al., 2017; Picard-Fritsche & Cerniglia, 2013).</p>			
<p>Monitor violence and gang activity among youth through partnerships with community- based agencies, educational institutions, and grassroots organizations. Possibility to partner with community efforts to share data, incidents (including violent incidents) and gang membership information (Picard-Frische & Cerniglia, 2013).</p>	<p>Geocoding these data may help understanding the correlation between systemic factors such as economic and racial segregation and youth risk to be involved in a violent incident (as offender or as victim) (NYGC, 2008).</p>		
<p>Prioritize primary prevention strategies that have a public orientation (environmentally rather than individually focused) by participating in community mobilization efforts and activities to change community norms on violence/ to denormalize violence (Picard-Frische & Cerniglia, 2013; Delgado et al., 2017; Flanagan & Faison, 2001).</p>		<p>Considering that witnessing violence has been associated with support for gun legitimacy as well as gang membership, incorporate trauma-informed practice and care that includes elements of cognitive-behavioral therapy (CBT) within programs and targeting these resources to youth who have been exposed to violence in their neighborhoods or at home, either directly or indirectly (Picard-Frische& Cerniglia, 2013).</p>	

SAFE CMPD Youth Programs

Findings from Literature Review Guiding Impact Frameworks

Program Type: Gang and Violence Prevention

General Best Practices	Drives Racial Equity and Justice	Considers and addresses personal and intergenerational trauma	Builds knowledge and understanding of youth development
<p>Prioritize primary prevention strategies that focus on the entire community. These may include community-wide events that facilitate workshops and training aiming to increase community awareness about gangs, and target change by focusing on the conditions that contribute to gang involvement among youth in the community (NYGC, 2008; Flanagan & Faison, 2001).</p>			
<p>Prioritize proactive engagement and interaction (efforts to build non confrontational and trusting relationships with youth and their families, establish trust with those who are at high risk through ongoing interactions with the community) (Cure Violence, n.d.).</p>			
<p>Partnering with the private sector to target contextual factors (e.g. physical condition of public housing) that contribute to increased safety, albeit indirectly (example of private sector contribution to Richmond Gang Reduction Program) (NYGC, 2008).</p>			

SAFE CMPD Youth Programs

Findings from Literature Review Guiding Impact Frameworks

How to measure success (short-term outcomes):

- Increased access and referrals to programs among youth of color
- Increased youth skills and confidence to intervene when witnessing attitudes or behaviors supportive of a culture of violence
- Reduced criminal activity among youth and in general (can be a place-based measure)
- Greater sense of empowered decision-making among youth (e.g. gang membership) and families
- Increased prosocial attitudes towards police/positive opinion of police officers

How to measure success (long-term outcomes):

- Establish and maintain high quality relationships between youth and police
- Increase number of youth and police officers who return to the program
- Increase ability for youth to live more fulfilling and safer lives
- Reduce violent incidents
- Improve social norms around violence/ denormalize violence within community
 - Reduce support for violence as a means of settling personal disputes among youth

SAFE CMPD Youth Programs

Findings from Literature Review Guiding Impact Frameworks

Program Type: Youth Diversion

General Best Practices	Drives Racial Equity and Justice	Considers and addresses personal and intergenerational trauma	Builds knowledge and understanding of youth development
Identified Best Practices - Program			
<p>Center families in interventions and/or deliver programming to family units; engage parents and caregivers; and focus on problem solving and skill-building (Cocozza et al., 2005; Dembo, Wareham, Poythress, Cook, & Schmeidler, 2007; Winder & Denious, 2013).</p>		<p>Provides the opportunity to empower families. Programming can be delivered to family units in a way that includes both youth as well as their parents and/or other caregivers (McCarter et al., 2018).</p>	<p>Understand and recognize that cognitive and moral development as well as relationship skills with family differ among youth. It is important to understand where the individual is to meet him/her/them at that level (Winder & Denious, 2013; Sullivan, Veysey, Hamilton, & Grillo, 2007).</p>
<p>Ensure equitable access to programs by using screening, assessment, and eligibility tools that do not further criminalize and/or harm youth of color (Schlesinger, 2018; Vincent et al., 2012).</p>	<p>Non-minoritized youth have a higher probability to be diverted whereas youth of color are more likely to go through formal case processing. Eligibility requirements systematically exclude youth of color from diversion and risk assessment tools must be revisited to ensure that they do not replicate or exacerbate existing racial disparities (Farrell et al., 2018; Schlesinger, 2018; Kroboth et al., 2019; Harcourt, 2015).</p>	<p>Eligibility requirements and risk assessments can cause youth of color and/or youth living in underserved neighborhoods to be ineligible for diversion (e.g. former criminal justice involvement more likely in neighborhoods with high crime rates and more heavy policing, transportation barriers) (Kroboth et al., 2019; Harcourt, 2015).</p>	

SAFE CMPD Youth Programs

Findings from Literature Review Guiding Impact Frameworks

Program Type: Youth Diversion

General Best Practices	Drives Racial Equity and Justice	Considers and addresses personal and intergenerational trauma	Builds knowledge and understanding of youth development
<p>Use screening and assessment tools that are youth-centered and strengths based (versus problem-focused based) and tailor the program to a) the needs and b) the strengths of youth, in a way that mobilizes and strengthens natural resilience to drive outcomes (Wylie, Clinkinbeard, & Hobbs, 2019; Cocozza et al., 2005; Dembo et al., 2007; Winder & Denious, 2013; Sullivan et al., 2007).</p>	<p>On average, youth of color report lower levels of protective factors than White youth. Programs must consider these disparities in resources. Existing tools and program emphasis may also benefit from being more broadly representative of youth and reflect strengths that are known to be important to youth of color, such as adaptability and ethnic socialization.</p> <p>Develop race-informed strategies to ensure equal access of program benefits to all youth (Barnes-Lee & Campbell, 2020; McCarter et al., 2018).</p>		<p>Ensure that screening and assessment tools account for appropriate youth development (Cocozza et al., 2005; Dembo et al., 2007; Winder & Denious, 2013).</p>
<p>Deliver programs in ways that reduce burden on youth and caregivers and decrease barriers for attendance.</p> <p>Program delivery should include reasonable time commitments and be designed to easily fit into the youths' schedules (Sandøy, 2020).</p>		<p>Programs lacking this type of consideration may unwillingly be causing harm to its participants by adding more stress to youth and their families. Burdensome delivery conditions can make youth feel demoralized and reduce program effectiveness as well as youth willingness to engage in diversion options. In addition, the inability to appear for scheduled intake may disqualify youth from participating in a diversion program (Sandøy, 2020; McCarter et al., 2018).</p>	<p>Consider typical youth schedules, activities, and responsibilities when setting program requirements and delivering services (e.g. youth should not be required to leave school early to fulfill program requirements) (Sandøy, 2020).</p>

SAFE CMPD Youth Programs

Findings from Literature Review Guiding Impact Frameworks

Program Type: Youth Diversion

General Best Practices	Drives Racial Equity and Justice	Considers and addresses personal and intergenerational trauma	Builds knowledge and understanding of youth development
<p>Ensure that diversion is clearly the “better option” (Schlesinger, 2018).</p>			<p>Seek to understand the stigma associated with participation in a diversion program (seen as a criminal by adults) as youth’s perception that they are viewed by others as delinquent is negatively associated with future desistance from crime and increases the likelihood that they will develop a criminal identity (Sandøy, 2020; Walters, 2020).</p>
<p>Adopt a restorative justice approach, whenever possible (Winder & Denious, 2013; Rodriguez, 2007).</p>	<p>Converge principles of restorative justice with the need to remediate racial injustice. Diversion programs that incorporate restorative justice principles must more adequately address the needs of youth of color (Farrell et al., 2018; Wong, Bouchard, Gravel, Bouchard, & Morselli, 2016; Davis et al., 2015).</p>	<p>Restorative justice approaches have been shown to decrease post-traumatic stress symptoms among victims. Elements of restorative justice, such as collective resolution, must be considered during the design of diversion programs (Davis et al., 2015).</p>	



SAFE CMPD Youth Programs

Findings from Literature Review Guiding Impact Frameworks

Program Type: Youth Diversion

General Best Practices	Drives Racial Equity and Justice	Considers and addresses personal and intergenerational trauma	Builds knowledge and understanding of youth development
<p>Focus diversion resources on high-risk youth and ensure they receive adequate levels of services to meet their needs (Schlesinger, 2018; Wylie et al., 2019).</p>		<p>Ensure the youth who really need diversion services are the ones receiving them, widening the net can actually cause harm by inadvertently causing youth to interact with the criminal justice system, who otherwise would not have (Schlesinger, 2018; Farrell et al., 2018; Mears et al., 2016; Macallair & Males, 2004; Bohnstedt, 1978).</p>	
Identified Best Practices - Community and Partnerships			
<p>Build and maintain relationships and a wide network of community-based providers to support program goals and provide wrap around services to youth and families (Cocozza et al., 2005; Farrell et al., 2018; Dembo et al., 2007; Winder & Denious, 2013).</p>	<p>Arrests in schools across the U.S. affect students of color at a disproportionately higher rate. Schools and Police Departments can collaborate and use restorative approaches or other means to meet their legal obligation to administer nondiscriminatory discipline and ultimately to reduce racial disciplinary disparities (Tallon, Labriola, & Spadafore, 2016; Davis et al., 2015).</p>	<p>Schools are a primary source of justice system referrals. Students experiencing disproportionate rates of arrests in schools come from impoverished, underserved neighborhoods and bring with them the disadvantage, trauma and other difficulties these environments create to ultimately produce delinquency and criminality. Thus, targeting the school to prison pipeline through such collaborative effort must be prioritized (Tallon et al., 2016; Schlesinger, 2018).</p>	<p>Encourage community-based alternatives to juvenile justice programs.</p> <p>Communities show greater buy-in when programs focus on rehabilitation and prevention versus more punitive approaches like incarceration (Winder & Denious, 2013; Nagin et al., 2006).</p>

SAFE CMPD Youth Programs

Findings from Literature Review Guiding Impact Frameworks

Program Type: Youth Diversion

General Best Practices	Drives Racial Equity and Justice	Considers and addresses personal and intergenerational trauma	Builds knowledge and understanding of youth development
<p>Provide wrap around services and connect youth and families to other resources in the community to address needs holistically (Cocozza et al., 2005; Dembo et al., 2007; Winder & Denious, 2013).</p>	<p>Effective intervention services for inner-city juveniles and families from minoritized groups (especially African Americans and Hispanics) are typically lacking, causing them to use substance abuse and mental health treatment services less than Caucasians. Thus, it is furthermore important for diversion programs serving these populations to specifically focus on those issues (Winder & Denious, 2013; Dembo, Schmeidler, & Walters, 2004).</p>	<p>Specific focus on juvenile mental health and/or substance use needs, which may be associated with the experience of trauma (State-level juvenile justice block grants exist to support plans to improve current response to youths' mental health needs) (Winder & Denious, 2013; Andrews & Bonta, 2010; Skowrya & Cocozza, 2006; Grisso, 2007).</p>	<p>Ensure services and care are developmentally appropriate (Farrell et al., 2018; Winder & Denious, 2013).</p>
<p>Reduce potential contact with and further penetration into the justice system by ensuring that diversion services and care reside within the community (versus within other agency departments or probation) or are provided by the program to ensure prompt delivery (Winder & Denious, 2013; Cocozza et al., 2005; Dembo et al., 2007; AECF, 2018).</p>	<p>Advocate for resources to be more equally allocated to increase their availability in the communities that need them so that youth and families who are economically stressed have the services they need and do not need to rely on the criminal justice system for those services (e.g. mental health, substance use). Ultimately, this begins to address structural inequality and its consequences for minoritized groups and those living in poverty (Schlesinger, 2018; Dembo et al., 2004).</p>	<p>Arrests for minor offenses or “to teach youth to respect authority” have the potential to cause harm and have lingering detrimental effects on youth development and life trajectories as a result of the traumatic aspect of the experience of being involved in the criminal justice system, which contributes to fostering broader negative perceptions of police in the public (IACP, 2018).</p>	

SAFE CMPD Youth Programs

Findings from Literature Review Guiding Impact Frameworks

How to measure success (short-term outcomes):

- Reduced racial/ethnic disparities in police contacts, subsequent arrests and/or school discipline (school-to-prison-pipeline)
- Increased access and referrals to programs among youth of color.
- Successful completion of programs
- Other outcomes or pathways through the program (e.g. finishers/ non finishers, those who were rejected, etc)
- Increased diversion of youth, especially youth of color from criminal court processing.
- Greater sense of empowered decision-making among youth and families.

How to measure success (long-term outcomes):

- Increase ability for youth to live more fulfilling and safer lives.
- Reduce arrests, recidivism, and criminal activity among youth.
- Establish and maintain high quality relationships between youth and police
- Increase number of youth and police officers who return to the program

SAFE CMPD Youth Programs

Findings from Literature Review Guiding Impact Frameworks

Program Type: Youth Development

General Best Practices	Drives Racial Equity and Justice	Considers and addresses personal and intergenerational trauma	Builds knowledge and understanding of youth development
Identified Best Practices - Program			
<p>Programs targeting citizenship should incorporate delivery settings that enhance horizontal relationships that build trust between equals, offer opportunities for early interventions with elementary and middle school aged youth, and create opportunities for non-confrontational and positive interactions with youth (e.g. alongside extracurricular activities) (Flanagan & Faison, 2001; IACP, 2018; Pepper & Silvestri, 2017).</p>	<p>The Mandel Legal Aid Clinic has documented the trauma caused by over-policing practices and racial profiling among youth of color (NJJN, 2017).</p>	<p>Exposure to police violence and the experience of losing loved ones to police killings have caused many youth of color trauma that has been measured in prior research. Such research warrants the need to normalize/ humanize law enforcement in youth (Smith Lee & Robinson, 2019).</p>	<p>Adolescence is an important stage in which police officers are in a strong position to intervene and promote positive and productive outcomes through interactions and opportunities (IACP, 2018).</p>
<p>Related to the above recommendation, opportunities for police & youth to unite/ gather/ join efforts around a common objective that targets their community as a whole (something they share) appear especially promising (Goodrich et al., 2014).</p>	<p>Expand civic learning opportunities for youth and recognize disparities in social capital across communities, typically based on socioeconomic status. Encouraging participation among individuals from various neighborhoods and/or socioeconomic backgrounds can support the development of connections for youth and provide them with new opportunities (Flanagan & Faison, 2001).</p>		

SAFE CMPD Youth Programs

Findings from Literature Review Guiding Impact Frameworks

Program Type: Youth Development

General Best Practices	Drives Racial Equity and Justice	Considers and addresses personal and intergenerational trauma	Builds knowledge and understanding of youth development
<p>Actively recognize good behavior and follow a character education framework that encourages engaged citizenship instead of a more passive approach (e.g. staying out of trouble) (IACP, 2018; Flanagan & Faison, 2001).</p>	<p>Citizenship education should teach youth active and compassionate citizenship; discuss sensitive topics such as those related to the historical roots of contemporary racial inequity; emphasize positionality in relation to important causes to empower youth to feel like they can be actors of change (Flanagan & Faison, 2001).</p>		
<p>Integrate comprehensive officer training on 1) youth psychology and development/ appropriate ways to communicate with youth; (2) racial/ ethnic disparities/ implicit bias/ cultural awareness/ cultural competency; 3) trauma, violence, mental illness, substance abuse (IACP, 2018).</p>		<p>Recognizing trauma also serves to recognize the presence of a mental health condition, which supports police's ability to communicate/ respond accordingly (IACP, 2018)</p>	<p>Adolescents developmentally differ from adults in the following three ways:</p> <p>"1) they demonstrate a lack of emotional self-regulation relative to adults;</p> <p>2) they have increased susceptibility to external social influence, such as peer pressure, relative to adults; and</p> <p>3) they are less able to properly assess long-term consequences" (Bonnie et al. 2013).</p>

SAFE CMPD Youth Programs

Findings from Literature Review Guiding Impact Frameworks

Program Type: Youth Development

General Best Practices	Drives Racial Equity and Justice	Considers and addresses personal and intergenerational trauma	Builds knowledge and understanding of youth development
<p>Implement clear structures where youth can learn and exercise leadership and decision making skills in public settings, hold responsibilities, provide feedback, and grow their sense of empowerment (e.g. youth advisory groups, serving in a mentoring role during a second year in the program; putting youth in charge of leading community development programs etc) (Flanagan & Faison, 2001).</p>			
<p>Ensure programs foster high quality relationships between youth and adults (e.g. frequency of engagements and interactions) and offer mutually beneficial activities (e.g. participating in a community service project together) (Baetz, 2020; O'Dwyer, 2019; Goodrich et al., 2014; Flanagan & Faison, 2001).</p>	<p>Link residents across neighborhoods to build social capital through activities like working together on a community service project (Flanagan & Faison, 2001)</p>		
Identified Best Practices - Community and Partnerships			
<p>Partner with other organizations to provide a broad range of services and resources to youth and their families including mentoring/ support for parents and caregivers (IACP, 2018; O'Dwyer, 2019).</p>			

SAFE CMPD Youth Programs

Findings from Literature Review Guiding Impact Frameworks

Program Type: Youth Development

General Best Practices	Drives Racial Equity and Justice	Considers and addresses personal and intergenerational trauma	Builds knowledge and understanding of youth development
<p>Remove overall emphasis on surveillance, which has the potential to erode trust and hamper youth motivation for civic engagement (Flanagan & Faison, 2001).</p>			<p>Labeling theory also suggests that contact with police (e.g. proactive law enforcement/ over surveillance/ ordinary interaction like being stopped by the police) may increase the likelihood of youth getting involved in delinquent behavior as a result of the negative label placed on them (Wiley & Esbensen, 2016).</p>
<p>Police should demonstrate four elements that youth considers in judging police fairness: "1) the opportunity to express opinions about the situation prior to formal police decision-making, 2) consistent and neutral decision-making and rules, 3) trust in the motives behind police actions, and 4) being treated with dignity and respect" (Tyler, 2021; Tyler & Huo, 2002; Blader & Tyler, 2003).</p>			

SAFE CMPD Youth Programs

Findings from Literature Review Guiding Impact Frameworks

How to measure success (short-term outcomes):

- Increased police officer knowledge of how to engage with youth
- Increased access and referrals to programs among youth of color
- Greater access and connection to community-based services among youth and families
- Increased opportunities for youth to learn and exercise leadership skills.
- Greater sense of empowered decision-making among youth and families.
 - Increased knowledge about citizen / civic rights and responsibilities among youth
 - Increased knowledge of how to engage with police officers among youth
 - Increased feelings of empowerment, power to influence change among youth

How to measure success (long-term outcomes):

- Increase ability for youth to live more fulfilling and safer lives.
- Establish and maintain high quality relationships between youth and police.
- Increase number of youth and police officers who return to the program.



I References: Findings Table

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I Appendix B: Evaluability Matrix

Evaluability Matrix

The following table categorizes those CMPD youth programs by whether or not they can be evaluated at this time, along with the rationale for that categorization. The table also indicates the primary impact category under which programs fall and, where relevant, additional impact categories that are reflected in the program design and intended outcomes/impact.

Impact Categories	Program	Focus/Intended Outcomes and Impact	Current Data Collected	Evaluability	Rationale
Law Enforcement Career Pipeline	College Cadets Program	Goal is that 80% of cadet participants, college students ages 17-22, pursue career with CMPD or city of Charlotte. Trying to give them the soft skills and the community service perspective and resources; 5 areas of opportunity in the community.	The program collects demographic and participation data on participants who continue in Cadets Program throughout postsecondary education and return in mentor/leader role.	Evaluable <ul style="list-style-type: none"> Evidence-based practices Sufficient number of participants for evaluation 	This program has great evaluability potential if it collects racial and gender demographic data (diversifying workforce), continued participation over time (retention), attraction of officers (effective recruitment strategy), and performance metrics on cadets and cadets who become sworn officers to determine whether cadet participants are more successful in the Academy and as sworn officers than non-cadet academy candidates.

Evaluability Matrix

Impact Categories	Program	Focus/Intended Outcomes and Impact	Current Data Collected	Evaluability	Rationale
Law Enforcement Career Pipeline	College Internship Program	Create a pipeline of college students for the Police Academy. Secondly, character development among participating interns.	No data collected about participants' performance in the internship program. Program collects demographic data on participants.	<p>Evaluable</p> <ul style="list-style-type: none"> Evidence-based best practices Sufficient number of participants for evaluation 	<p>Three possible levels of evaluation:</p> <ol style="list-style-type: none"> Effectiveness of internship program at recruiting academy cadets (as measured by retention and continuation) Interns perform better than cadets who do not participate in the internship program (as measured by Academy performance measures) Interns who become officers relate more effectively with the community based on foundational training in the Internship program (early exposure to 21st Century Policing)
<p>1. Public Safety: Keep Youth Out of Juvenile Justice System - Youth Development/Career & Academic Success</p> <p>2. Community Relationships & Perceptions</p>	Envision Academy	<p>Introduce youth to a range of career and college opportunities</p> <p>Encourage youth to go to college here and/or return here to work after college.</p> <p>Youth will experience a different (human) side to officers;</p> <p>Encouraging future participation of pipeline of CMPD youth programs</p>	<p>CMPD conducts a pre/post survey that asks whether the program succeeded in program goals (introducing them to opportunities, perceptions on officers, plans to stay in Charlotte for school and/or work, gender, age, race; follow up at event 6 months later to determine whether still employed or in school.</p>	<p>Evaluable</p> <ul style="list-style-type: none"> Data being collected Evidence-based best practice Sufficient number of participants for evaluation 	<p>With additional follow-up data gathering about students' follow through on stated goals and academic performance data from CMS, this could be evaluated.</p>

Evaluability Matrix

Impact Categories	Program	Focus/Intended Outcomes and Impact	Current Data Collected	Evaluability	Rationale
Law Enforcement Career Pipeline	High School/Middle School Academy (Academy of Safety and Protection, or ASAP, at Hawthorne School)	To provide educational (content) experiential components of law enforcement with the goal of encouraging youth to pursue a career in law enforcement.	Data being collected (by CMS) includes: total numbers in ASAP by grade level and demographics in order to see if they are on track with diversity goals and to understand why there are drops in enrollment. They keep track of numbers of students while they are in the program but don't have data on students who do not opt for a career in law enforcement, or who step outside of the course requirements.	Evaluable <ul style="list-style-type: none"> • Data being collected • Evidence-based best practices • Sufficient number of participants for evaluation 	Data sharing with CMS about short-term and intermediate-term curricular progression, and post-ASAP student surveys about career intentions would enable evaluation about the effectiveness of this program at early recruitment to law enforcement.
1. Public Safety: Keep Kids out of Juvenile Justice System - Youth Development/Career & Academic Success 2. Community Relationships & Perceptions	Police Activities League and PAL Lab Sessions	PAL employs preventive measure targeted at "at-risk" and low-income youth, for community engagement and positive interaction with police. Pal establishes interactions with officers via mentoring and coaching, academic enrichment, summer camps, after school.	PAL conducts pre-/post-surveys to capture changes in perceptions of relationships with law enforcements.	Evaluable <ul style="list-style-type: none"> • PAL programs (nationally and locally) are based on evidence-based practices. • Evidence-based practice • Sufficient number of participants 	PAL Lab sessions could measure the impact of academic enrichment by sharing student performance data with CMS. Changed perceptions of law enforcement are measured by surveys. Youth character development and avoidance of the juvenile justice system are long-term measurable outcomes requiring complex data collection methodologies.

Evaluability Matrix

Impact Categories	Program	Focus/Intended Outcomes and Impact	Current Data Collected	Evaluability	Rationale
<p>1. Public Safety: Keep Kids out of Juvenile Justice System - Gang, Violence, and Conflict Prevention</p> <p>2. Law Enforcement Career Pipeline</p>	REACH Academy	Objectives are to redirect kids from engaging in gang and criminal activity through mentoring relationships and by introducing them to new experiences. Secondary outcome is to possibly get them interested in a career in law enforcement.	Program maintains an enrollment list and keeps track of how many remain in school, juvenile justice system avoidance, reduced recidivism.	<p>Evaluable</p> <ul style="list-style-type: none"> • Data being collected • Evidence-based practice • Sufficient number of participants 	Data being collected are sufficient for basic evaluation. Additional data collection might include self-report about the value/impact of the mentoring relationships and career plans and outcomes (long-term).
Public Safety: Keep Youth Out of Juvenile Justice System - Youth Diversion	Reach Out Program	To provide a more equitable diversion option for handling first time, low level felony offenses for young adults, 16-24 and reduce recidivism.	Data collection includes demographics, no rearrest, acquisition of employment or enrollment in secondary or post-secondary education, and program completion.	<p>Evaluable</p> <ul style="list-style-type: none"> • Data being collected • Evidence-based practice • Sufficient number of participants 	The data being collected are not being used for evaluation at this time. This program is evaluable with appropriate resources (staff and technology).
<p>1. Public Safety: Keeping Youth Out of Juvenile Justice System - Youth Development</p> <p>2. Community Relationships & Perceptions</p>	Right Moves for Youth	4 pillars of program achievement: 1) HS diploma (graduation and promotion rates); 2) Leave program with a network /support system (social capital) for which the metric = attendance at weekly RMFY; assessments of social/emotional learning and development; 3) Toolbox of life skills including social/emotional skills, measured by assessments created by Castle, Search institute, Learning And Studies Inventory, and Resilience Assessment; 4) have a career path or outlined plan.	Data are being collected by the RMFY program director, not by CMPD	<p>Evaluable</p> <ul style="list-style-type: none"> • Previously evaluated • Data being collected • Evidence-based practice • Sufficient number of participants 	RMFY was formally evaluated in 2012, based on participating students' attitudes about their career self-efficacy. Metrics associated with the 4 pillars were not included in the study but could be collected from a combination of CMS, assessment results (pre/post), and student survey, including assessment of social/emotional development and presence of a career path or plan.

Evaluability Matrix

Impact Categories	Program	Focus/Intended Outcomes and Impact	Current Data Collected	Evaluability	Rationale
<p>1. Public Safety: Keep Youth Out of Juvenile Justice System - Gang, Violence, Conflict Prevention</p> <p>2. Public Safety: Keep Kids out of Juvenile Justice System - Youth Development/ Academic & Career Success</p> <p>3. Community Relationships & Perceptions</p> <p>4. Law Enforcement Career Pipeline</p>	Summer Exposure Experience	To build relationships with HS and MS students enrolled in Turning Point Alternative Program; provide a role model and mentor; and to humanize police officers for youth. Goal is to have students make academic improvement and receive tangible rewards for academic success.	The following data are being collected by CMPD and by CMS: academic improvement, attendance, recidivism, retention.	<p>Evaluable</p> <ul style="list-style-type: none"> • Data being collected • Evidence-based practice • Sufficient number of participants 	This program was based on an existing program in NYC. Additional outcome measures might be changes in perception of law enforcement among students. This program could be evaluated with some evaluation structure, direction, as led by staff qualified to conduct evaluation and supporting and technology.
<p>1. Public Safety: Keep Youth Out of Juvenile Justice System - Youth Development/ Academic & Career Success</p> <p>2. Community Relationships & Perceptions</p>	Team Garinger	Life-skills development and emotional wellness transformation through youth development, tutoring, training on social and vocational skills, and meaningful relationships.	Program collects the following data: Grades, school attendance, lack of involvement in juvenile justice system, graduation rates, post-graduation career and education plans.	<p>Evaluable</p> <ul style="list-style-type: none"> • Data being collected • Evidence-based practice • Sufficient number of participants 	This program is evaluable. Additional measures that would require specialized assessment instruments might measure changes in social/emotional health, strength of significant relationship formation, and the acquisition of life skills.

Evaluability Matrix

Impact Categories	Program	Focus/Intended Outcomes and Impact	Current Data Collected	Evaluability	Rationale
Public Safety: Keep Youth Out of Juvenile Justice System - Youth Diversion	Youth Diversion Program	Reduce Juvenile Arrest (27%) Decrease Racial and Ethnic Disparities (RED) (24%) Decrease School-to-Prison Pipeline (STPP) (17% vs. 42%) Ensure 90% of youth do not reoffend Empower families and youth through education, direction, and guidance	Data are currently being collected in support of clearly articulated program goals (see previous column) and to enable annual evaluation.	Evaluable Previously evaluated Data being collected Evidence-based practice Sufficient number of participants	This program was based on an existing program in NYC. Additional outcome measures might be changes in perception of law enforcement among students. This program could be evaluated with some evaluation structure, direction, as led by staff qualified to conduct evaluation and supporting and technology.
Law Enforcement Career Pipeline	Explorers	Expose students to career options in law enforcement. Character Development is part of all programs (making right choices, leadership, critical thinking and problem solving, how to have a conversation with someone in general without technology, de-escalation). Mentoring and guidance. Use the same curriculum across all programs.	CMPD and ASAP (CMS) collect retention data on students while they are in the yearlong program. CMPD does not currently track whether students subsequently enter law enforcement.	Potentially evaluable	Explorers program is potentially evaluable (LT) as an early pipeline tool. Additional, longer-term data collection would be required.
1. Strategy in use for all CMPD programs 2. Law Enforcement Career Pipeline	Latino Initiative	Same goals as HS Academy but with a focus on recruiting Latinx students. The hope is that Latinx youth progress through these programs toward a career in law enforcement, in part by getting exposure to the educational piece (content) plus the experiential component.	No data currently being collected.	Potentially evaluable	Latino Initiative is effectively an overlay to all programs, as it is a strategy to make stronger connections with and recruitment from the Latinx community. Its impact as one strategy across many programs could be measured by an increase in Latinx participants and changes in perceptions of law enforcement within the Latinx community.

Evaluability Matrix

Impact Categories	Program	Focus/Intended Outcomes and Impact	Current Data Collected	Evaluability	Rationale
<p>1. Public Safety: Keep Youth Out of Juvenile Justice System - Youth Development/ Academic & Career Success</p> <p>2. Community Relationships & Perceptions</p>	Mentoring Program	Through small group mentoring, help young men (middle & high school) to develop life skills, self-esteem, and decision-making skills.	Data are being collected by the CIS Site Coordinator, but not shared with CMPD.	Potentially evaluable	No data are currently collected by CMPD. It would be worth exploring how to develop an evaluation framework and get CIS and CMS on board with sharing data that could support outcomes around behavioral changes and decision making, and life skills acquisition (employability and employment).
Law Enforcement Career Pipeline	Youth Symposium	Platform for CMPD to bring youth in and expose them to the profession and the summer programs that CMPD offers. To provide resource information to large segments of the community.	No data are being collected by CMPD at this time.	Potentially evaluable	Not currently collecting data. Could potentially measure the extent to which this is an effective law enforcement recruitment strategy and attitudinal changes among participants (pre-/post-).
Community Relationships & Perceptions	Chief's Youth Advisory Council	The goal is to bridge communications and understanding between CMPD and young people; create understanding about how CMPD's policing policies and practices impact youth. Success is defined as relationships formation, changes in attitudes toward police, elimination of fear around interacting with police and lessening the risk of tragic outcomes in police interactions with youth.	Post-program surveys are collected by Generation Nation but not by CMPD at this time.	Potentially evaluable	Pre- and post-program surveys could be used to gauge changes in attitudes toward law enforcement, increased understanding of policing policies and how to interact with police, and perceived relationship formation.

Evaluability Matrix

Impact Categories	Program	Focus/Intended Outcomes and Impact	Current Data Collected	Evaluability	Rationale
Law Enforcement Career Pipeline	High School Youth Forum	To help officers better connect with their communities; to inform high school students about police policies, how policies affect them, and how police handle various situations	No data are being collected by CMPD at this time.	Not evaluable	These are one-time, high school-based presentations for which no data are collected. Thus, it represents an activity rather than a program.
Community Relationships & Perceptions	Kops & Kids	Cross-cultural understanding; improve police officers' comfort with, and ability to respond to community needs in a culturally competent way	No data are being collected by CMPD at this time.	Not evaluable	No feasible data collection among youth. Participation by officers is too inconsistent and undocumented to track attitudinal changes or impact on morale.
Community Relationships & Perceptions	Chief's Youth Advisory Council	The goal is to bridge communications and understanding between CMPD and young people; create understanding about how CMPD's policing policies and practices impact youth. Success is defined as relationships formation, changes in attitudes toward police, elimination of fear around interacting with police and lessening the risk of tragic outcomes in police interactions with youth.	Post-program surveys are collected by Generation Nation but not by CMPD at this time.	Potentially evaluable	Pre- and post-program surveys could be used to gauge changes in attitudes toward law enforcement, increased understanding of policing policies and how to interact with police, and perceived relationship formation.
Community Relationships & Perceptions	Storytime Travelers	Create opportunities for positive engagement between police and elementary school age children; encourage reading among young children and get books into the hands of kids who don't own them.	No data are being collected by CMPD at this time.	Not evaluable	No data are being collected on officer participation, number of books distributed, or number of kids reached.

Evaluability Matrix

Impact Categories	Program	Focus/Intended Outcomes and Impact	Current Data Collected	Evaluability	Rationale
Community Relationships & Perceptions	University City Field Trips	Positively influence attitudes about police among elementary school kids through exposure during field trips and classroom read-along sessions. Also, create positive community/youth experiences for shift officers.	No data are being collected by CMPD at this time.	Not evaluable	No data being collected; not evaluable as designed and delivered
Community Relationships & Perceptions	University City Mentoring	Build 1-on-1 relationships with students in 4 th or 5 th grade classrooms in one school by providing tutoring, encouragement, and support; improve community perceptions; provide positive respite experience for patrol officers Especially focused on kids identified by school counselors as needing extra attention and encouragement.	No data are being collected by CMPD at this time.	Not evaluable	No data currently being collected; not evaluable as designed. Could possibly evaluate changes among participating officers, provided officer participation is consistent in frequency and level of participation.
Community Relationships & Perceptions	Young Black Leadership Academy	Dispel myths and misconceptions about police, and about Black youth. To get to know each other as human beings. Slowly changing perceptions of people in the community about police; similarly, changing perception of youth among officers.	No data are being collected by CMPD at this time.	Not evaluable	No data are being collected at this time. May be able to document changes in attitudes/perceptions about youth over time among 40-50 officers who participate annually.



I Appendix C: Example Outcomes

Example Outcome Measures

This document provides examples of general measures to document and track examples of program outcomes provided on the Impact Frameworks. The outcomes provided on the Impact Framework and the following example outcome measures are a result of a cumulative assessment of CMPD’s youth-serving programs and represent aggregate outcomes and potential measures across programs within each impact category, not for specific programs. This document does not intend to identify all the measures necessary to conduct a program evaluation, and instead offers examples of potential measures that may be applicable to one or more programs. See Appendix C for more information and resources about stated outcomes.

Law Enforcement Career Pipeline:

Short Term Outcomes		
Outcomes Stated on Impact Framework	Example Measures	Example Methods of Collection
Enhanced ability for youth to make informed decisions about their career opportunities and future.	Number/percentage of participants who demonstrate increased knowledge about career options; change in average scores of knowledge of career options.	Pre-post program assessments completed by youth and comparison of scores Post-program survey completed by youth
	Number/ percentage of program participants who self-report having career plans.	
Heightened youth interest in law enforcement career/ motivations to join police force.	Number/percentage of participants who report an increased interest in pursuing a law enforcement profession; change in average scores of interest in a law enforcement career.	Pre-post program assessments completed by youth and comparison of scores Post-program survey completed by youth
	Number/percentage of program participants who self-report considering joining the police.	

Example Outcome Measures

Law Enforcement Career Pipeline:

Short Term Outcomes		
Outcomes Stated on Impact Framework	Example Measures	Example Methods of Collection
Increased youth leadership skills and engagement with local community.	<p>Number/percentage of participants who demonstrate increased community participation; change in average level of community participation.</p> <p>Number/percentage of participants with increased knowledge about and understanding of leadership skills; change in average scores of leadership skills.</p> <p>Number/percentage of program participants who self-report leadership role experiences within the local community.</p> <p>Increased number of community service and volunteer hours logged by program participants.</p>	<p>Pre-post program assessments completed by youth and comparison of scores</p> <p>Pre-post program assessments completed by youth and comparison of scores</p> <p>Post-program survey completed by youth</p> <p>Administrative data from partner organizations</p>
Increased familiarity with how police officers do their jobs and what a career in law enforcement entails.	<p>Number of sessions and/or events exposing youth to police work and typical law enforcement activities.*</p> <p>Number of times youth and police interact with each other.*</p> <p>Number/ percentage of program participants who demonstrate an increased understanding of law enforcement duties and responsibilities; change in average scores of knowledge of law enforcement duties and responsibilities.</p>	<p>Administrative program data</p> <p>Administrative program data</p> <p>Pre-post program assessments completed by youth and comparison of scores</p>

Example Outcome Measures

Law Enforcement Career Pipeline:

Short Term Outcomes		
Outcomes Stated on Impact Framework	Example Measures	Example Methods of Collection
Youth successfully connected to a mentor or employer.	<p>Number/ percentage of program participants who identify one (or more) individuals in their life who they perceived as their mentor (possibility to collect information about specific role(s) played by this person/ life areas most strongly affected).</p> <p>Number/percentage of participants who report employment.</p>	<p>Post program survey questionnaire completed by youth</p> <p>Post program survey questionnaire completed by youth; Administrative data from employment partners</p>
Successful completion of programs.	<p>Number/ percentage of program participants who completed the program and fulfilled program requirements (Opportunity to measure other outcomes or pathways through the program (e.g. percentage who were denied entry into the program; percentage who were dismissed from the program before completion if applicable).</p>	<p>Administrative program data by race and ethnicity</p>
Long Term Outcomes		
Increase racial/ethnic diversity within local law enforcement.	<p>Number/ percentage of local law enforcement officers who identify as Black, Indigenous, and/or other People of Color (annual assessment and comparison).</p>	<p>Administrative data (staff/ hire) by race and ethnicity</p>

Example Outcome Measures

Law Enforcement Career Pipeline:

Long Term Outcomes		
Outcomes Stated on Impact Framework	Example Measures	Example Methods of Collection
Longevity of youth engagement with CMPD.	Number/ percentage of program participants who participate in other programs.	Administrative program data for multiple programs; post-program assessment within 12 months of program completion
	Number/ percentage of program participants who return to participate in program delivery as coaches, mentors, or volunteers.	Administrative program data for multiple programs; post-program assessment within 24 months of program completion
Positive academic outcomes among youth.	Number/percentage of program participants who maintain a GPA of __ or above.	Administrative data from school system; post-program survey completed by youth
	Number/ percentage of program participants who graduate from high school.	Administrative data (e.g., high school graduation); post-program survey completed by youth (timeframe depends on specific program target population)
	Number/ percentage of program participants who enroll in post-secondary education.	Administrative data from post-secondary institutions; post-program survey questionnaire completed by youth (timeframe depends on specific program target population)
	Number/ percentage of program participants who enroll in police academy.	Administrative data from police academy; post-program assessment (timeframe depends on specific program target population)
Youth secure employment (both in general and specific to law enforcement).	Number/ percentage of program participants who self-report any employment.	Survey questionnaire completed by youth; post-program assessment within 12 months of program completion
	Number/ percentage of program participants who self-report employment in law enforcement, specifically.	Post-program assessment within 12 months of program completion

Example Outcome Measures

Law Enforcement Career Pipeline:

Long Term Outcomes		
Outcomes Stated on Impact Framework	Example Measures	Example Methods of Collection
Increase youth self-efficacy towards building a safer community (e.g. be a part of the solution).	Number/percentage of program participants who report feeling (or demonstrate) an increased ability to drive positive change and/or contribute to violence reduction within the local community; change in average scores.	Survey questionnaire completed by youth; pre-post program assessment and comparison of scores

** Note: These example measures are output measures, which document or track the actions that contribute to the outcomes, but are not outcomes themselves.*

Example Outcome Measures

Community Relationships and Perceptions:

Short Term Outcomes		
Outcomes Stated on Impact Framework	Example Measures	Example Methods of Collection
Increased police understanding of implicit bias.	<p>Number/percentage of police officers who demonstrate increased knowledge about and understanding of implicit bias; change in average scores on self-reported instrument.</p> <p>Number/percentage of police officers who attend implicit bias trainings.*</p>	<p>Pre-post survey completed by police officers and comparison of scores</p> <p>Administrative program data (enrollment; attendance)</p>
Increased police understanding of traits and/or behaviors that are inherent to specific developmental stages.	<p>Number/percentage of police officers who demonstrate increased self-reported knowledge about and understanding of the specific ways in which children and adolescents differ developmentally from adults (e.g., emotional self-regulation patterns), including the behaviors that reflect these youth-specific traits; change in average scores.</p> <p>Number/percentage of police officers who receive youth development training.*</p>	<p>Pre-post program survey completed by police officers and comparison of scores</p> <p>Administrative program data (enrollment; attendance)</p>
Reduced bias-based policing practices/ increased cultural awareness and competency in policing.	<p>Change in number of pre-determined racial bias-based policing practices (e.g., disproportionate rate of car stops among people of color) within a given time period (e.g., twelve months).</p> <p>Number/percentage of police officers who demonstrate increased self-reported cultural competence; change in average scores.</p>	<p>Administrative data (e.g., police department traffic stop data by race); pre-post program assessment and comparison of scores; survey questionnaire completed by police officers</p> <p>Pre-post program assessment and comparison of scores; survey questionnaire completed by police officers</p>

Example Outcome Measures

Community Relationships and Perceptions:

Short Term Outcomes		
Outcomes Stated on Impact Framework	Example Measures	Example Methods of Collection
Increased program staff's ability to recognize and identify behavioral patterns associated with trauma.	Number/percentage of police officers who demonstrate increased knowledge about and understanding of the specific ways in which trauma impacts development and behavioral health; change in average scores.	Pre-post program assessment and comparison of scores; survey questionnaire completed by police officers
	Number/percentage of police officers who demonstrate increased knowledge about and understanding of the trauma youth of color carry with them in relation to police interactions; change in average scores.	Pre-post program assessment and comparison of scores; survey questionnaire completed by police officers
	Number/percentage of police officers who demonstrate increased competence in appropriately responding to youth who have experienced violence, trauma, or abuse or who have a mental illness; change in average scores.	Pre-post program assessment and comparison of scores; survey questionnaire completed by police officers
	Number/percentage of police officers who received trauma-informed training.*	Administrative program data
Increased opportunities for police to engage with youth outside of law enforcement role.	Number/percentage of officers and youth who report that joint activities (within and/or across programs) promote positive police/ youth relationships (e.g., school; recreational activities).	Administrative program data; pre-post program assessment and comparison of scores
	Number/percentage of youth and/or police officers who participate in the activities.*	Administrative program data
	Number of times youth and/or police officers participate in activities.*	Administrative program data

Example Outcome Measures

Community Relationships and Perceptions:

Short Term Outcomes		
Outcomes Stated on Impact Framework	Example Measures	Example Methods of Collection
Improved attitudes and behavior of police towards youth and youth towards police.	Number/percentage of police officers who demonstrate improved self-reported perceptions of youth; change in average scores.	Pre-post program assessment and comparison of scores; survey questionnaire completed by police officers.
	Number/percentage of youth who demonstrate improved self-reported perceptions of law enforcement; change in average scores.	Pre-post program assessment and comparison of scores; survey questionnaire completed by youth
Increased youth perception of police making decisions and acting in fair and just manner.	Number/percentage of youth who self-report feelings of police practices as fair and equitable using predetermined criteria (e.g., opportunity to express opinions about the situation prior to formal police decision-making; youth feel they are treated with dignity and respect) among program participants; change in average scores.	Pre-post program assessment and comparison of scores; survey questionnaire completed by youth
Better and more effective communication skills among police.	Number/percentage of police officers who demonstrate increased knowledge about and understanding of developmentally appropriate ways to communicate with youth; change in average scores.	Pre-post program assessment and comparison of scores; survey questionnaire completed by police officers
	Number/percentage of youth program participants who self-report positive and effective experiences communicating with law enforcement; change in average scores.	Pre-post program assessment and comparison of scores; survey questionnaire completed by youth

Example Outcome Measures

Community Relationships and Perceptions:

Long Term Outcomes		
Outcomes Stated on Impact Framework	Example Measures	Example Methods of Collection
Reduce racial/ethnic disparities in the criminal justice system and in policing practices.	Number/percentage of youth of color who had contact with police in the formal policing system.	Administrative data (e.g., police department traffic stop data) by race/ ethnicity; compare frequencies and percentages across appropriate timeframes
	Rate of contact with police in the formal policing system among people of color as compared to the equivalent rate in non-minority groups.	Administrative data (e.g., police department traffic stop data) by race/ ethnicity; compare frequencies and percentages across groups
	Number/ percentage of arrests that involved people of color within a given time period (e.g., twelve months).	Administrative arrest data by race/ ethnicity; compare frequencies and percentages across appropriate timeframes
	Rate of arrests among people of color as compared to the equivalent rate in non-minority groups.	Administrative arrest data by race/ ethnicity; compare frequencies and percentages across groups
	Number/ percentage of incarceration that involved people of color within a given time period (e.g., twelve months).	Administrative incarceration data by race/ ethnicity; compare frequencies and percentages across appropriate timeframes
	Rate of incarceration among people of color as compared to the equivalent in non-minority groups	Administrative incarceration data by race/ ethnicity; compare frequencies and percentages across groups
	Change in number of pre-determined racial bias-based policing practices (e.g., disproportionate rate of car stops among people of color) within a given time period (e.g., twelve months).	Administrative incarceration data by race/ ethnicity; compare frequencies and percentages across groups
		Administrative data (e.g., police department traffic stop data by race); pre-post program assessment and comparison of scores; survey questionnaire completed by police officers

Example Outcome Measures

Community Relationships and Perceptions:

Long Term Outcomes		
Outcomes Stated on Impact Framework	Example Measures	Example Methods of Collection
Build high quality and mutually beneficial relationships between youth and police.	<p>Number of times youth and police interact over the course of the program (or other specified timeframe).*</p> <p>Number/percentage of youth and/or police officers who continue engagement once the program ends.</p> <p>Number/percentage of youth and/or police officers who demonstrate increased self-reported positive interactions; change in average scores.</p>	<p>Administrative program data</p> <p>Post-program survey completed by youth and/or police officers</p> <p>Pre-post program assessment and comparison of scores; survey questionnaire completed by youth and/or police officers</p>
Improve parental perceptions of the police.	<p>Number/percentage of parents and caregivers of program participants who report improved perceptions of law enforcement; change in average scores.</p> <p>Number/percentage of program participants' parents who, overall, have a positive perception of the police (use cutoff score to dichotomize variable).</p>	<p>Pre-post program assessment and comparison of scores; survey questionnaire completed by youth parents or caregivers</p> <p>Post-program survey completed by parents or caregivers</p>
Increase trust towards police among youth (especially youth of color) and the general public.	<p>Number/percentage of youth participants who report increased trust towards police; change in average scores.</p> <p>Number of youth participants who self-report confidence that if they call 911, the police will help them; change in average scores.</p>	<p>Pre-post program assessment and comparison of scores; survey questionnaire completed by youth</p> <p>Pre-post program assessment and comparison of scores; survey questionnaire completed by youth</p>

* Note: These example measures are output measures, which document or track the actions that contribute to the outcomes, but are not outcomes themselves.

Example Outcome Measures

Public Safety; Keep youth out of the juvenile justice system:

Short Term Outcomes		
Outcomes Stated on Impact Framework	Example Measures	Example Methods of Collection
Reduced racial/ethnic disparities in police contacts, subsequent arrests and/or school discipline (school-to-prison-pipeline).	<p>Number/percentage of youth who are arrested by race/ethnicity; change in averages over time (e.g., 12-24 months after program completion).</p> <p>Number/percentage of youth who are rearrested by race/ethnicity; change in averages over time (e.g., 12-24 months after program completion or first arrest).</p> <p>Number/percentage of youth who are arrested by a school resource officer by race/ethnicity; change in averages over time (e.g., 12-24 months after program completion).</p>	<p>Administrative arrest data by race/ethnicity</p> <p>Administrative arrest data by race/ethnicity</p> <p>Administrative arrest data by race/ethnicity</p>
Increased access and referrals to programs among youth of color.	<p>Number/percentage of youth of color who meet eligibility guidelines and/or enroll in the program; change in averages over time.</p> <p>Number of referrals to program(s) by external partners; number of cross-program referrals.</p>	<p>Administrative program data (enrollment) by race/ethnicity</p> <p>Administrative program data; pre-program survey completed by youth</p>
Increased police officer knowledge of how to engage with youth.	<p>Number/percentage of police officers who report increased knowledge and/or confidence in appropriately engaging with youth; change in average scores.</p> <p>Number/percentage of police officers who received training and/or guidance in how to appropriately engage with youth.*</p>	<p>Pre-post program assessment and comparison of scores; survey questionnaire completed by police officers</p> <p>Administrative program data; post-program assessment completed by police officers</p>

Example Outcome Measures

Public Safety; Keep youth out of the juvenile justice system:

Short Term Outcomes		
Outcomes Stated on Impact Framework	Example Measures	Example Methods of Collection
Successful completion of programs.	Number/ percentage of program participants who completed the program (Opportunity to measure other outcomes or pathways through the program (e.g. percentage who were denied entry into the program; percentage who were dismissed from the program before completion if applicable).	Administrative program data by race and ethnicity
Increased diversion of qualifying youth (especially youth of color) from criminal court processing.	<p>Number/percentage of youth who were formally diverted from criminal court processing by race and ethnicity as well as by charge; change in averages over time.</p> <p>Number/percentage of youth who received criminal court processing (not diverted) by race and ethnicity as well as by charge; change in averages over time.</p>	<p>Administrative arrest data by race and ethnicity as well as by charge</p> <p>Administrative arrest data by race and ethnicity and charge</p>
Greater access and connection to community-based services among youth and families.	<p>Number/percentage of youth who are referred/connected to community-based services; change in average scores.</p> <p>Increase in the number/percentage of youth program participants who participate and/or are served by other services; change in average scores.</p>	<p>Administrative program data; pre-post program assessment and comparison of scores; survey questionnaire completed by youth and/or program administrators</p> <p>Administrative data (within and across programs); pre-post program assessment and comparison of scores; survey questionnaire completed by youth and/or program administrators</p>

Example Outcome Measures

Public Safety; Keep youth out of the juvenile justice system:

Short Term Outcomes		
Outcomes Stated on Impact Framework	Example Measures	Example Methods of Collection
Increased opportunities for youth to learn and exercise leadership skills.	Number/percentage of youth participants who report a desire to participate in leadership skill development and opportunities; change in average scores.	Pre-post program assessment and comparison of scores; program survey questionnaire completed by youth
	Number/percentage of youth who demonstrate a progression in leadership roles across CMPD programs.	Administrative program data
Increased youth skills and confidence to intervene when witnessing attitudes or behaviors supportive of a culture of violence.	Number/percentage of youth program participants who received bystander trainings.*	Administrative program data
	Number/percentage of youth participants who report increased self-confidence/skills/willingness to intervene and prevent violence; change in average scores.	Pre-post program assessment and comparison of scores; survey questionnaire completed by youth
Greater sense of empowered decision-making among youth and families.	Number/percentage of youth program participants who report increased feelings of self-determination and confidence in making decisions; change in average scores.	Pre-post program assessment and comparison of scores; survey questionnaire completed by youth

Example Outcome Measures

Public Safety; Keep youth out of the juvenile justice system:

Long Term Outcomes		
Outcomes Stated on Impact Framework	Example Measures	Example Methods of Collection
Increase ability for youth to live more fulfilling and safer lives, as measured by fewer negative and/or lethal interactions with law enforcement.	<p>Decreased number/percentage of youth participants who have interactions with law enforcement for racially profiled or crime-related activities; change in averages over time.</p> <p>Number/percentage of youth who self-report feeling safe where they live; change in average scores.</p>	<p>Administrative arrest data by race and ethnicity</p> <p>Post-program survey questionnaire completed by youth; pre-post program assessment and comparison of scores</p>
Reduce arrests, recidivism, and criminal activity among youth.	<p>Number/percentage of youth who have interactions with law enforcement for racially profiled or crime-related activities; change in averages over time.</p> <p>Number/percentage of youth who are not rearrested 12 months after first arrest; change in averages over time.</p>	<p>Administrative arrest data by race and ethnicity, charge, location</p> <p>Administrative arrest data by race and ethnicity, charge, location</p>
Establish and maintain high quality relationships between youth and police.	<p>Number of times youth and police interact over the course of the program (or other specified timeframe).*</p> <p>Number/percentage of youth and/or police officers who continue engagement once the program ends.</p> <p>Number/percentage of youth and/or police officers who report increased positive interactions; change in average scores.</p>	<p>Administrative program data</p> <p>Post-program survey and program administrative data completed by youth and/or police officers</p> <p>Pre-post program assessment and comparison of scores; survey questionnaire completed by youth and/or police officers</p>

Example Outcome Measures

Public Safety; Keep youth out of the juvenile justice system:

Long Term Outcomes		
Outcomes Stated on Impact Framework	Example Measures	Example Methods of Collection
Increase number of youth and police officers who return to the program.	Number/percentage of youth and police officers who engage in programming for multiple years.	Administrative program data (within and across programs)
Reduce violent incidents.	<p>Number/percentage of youth who are involved in a violent incident; change in averages over time.</p> <p>Number of times youth are involved and/or witness a violent incident; change in averages over time.</p>	<p>Administrative arrest and police department data by race and ethnicity; pre-post program assessments and comparison of scores; pre-post program survey completed by youth</p> <p>Administrative arrest and police department data by race and ethnicity; pre-post program assessments and comparison of scores; pre-post program survey completed by youth</p>



I Appendix D: Gap Analysis

Best Practices Gap Analysis

Although evidence-based best practices that were identified in the literature review were sometimes determined not to be in practice—or “gaps”—in the impact categories to which they corresponded, they were frequently found to be in practice in programs within other impact categories.

The following table identifies best practices determine to be gaps, the impact categories in which they were identified as gaps, and alternative impact categories in which they were found to be in evidence.

Best practices identified as "gaps" in some Impact Categories	Impact Categories in which identified as "gaps"	Other Impact Categories in which best practice is in evidence
Acknowledge and understand the historical & police-practice based trauma internalized by youth of color and make explicit program commitment to change that is specifically focused on restoring racial justice.	Community Relationships & Perceptions	Not in evidence
Center families in interventions and/or deliver programming to family units.	Public Safety - Gang, Violence, and Conflict Prevention	Public Safety - Youth Development and Diversion Programs
Connect youth to other employment opportunities by partnering with private, public & non-profit sectors.		Public Safety - Youth Development and Diversion Programs
Engage families in programming, as family members and other surrounding adults' views heavily influence youth perceptions of police.	Community Relationships & Perceptions	Public Safety - Youth Development and Diversion Programs
Ensure programming includes skilled facilitators, program coordinators, and senior officers experienced with youth and incorporate program sessions that are gender-specific.		Law Enforcement Career Pipeline; Public Safety/Gang, Violence, & Conflict Prevention;
Establish clear referral networks with other youth-serving agencies and programs.	Law Enforcement Career Pipeline	Public Safety/Gang, Violence, and Conflict Prevention & Diversion Programs

Best Practices Gap Analysis

Best practices identified as "gaps" in some Impact Categories	Impact Categories in which identified as "gaps"	Other Impact Categories in which best practice is in evidence
Implement clear structures where youth can hold leadership roles and responsibilities, provide feedback, and grow their sense of empowerment (e.g. youth advisory groups, serving in a mentoring role during a second year).		Public Safety/Gang, Violence, and Conflict Prevention; Public Safety/Youth Development
Integrate comprehensive officer training on 1) youth development, communication; (2) implicit bias, cultural awareness, cultural competency, racial/ethnic disparities; (3) methods for avoiding use of force; (4) identifying and responding to youth who have experienced violence, trauma, or abuse or who have a mental illness	Public Safety	Not in evidence
Involve peer leaders (e.g. former gang members) to recruit youth and facilitate programming.	Public Safety (SEE Program)	Law Enforcement Career Pipeline; Public Safety (REACH Academy)
Participate in community mobilization efforts and activities to shift norms about using violence to solve problems.	Public Safety	Not in evidence
Partner with community efforts to share data and intelligence about violent incidents.	Public Safety	Not in evidence
Retain talent in police force to ensure staff continuity (especially in leadership) and sustained communication with communities as key factors of reconciliation processes.	Community Relationships & Perceptions	Law Enforcement Career Pipeline
Strive for high quality relationships and offer mutually beneficial activities.	Public Safety - Diversion	Community Relationships & Perceptions, Public Safety
Support police/community reconciliation through meeting ongoing mental and behavioral health needs of youth, families, and law enforcement resulting from race-based harm. (e.g. access to trained mental health professionals).	Public Safety - Gang, Violence, and Conflict Prevention and Youth Development	Public Safety - Diversion

Best Practices Gap Analysis

Best practices identified as "gaps" in some Impact Categories	Impact Categories in which identified as "gaps"	Other Impact Categories in which best practice is in evidence
Target resources to the youth who are at the highest risk.	Public Safety - Diversion, Youth Development	Public Safety - Gang, Violence, and Conflict Prevention
Target the contextual factors that may influence the inclination of youth, especially youth of color, to trust police (e.g. heavy police presence in neighborhoods with concentrated poverty may heighten fear associated with police resulting from past trauma).	Community Relationships & Perceptions	Not in evidence
When conducting outreach with Black, Latinx, and/or low-income communities, remain cognizant of the race-based harm that these groups have experienced with the justice system and adequately train police officers to recognize trauma.	Law Enforcement Career Pipeline	Latino Initiative
Work to ensure that positive relationships built at the individual level translate to perceptions of the system as a whole	Law Enforcement Career Pipeline	Community Relationships & Perceptions, Public Safety, Law Enforcement Career Pipeline
Ensure equitable access to programs by using screening, assessment, and eligibility tools that do not further criminalize and/or harm youth of color and are strengths-based, developmentally appropriate, and youth-centered.		



Appendix E: Data and Evaluation Frameworks

Data and Evaluation Frameworks

Appendix E includes two frameworks: The Data Maturity Framework, developed by the Center for Data Science and Public Policy at the University of Chicago, and the Framework for Program Evaluation from the Centers for Disease Control and Prevention (CDC). These materials are meant to help organizations and programs identify key elements related to data, technological and organizational maturity, and research and evaluation capacity.

The Data Maturity Framework

The Data Maturity Framework Questionnaire comprehensively explores an organization's data assets, from data quality to funder buy-in. CMPD programs can use this questionnaire to define their data assets and identify areas of opportunity and growth. The Data Maturity Framework Scorecards allow organizations and programs to examine each element and determine which statement best applies to their current practices.

The Data Maturity Framework materials can be found here:

[Data Maturity Framework Materials - Center for Data Science and Public Policy](#)

More information can be found here:

[Data Maturity Framework Home - Center for Data Science and Public Policy \(datasciencepublicpolicy.org\)](#)

Data and Evaluation Frameworks

The Centers for Disease Control and Prevention Framework for Program Evaluation

The CDC's Framework provides extensive information to assist organizations in planning for and applying practical, ongoing evaluation strategies that involve all program stakeholders, not just evaluation experts. The framework promotes standards of utility, feasibility, propriety, and accuracy. The CDC Framework breaks down program evaluations into six distinct steps and offers activities, resources, and checklists for each step. The City and CMPD can use this or a similar framework when planning for evaluations of CMPD's youth-serving programs.

The overall framework can be found here:

[A Framework for Program Evaluation - CDC](#)

The program evaluation steps can be found here:

[Program Evaluation Steps - CDC](#)

A summary of the CDC Framework for Program Evaluation can be found here:

[Summary Program Evaluation - CDC](#)

The full report describing the framework can be found here:

[Full Report - CDC](#)



Appendix F: Data Standardization Resources

Data Standardization Resources

Appendix F offers several resources for standardizing data collection and identifying common data elements across programs. These resources provide guidance and technical standards for collecting and reporting data.

Juvenile Justice Model Data Project: Final Technical Report

This comprehensive technical report serves to improve juvenile justice data and increase data consistency across states and localities through the development of the Juvenile Justice Model Data Project. This report serves as a resource to: (1) drive thinking around model measures to monitor trends and assess the efficiency and effectiveness of juvenile justice systems; (2) identify related model data elements with recommended definitions and coding categories, and (3) develop a comprehensive strategy to disseminate and promote the use of the model data elements and measures.

Citation: Deal, T. (2018). Juvenile Justice Model Data Project: Final Technical Report. National Center for Juvenile Justice. Pittsburg, PA. Retrieved from <https://www.ojp.gov/pdffiles1/ojjdp/grants/254492.pdf>

Report link:

<https://www.ojp.gov/pdffiles1/ojjdp/grants/254492.pdf>

U.S. Census Demographic Standards

The U.S. Census and American Community Survey are great resources for data standardization and categorization. Using the demographic options provided by the U.S. Census Bureau and the American Community Survey is one way to standardize demographic data elements.

The Office of Management and Budget Revisions sets the federal standards for federal classification of race and ethnicity. See The Office of Management and Budget Revisions to the Standards for Classification of Federal Data on Race and Ethnicity: <https://www.govinfo.gov/content/pkg/FR-1997-10-30/pdf/97-28653.pdf>

For more information on how the demographic questions are asked and the options available on the U.S. Census see the Population Reference Bureau brief:

<https://www.prb.org/resources/why-are-they-asking-that-what-everyone-needs-to-know-about-2020-census-questions/>

