



SAFE Charlotte CMPD Youth Program Assessment

SAFE Charlotte Recommendation 5:
Understanding the evaluability
of CMPD youth programs

JULY 2021

SAFE Charlotte CMPD Youth Program Assessment

► Charlotte-Mecklenburg

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The UNC Charlotte Urban Institute is a nonpartisan, applied research and community outreach center at UNC Charlotte. Founded in 1969, it provides services including technical assistance and training in operations and data management; public opinion surveys; and research and analysis around economic, environmental, and social issues affecting the Charlotte region.

Table of Contents

4

Executive
Summary

4 Executive Summary

9

Project
Overview

10 Project Overview
and Goals

17

Impact
Frameworks

18 Introduction to
Impact Frameworks
25 Law Enforcement
Career Pipeline
Impact Frameworks
38 Community
Relationships &
Perceptions Impact
Frameworks
50 Public Safety/
Keep Youth Out
of the Juvenile
Justice System
87 Mayor's Youth
Employment Program

89

Findings

89 Summary Evaluability
Findings
92 Findings and
Observations

102

Conclusion

102 Recommendations
109 Next Steps
115 References: Impact
Frameworks

Executive Summary

Background and Project Overview

In 2019, the Charlotte City Council, City Manager, city leaders and staff began working with residents and community leaders to review the city services that can create a safer Charlotte. Together, they adopted a holistic approach to addressing individual and collective factors that would make Charlotte a safer place for all of its citizens.

As part of the implementation process for Recommendation 5 of the SAFE Charlotte Initiative - Engage a university or independent organization to evaluate selected youth programs on an annual basis, the UNC Charlotte Urban Institute and ROI Impact Consulting originally set out to conduct an assessment of impact and efficiency of

the youth programs of the Charlotte-Mecklenburg Police Department (CMPD), how they connect to broader community programs, and how these programs may improve their impact and efficiency. Based on early findings about the design, oversight, and funding of programs, the focus of the project shifted to determining how youth programs might work more effectively in concert, and whether and how they might be evaluated to demonstrate impact.

This study is an *assessment of the evaluability* of programs identified as being under the direction of CMPD; it is not a full-blown, comprehensive evaluation of each of those youth programs. The project scope encompassed a review of literature that appeared to align with CMPD's program categories, as described

Executive Summary

by CMPD. Through a process of surveying and conducting appreciative (i.e., strength- and success-based) interviews with CMPD program leadership, the original categorical program designations were streamlined from 11 to three categories: **Community Relationships & Perceptions, Law Enforcement Career Pipeline, and Public Safety/Keeping Youth out of the Juvenile Justice System.**

The research team undertook a process of mapping both literature-based best practices and actual CMPD youth program components into frameworks that create snapshots of the interrelationship between underlying program design assumptions, resources, strategies, outcomes, and impact—known as Impact Frameworks. The creation of these

impact frameworks enabled comparisons of alignment between literature-based best practices and the corresponding program components around which CMPD's youth programs are designed. They also enabled an understanding of how interprogram connections and referral patterns work, on behalf of the participating youth.

Findings and Recommendations

This report summarizes the extent to which CMPD youth programs are grounded in evidence-based practices, and identifies current data collection practices that might increase the evaluability of programs not currently being evaluated. As will be explained later in this report, evaluability is determined not only by a clear connection between

Executive Summary

a program's evidence-based design and its intended goals and outcomes, it is also determined by the presence of the requisite data collection practices, a culture of evaluation, and an appropriate level of resources to enable data collection, monitoring, analysis, and interpretation for evaluation.

Our findings include the following:

- Of 21 programs that were considered, 11 were determined to be evaluable, four programs were determined to be potentially evaluable, and six were determined to be not evaluable at this time.
- While evidence-based practices are present among all of the evaluable programs and some of the potentially evaluable programs, there remain some opportunities for CMPD to close best practices

gaps by employing more of the best practices that appeared in the literature.

- Appropriate levels of resources and the lack of staff who possess the qualifications and experience to perform data collection and evaluation remain impediments to ongoing data collection, inter-program data sharing, data analysis, and program evaluation.
- CMPD youth programs have the potential to positively impact law enforcement as well as youth as the City of Charlotte and CMPD embrace 21st Century Policing practices. In particular, five of the programs deemed to be unevaluable at this time may hold potential to further three evidence-based tenets of 21st Century Policing and SAFE Charlotte.

Executive Summary

Recommendations include the following:

- We recommend that the City of Charlotte and CMPD support evaluation of CMPD youth programs that are evidence-based and aligned with SAFE Charlotte goals. This includes investing in staff and technology to support program evaluation. It should also include investing in staff who perform resource coordination/case management roles so that officers can focus on program delivery.
- We recommend that CMPD consider identifying zip codes, neighborhoods, or census tracts with the highest rates of juvenile crime in order to pilot scaling its evidence-based programs, in collaboration with community organizations and other youth-serving nonprofits. A targeted

intervention such as this could have the evaluation mechanisms established from the outset and could provide valuable insights into those practices that are most effective.

- We recommend that the City of Charlotte and CMPD begin documenting and assessing outcomes and metrics associated with the benefits to officers of participating in CMPD's youth programs. These include changes that result in officers embracing and adopting 21st Century Policing strategies, as well as changes in empathy, how they perceive and react to minority youth, and the humanizing effect of officers' participation among the youth with whom they interact.

Executive Summary

- Based on strong evidence of alignment with best practices and SAFE Charlotte's 21st Century Policing goals, the fact that relevant data are already being collected, and/or documented prior program evaluation, we recommend focusing on the following programs as priorities for investment in building evaluation capacity.
 - » Diversion Programs (Youth Diversion and Reach Out)
 - » Envision Academy
 - » REACH Academy
 - » Career Pipeline programs
- Finally, throughout this study and report, we emphasize three underlying, systemic factors that must be considered in program design and delivery as well as program evaluation. They are racial inequity, trauma-informed practices, and youth development. We recommend that the City of Charlotte and CMPD seek solutions and incorporate strategies that intentionally drive racial equity and justice, address trauma, and/or enhance understanding of youth development.



I Project Overview

Project Overview and Goals

In 2019, the Charlotte City Council, City Manager, city leaders and staff began working with residents and community leaders to review the city services that can create a safer Charlotte. Together, they adopted a holistic approach to addressing individual and collective factors that would make Charlotte a safer place for all of its citizens.

As part of the implementation process for the SAFE Charlotte initiative, the UNC Charlotte Urban Institute and ROI Impact Consulting collaborated on an assessment of impact and efficiency of the youth programs of the Charlotte-Mecklenburg Police Department (CMPD), how they connect to broader community programs, and how these programs may improve their impact and efficiency. This assessment is displayed in several impact frameworks throughout this report.

Project Scope

This project is an assessment of the evaluability of programs identified as being under the direction of CMPD. As will be explained later in this report, evaluability is determined not only by a clear connection between a program's evidence-based design and its intended goals and outcomes, it is also determined by the presence of the requisite data collection practices and culture of evaluation.

Project Overview and Goals

The scope of this project includes a focus on program evaluability rather than program outcomes. Specification of outcomes, impact metrics, and the data that should be collected to demonstrate outcomes and impact are described in more detail in the 'next steps' section of the report. Potential metrics for program evaluation are included in Appendix C of this report.

Literature Review Process

Based on a preliminary review of programs described in the CMPD Community Services Bureau's "Community Programs Overview" report, the literature review originally included 11 categories that aligned with high-level program descriptions.

The results of an electronic survey of program leaders and in-depth interviews resulted in a narrowing of the

literature review categories to three, into which all programs could be organized. They are as follows:

- **Law Enforcement Career Pipeline**
- **Community Relationships & Perceptions**
- **Public Safety/Keep Youth out of Juvenile Justice System**

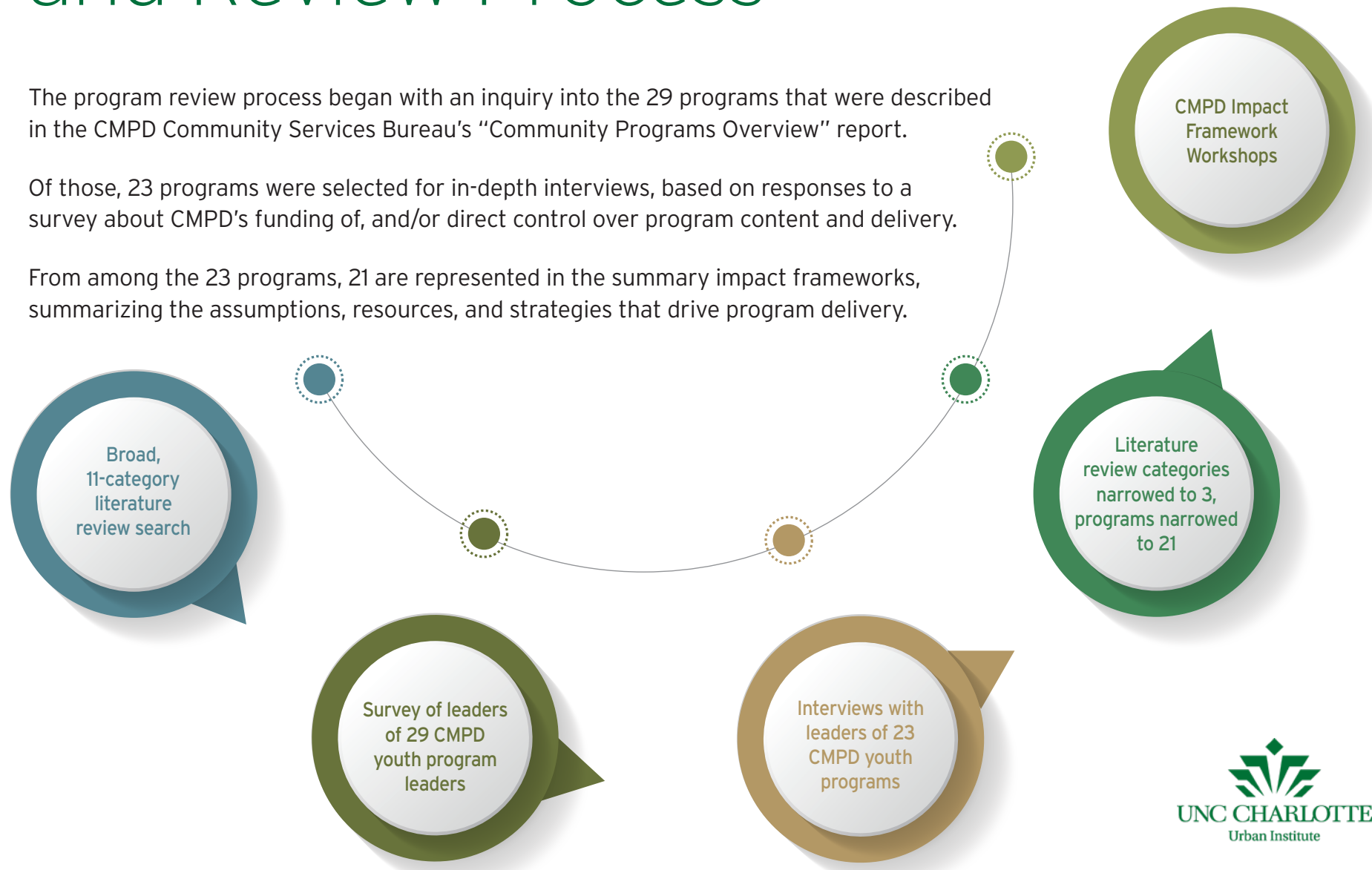
From there, the research team identified best practices that were specific to the identified program categories. The research team explored evidence around best practices related to program design and implementation, program evaluation, and community partnerships. Additionally, the research team located literature about programs that intentionally addressed racial justice and equity, considered trauma, and built understanding of youth development.

Program Selection and Review Process

The program review process began with an inquiry into the 29 programs that were described in the CMPD Community Services Bureau's "Community Programs Overview" report.

Of those, 23 programs were selected for in-depth interviews, based on responses to a survey about CMPD's funding of, and/or direct control over program content and delivery.

From among the 23 programs, 21 are represented in the summary impact frameworks, summarizing the assumptions, resources, and strategies that drive program delivery.



Final Literature Review and Program Categories*

Law Enforcement Career Pipeline

Programs:

- Explorers
- Youth Symposium
- High School Academy
- College Internship Program
- College Cadets Program

Community Relationships and Perceptions

Programs:

- High School Youth Forum
- Chief's Youth Advisory Council
- Kops & Kids
- Storytime Travelers
- University Field Trips
- University Mentoring
- Young Black Leadership Academy

Public Safety/Keep Youth out of Juvenile Justice System

Youth Development and Academic/ Career Success Programs:

- Police Activities League/Lab Sessions
- Envision Academy
- Right Moves for Youth
- Team Garinger
- Mentoring Program

Gang, Violence, and Conflict Prevention Programs:

- REACH Academy
- SEE Program at Turning Point Academy

Youth Diversion Programs:

- Youth Diversion Program
- Reach Out Program

*Note: Programs appear under their primary impact categories here, which does not reflect the cross-category nature of their goals.

**Cops Care & Care Curriculum and Latinx Initiative are not reflected here but are strategies employed across all programs rather than standalone programs.

The Interview Process

As a prelude to determining the evaluability of CMPD's youth programs, we conducted appreciative interviews with program leaders and administrators, with a focus on capturing stories of what works.

This approach—Appreciative Inquiry—is intended to build on past and current successes with the intent of doing more of what works rather than focusing on what is broken or unsuccessful. This interview technique resulted in a more nuanced sharing of strategies and partnerships that program leaders view as critical to the success of their programs.



The Impact Framework Process

Findings from both the literature review and the program interviews were synthesized into respective Impact Frameworks.

The **Evidence-Based Impact Frameworks** describe the best practices from the literature. The **Program-Based Impact Frameworks** highlight how the CMPD youth programs work. Both offer a way to organize and visualize information about youth-serving programs sponsored by CMPD.

The Impact Frameworks are specific to the identified Program Categories: **Law Enforcement Career Pipeline; Community Relationships and Perceptions; and Public Safety/Keep Youth Out of the Criminal Justice System** and break down the assumptions, strategies, and outcome measures for each.

Impact Framework Workshops with CMPD

Overview of Impact Frameworks Workshops

Upon completion of all program interviews, the research team created Impact Frameworks for each category of program. When compared with Impact Frameworks from the literature review, it becomes possible to identify areas of alignment with evidence-based practices as well as opportunities for program enhancement by incorporating additional best practices that are relevant to the Charlotte community.

Discussions during the workshops allowed the research team to present and refine the Impact Frameworks with input from CMPD program administrators.

Impact Framework Workshop Goals

- Obtain reactions and revisions to draft impact frameworks for the three primary and two secondary program categories.
- Share literature review impact frameworks; get reactions to whether and how they align with the CMPD program impact framework.
- Discuss how best practice, racial equity, and trauma-informed components might be integrated into current program design for greater impact.
- Connect the dots between impact frameworks and evaluation.



| Impact Frameworks

CMPD Youth Programs Impact Frameworks: Background

Evidence-Based Impact Frameworks

The Evidence-Based Impact Frameworks describe the best practices from the literature for each program type, along with assumptions and measures of success.

While reviewing existing literature to identify the best practices suggesting a high potential for programmatic success, specific attention was paid to solutions that target the root causes underlying the problems at hand: **racial inequity, trauma-informed practice (or lack thereof), and minimal understanding of youth development.** These factors are embedded within our systems and structures and operate independently, as well as collectively, to create systems of discrimination and cumulative disadvantage that negatively affect the life trajectories of youth.

More information about best practices can be found in the references section of the report and in Appendix A, Findings from Literature Review.

Program-Based Impact Frameworks

The Program-Based Impact Frameworks organize and create a better understanding of CMPD's youth programs, how they function, and the goals they intend to meet.

Program-Based Impact Frameworks are also intended to create snapshots of critical program components—such as required resources, strategies, and intended outcomes—as well as the research and assumptions that inform program design and delivery.

Evidence-Based Impact Frameworks: Strengths and Limitations

There are several considerations to take into account when consuming best practices in the literature. The information provided below is meant to assist you in understanding the strengths and limitations of the literature.

- The terms “knowledge base”, “literature”, and “evidence-base” are used interchangeably and refer to scientific evidence of understanding the problems and their solutions.
- Scholarly literature, particularly research that has been reviewed by peers using a blind review process, can filter out weak arguments that are not sufficiently supported by evidence and/or have problematic methodologies or analytical approaches.
- The knowledge base is not perfect, however, and is subject to biases that should always be critically considered. For example:
 - » *The literature is incomplete and reveals gaps.* For example, studies of programs examining citizenship education among youth and/or enhancing leadership skills in youth are limited.
 - » *The literature is often biased towards success.* Extensive knowledge, however, can be gained from where programs have failed.
 - » *It's often easier to measure individual behavior than the complex realities of a system.* The knowledge base is therefore often biased toward individual rather than systemic solutions.

Evidence-Based Impact Frameworks: Strengths and Limitations

- » *Dominant perspectives in society are often dominant perspectives in literature.* Other perspectives are often marginalized. This can have the result of not recognizing systemic drivers and instead 'blaming the victim. For example, the knowledge base often defines youth in light of the event that brought them to the criminal justice system instead of the system push factors that led to criminal justice involvement or instead of identifying areas of strength among youth that can be fostered to enhance resilience and support success. In addition, literature often focuses on the criminality of Black, Brown, Indigenous, and other youth of color.
- » *Literature is often biased toward quantitative data.* Number data is one form of data and cannot alone capture the nuance of relationships and experiences. Qualitative data and stories are also important sources of information and can serve as building blocks for "missing" data not captured.
- » *All studies have methodological limitations.* True experimental research is often not feasible in a community setting and researchers often have to rely on less rigorous methods of inquiry. Sometimes methodological limitations are not fully disclosed and findings should be discussed in a more tentative manner rather than proven fact.
- The claims of research literature—like any form of knowledge—should be approached carefully, with a critical consideration that examines the source of the research, the methods, the findings, and concluding claims.

How to Read the Evidence-Based Impact Frameworks

Each component (box) of the Impact Framework below is presented separately, with information related to the program category. The components are then assembled into a comprehensive framework. The information below provides guidance on what each component of the Impact Framework tells you.

Background

This box summarizes the literature's framing of the problem and key assumptions about why the problem exists and what will solve the problem.

The Background box also addresses three underlying systemic factors addressed in the SAFE Charlotte framework including racial inequity, trauma-informed practice, and youth development. The three factors work independently as well as collectively to create systems of cumulative advantage and disadvantage that negatively affect the life trajectories of all youth. We strive to delineate these interconnected pathways in the impact frameworks and offer strategies to address them.

Strategies for Success

Identified Best Practices: Program

This box summarizes the evidence on best practices related to program design and implementation to solve the stated program.

Several of the best practices identified here offer specific strategies to address the three underlying systemic factors in youth programming.

The best practices are numbered for reference purposes only and are not meant to suggest an order.

Identified Best Practices: Community and Partnerships

This box summarizes the evidence on best practices related to working with partners and the community at large. Again, several of the best practices identified here, offer specific strategies to address the three underlying systemic factors through partnerships and community-based work.

The best practices are numbered for reference purposes only and are not meant to suggest an order.

Measures of Success

This box identifies key indicators of success that are referenced in the literature. Items in this box offer examples of the outcomes that can be measured to describe impact and success of programs.

Short-term outcomes often measure changes in knowledge and skills.

Long-term outcomes often measure changes in behavior and achievement, as well as structural changes.

Desired Community Impact

Assumptions/Research about Why Strategies will Influence Change

This box describes the "big picture" expected impact the interventions will have on the community at large.

Overview of CMPD Youth Program-Based Impact Frameworks

The CMPD impact frameworks were created based on 36 structured interviews with CMPD Community Engagement staff, program directors, and executive directors of partnering nonprofits.

The impact frameworks are intended to create snapshots of program components of youth-serving programs that have been clustered based on their common, overarching purpose (i.e., Improved Community Relationships and Perceptions, Career Pipeline, Public Safety/Keeping Youth Out of Juvenile Justice System). The impact frameworks reflect the critical components of program design including: target audiences; essential inputs, resources, and partnerships; program strategies (activities) and the assumptions or beliefs that underly particular program approaches; and the desired short-term and long-term outcomes that are expected to be achieved based on the program design and execution.

For purposes of the Program Evaluability Study, the impact frameworks provide a tool for confirming or correcting our understanding of CMPD's programs, a way to consider programmatic alignment with evidence-based best practices, and a path to determining how programs might be evaluated going forward.

As important, the impact frameworks may highlight unique program design components and strategies that are specific to the program and local context and are having a demonstrable impact.

Note: Partnering non-profits include the Mayor's Youth Employment Program and PAL After School ED (which operates under the non-profit)

How to read the CMPD Youth Program-Based Impact Frameworks

Similar to the Evidence-Based Impact Frameworks, the CMPD Youth Program-Based Impact Frameworks display each component (box) of the Impact Framework. The components are presented separately, with information related to the program category. The components are then assembled into a comprehensive framework. The information below provides guidance on what each component of the Impact Framework tells you.

Background

Target Population:

This section identifies the intended recipients or beneficiaries of the program, sometimes targeted by age, race, gender, or the setting in which programming will occur.

Community Needs:

This section identifies the specific problem or need that is being addressed by the program.

Community Assets/Resources:

This section lists the program inputs required to deliver the programs, including funding sources, curricula, community partners, subject matter experts, etc.

Strategies for Success

Primary Strategies Adopted to Influence Change

This section identifies the activities, experiences, and interventions that are included in the delivery of the programs, based on knowledge/beliefs/experience about their ability to effect the desired changes to address identified needs.

Measures of Success

Short-term Outcomes

This section presents the positive changes or benefits that are desired to occur for the participants and ultimately the larger community based on the design and delivery of programs. Short-term outcomes typically measure changes in knowledge and skills.

Long-term Outcomes

This section presents the positive changes or benefits that are desired to occur for the participants and ultimately the larger community based on the design and delivery of programs. Long-term outcomes often measure changes in behavior and achievement, as well as structural changes.

Desired Community Impact

Assumptions/Research about Why Strategies will Influence Change

This section explains the knowledge, beliefs, experiences, and/or assumptions that underly why specific program components have been included in the program design and delivery.

Presenting the Impact Frameworks

The slides that follow present the Evidence-Based and CMPD Youth Program-Based Impact Frameworks for each program category:

- **Law Enforcement Career Pipeline**
- **Community Relationships and Perceptions**
- **Public Safety/Keep Youth Out of the Juvenile Justice System**

Following the Impact Frameworks for each program category, we describe the alignment between the Evidence-Based Impact Frameworks and the Program-Based Impact Frameworks. We also identify where gaps exist between the Impact Frameworks.

Law Enforcement Career Pipeline Impact Frameworks

Law Enforcement Career Pipeline

Programs



Law Enforcement Career Pipeline: Evidence-Based Impact Frameworks

Background

Problem Statement:

The literature suggests that the law enforcement profession requires a pipeline that understands a 21st century approach to policing.¹¹ Yet, distrust in police negatively influences interest in pursuing a career in law enforcement among youth, resulting in a staffing shortage¹²

Key Literature Assumptions:

- Negative perception of law enforcement among younger generations combined with retirement partially explain staffing shortage in law enforcement.^{13,14}
- Typical adolescent cognition and behavior can lead to situations that involve a law enforcement response.^{15,16} Developmental science should inform such responses so that kids are treated as kids.¹⁷
- Recognizing trauma and understanding trauma-informed practice is important, especially since program population often includes children also involved in the child welfare system.¹⁸
- Programs must provide youth with a network of positive connections. Doing so in this type of voluntary setting may give youth greater stability.¹⁹

Underlying Systemic Factors:

- **Racial Inequity** - Historical and enduring system inequities, which lead to inequitable treatment of youth of color by law enforcement, is detrimental to justice and impedes trust!¹ Programs must be intentional to not replicate or exacerbate existing racial/ethnic disparities and/or cause race-based harm.²
- **Trauma-Informed Practice** - Police interactions can perpetuate trauma among youth, especially youth of color and/or youth living in neighborhoods with heavy police surveillance who may have experienced or witnessed traumatic police interactions.^{3,4} Personal, intergenerational, and/or historical trauma impact development and mental health.^{5,6}
- **Youth Development** - Youth and adolescents' brains are not fully mature and thus, they behave differently than adults.^{7,8} The lack of recognition of youth development and patterns of behavior may retraumatize and further harm youth.^{9,10}

Strategies for Success

Strategies for Success: Program Level

Introduce youth to 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.²⁰

- 1 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.^{21,22,23}
- 2 Prioritize representation of people of color and bilingual staff in programming who can serve as credible messengers and role models for youth of color.^{24,25}
- 3 Work to ensure that positive relationships built at the individual level translate to perceptions of the system as a whole.²⁶
- 4 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.^{27,28}
- 5 Utilize best practices that are successful in building trust between youth and police officers.^{29,30,31,32,33,34}

Strategies for Success: Community and Partnerships

- 1 Partner with educational institutions to introduce youth to the various career options in law enforcement.³⁵
- 2 Connect youth to other employment opportunities by partnering with private, public and nonprofit sectors.³⁶
- 3 Ensure programs reach youth living in neighborhoods that have been racially and economically segregated.³⁷
- 4 Encourage the possibility for youth to develop networks of positive connections and enhance social capital.³⁸
- 5 Establish clear referral networks with other youth-serving agencies and programs.^{39,40,41}

The best practices are numbered for reference purposes only and are not meant to suggest an order.

Measures of Success

Short-term Outcomes

- Enhance ability for youth to make informed decisions about their career opportunities and future.
- Heighten youth interest in law enforcement career/ motivations to join police force.
- Increase youth leadership skills and engagement with local community.
- Increase familiarity with how police officers do their jobs and what a career in law enforcement entails.
- Youth successfully connect to a mentor or employer.
- Successfully complete programs.

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).

Identified outcomes were informed by existing literature, impact framework workshops with CMPD, and goals and strategies from program materials.

Assumptions/Research about Why Strategies will Influence Change

- Create safer local communities.
- Establish and strengthen the law enforcement-specific talent pipeline in the Charlotte area.
- Increase economic mobility among youth (especially youth of color).
- Strengthen access to career opportunities for youth.
- Increase competency for 21st century policing.
- Prepare young adults for a career in law enforcement

Law Enforcement Career Pipeline: Program-Based Impact Framework Components

Programs: Explorers, Youth Symposium, High School/Middle School Academy, College Internship Program, College Cadets Program

Target Population, Community Needs, Community Assets and Resources

Target Population:

- Middle school and high school youth
- College students

Community Needs:

- To build a strong pipeline of police officers steeped in 21st Century Policing
- To build a more diverse and culturally competent police force
- To forge strong relationships between prospective law enforcement candidates and the community pre-Academy training; build stronger relationships between law enforcement and the community.

Community Assets/Resources:

- Houses of worship and community groups
- Cops CARE curriculum
- 100 Black Men (Mentoring 101 curriculum)
- Business and nonprofit community partners
- CMS Academy of Safety and Protection (ASAP)
- BSA Learning for Life curriculum
- BLAT Basic Law Enforcement Training
- CPI Security; Sherriff's Office, CMS
- Character development curriculum
- Trained mentors
- Circle K, YMCA, Center 360, Salvation Army B & G Club, Bossman Car Group, Behind Every Story, Revamp, Data Driven Source

In the interest of diversifying its workforce with qualified candidates who have had early exposure to 21st Century Policing strategies, CMPD has created a career pipeline for early recruitment. It comprises sequential, intersecting programs that provide career exposure as early as middle school.

The pipeline programs rely on community partnerships for curricula (CMS), mentor training, jobs, funding, refreshments, and community service experiences.

Law Enforcement Career Pipeline: Program-Based Impact Framework Components

Programs: Explorers, Youth Symposium, High School/Middle School Academy, College Internship Program, College Cadets Program

Program assumptions and strategies

Primary Strategies Adopted to Influence Change

- Provide high level overview of law enforcement policies, practices, and career for HS students and their parents
- Form 3-on-3 basketball and gaming teams with youth and officers so youth can practice effective communication skills and teamwork
- Host with, and at the request of, houses of worship and community partners to extend reach and share info about community resources
- Organize food giveaways and provide meals at events
- View and discuss timely and provocative movies and books (The Hate You Give; American Skin)
- Provide youth academic and experiential exposure to law enforcement
- Expose youth to sequential career pipeline programs
- Weeklong summer camp to expose HS students to law enforcement career in a hands-on way
- Explicitly quell immigration fears among Latinx students
- Host year-round, biweekly Explorer sessions at PAL
- Provide stipends for internship and cadet programs
- Engage interns and cadets in community volunteering
- Engage interns and cadets in immersive classroom and ride along experiences, 21st Century Policing theory and practices

Assumptions/Research about Why Strategies will Influence Change

- Earlier, immersive exposure to all aspects of law enforcement will influence young adults to make an informed career choice
- The pipeline creates a more diverse pool of Academy applicants
- Exposing youth to 21st Century Policing strategies and community-based experiences produces officers who are better able to relate to the community.
- By positively influencing youth's life choices and decision making, their option of pursuing a career in law enforcement will remain available to them.

The assumptions that inform the career pipeline program strategies are grounded in 21st Century Policing practices. Program components (strategies) reflect CMPD's philosophy about relationships, program interconnectedness, incentives, and removal of barriers to participation. CMPD relies on partnerships for curricula (CMS), mentor training, jobs, funding, refreshments, and community service experiences.

Law Enforcement Career Pipeline: Program-Based Impact Framework Components

Programs: Explorers, Youth Symposium, High School/Middle School Academy, College Internship Program, College Cadets Program

Program outcomes: short-term and long-term

Short-term Outcomes

- Students will continue through the progression of CMPD pipeline of programs
- Officers-in-training will perceive police officers in a more humanized way
- Interns and cadets will embrace 21st Century Policing philosophy and techniques
- Students, College interns will make an informed choice about joining the Police Academy

Long-term Outcomes

- CMPD force will be diverse, grounded in 21st Century Policing, and able to be in relationship with the community
- Increase diversity in law enforcement by exposing kids at younger age.
- CMPD will experience a larger pool of qualified, diverse officers from which to hire
- CMPD will experience increased retention of officers trained in 21st Century Policing
- CMPD will decrease its law enforcement staffing shortage

Short-term and long-term outcomes align with community needs for a strong, diverse pool of officers who are trained in 21st Century Policing, and have established deep and trusting relationships with the community.

Law Enforcement Career Pipeline: Program-Based Impact Frameworks

Programs: Explorers, Youth Symposium, High School/Middle School Academy, College Internship Program, College Cadets Program

Background

Target Population:

- Middle school and high school youth
- College students

Community Needs:

- To build a strong pipeline of police officers steeped in 21st Century Policing
- To build a more diverse and culturally competent police force
- To forge strong relationships between prospective law enforcement candidates and the community pre-Academy training; build stronger relationships between law enforcement and the community.

Community Assets/Resources:

- Houses of worship and community groups
- Cops CARE curriculum
- 100 Black Men (Mentoring 101 curriculum)
- Business and nonprofit community partners
- CMS Academy of Safety and Protection (ASAP)
- BSA Learning for Life curriculum
- BLAT Basic Law Enforcement Training
- CPI Security; Sherriff's Office, CMS
- Character development curriculum
- Trained mentors
- Circle K, YMCA, Center 360, Salvation Army B & G Club, Bossman Car Group, Behind Every Story, Revamp, Data Driven Source

Strategies for Success

Primary Strategies Adopted to Influence Change

- 1 Provide high level overview of law enforcement policies, practices, and career for HS students and their parents
- 2 Form 3-on-3 basketball and gaming teams with youth and officers so youth can practice effective communication skills and teamwork
- 3 Police cadets and SROs trained to provide mentorships
- 4 Host with, and at the request of, houses of worship and community partners to extend reach and share info about community resources
- 5 Do food giveaways and provide meals at events
- 6 View and discuss timely and provocative movies and books (The Hate You Give; American Skin)
- 7 Provide youth academic and experiential exposure to law enforcement
- 8 Expose youth to sequential career pipeline programs
- 9 Weeklong summer camp to expose HS students to law enforcement career in a hands-on way
- 10 Explicitly quell immigration fears among Latinx students
- 11 Host year-round, biweekly Explorer sessions at PAL
- 12 Provide stipends for internship and cadet programs
- 13 Engage interns and cadets in community volunteering
- 14 Engage interns and cadets in immersive classroom and ride along experiences, 21st Century Policing theory and practices.

Measures of Success

Short-term Outcomes

- Students will continue through the progression of CMPD pipeline of programs
- Officers-in-training will perceive police officers in a more humanized way
- Interns and cadets will embrace 21st Century Policing philosophy and techniques
- Students, College interns will make an informed choice about joining the Police Academy

Long-term Outcomes

- CMPD force will be diverse, grounded in 21st Century Policing, and able to be in relationship with the community
- Increase diversity in law enforcement by exposing kids at younger age.
- CMPD will experience a larger pool of qualified, diverse officers from which to hire
- CMPD will experience increased retention of officers trained in 21st Century Policing
- CMPD will decrease its law enforcement staffing shortage

Identified outcomes were informed by existing literature, impact framework workshops with CMPD, and goals and strategies from program materials.

Assumptions/Research about Why Strategies will Influence Change

- Earlier, immersive exposure to all aspects of law enforcement will influence young adults to choose it as a career
- The pipeline creates a more diverse pool of Academy applicants
- Exposing youth to 21st Century Policing strategies and community-based experiences produces officers who are better able to relate to the community.
- By positively influencing youth's life choices and decision making, their option of pursuing a career in law enforcement will remain available to them.

Law Enforcement Career Pipeline: Evidence-Based Practices and Observed Program Alignment

The majority of CMPD youth programs included in this study have never been formally evaluated. However, we were interested in determining the extent to which program designs are aligned with evidence-based best practices, as identified in the literature review. In this section we present comparisons of alignment for programs in the Law Enforcement Career Pipeline program category.

Law Enforcement Career Pipeline: Evidence-Based & CMPD Program Best Practices Alignment

Evidence-Based Program Best Practices	Aligned CMPD Program Strategies
<ul style="list-style-type: none"> • Introduce youth to 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. 	<ul style="list-style-type: none"> • Providing high-level overview of law enforcement policies, practices, and career for HS students and their parents • Engaging interns and cadets in immersive classroom and ride-along experiences, 21st Century Policing theory and practices • Providing youth academic and experiential exposure to law enforcement
<ul style="list-style-type: none"> • Utilize best practices that are successful in building trust between youth and police officers. 	<ul style="list-style-type: none"> • Forming 3-on-3 basketball and gaming teams with youth and officers so youth can practice effective communication skills and teamwork • Police cadets and SROs trained to provide mentorships
<ul style="list-style-type: none"> • Prioritize representation of people of color and bilingual staff in programming who can serve as credible messengers and role models for youth of color 	<ul style="list-style-type: none"> • Explicitly quell immigration fears among Latinx students
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Exposing youth to sequential career pipeline programs • Weeklong summer camp to expose HS students to law enforcement career in a hands-on way

Programs: Explorers, HS/MS Youth Forum, Youth Symposium, High School/Middle School Academy, College Internship Program, College Cadets Program



Law Enforcement Career Pipeline: Evidence-Based & CMPD Program Best Practices Alignment

Evidence-Based Community & Partnership Best Practices	Aligned CMPD Community and Partnership Strategies
<ul style="list-style-type: none"> • Partner with educational institutions to introduce youth to the various career options in law enforcement 	<ul style="list-style-type: none"> • CMS Academy of Safety and Protection
<ul style="list-style-type: none"> • Connect youth to other employment opportunities by partnering with private, public & nonprofit sectors 	<ul style="list-style-type: none"> • CPI Security; Sherriff's Office, CMS. The ROC
<ul style="list-style-type: none"> • Ensure programs reach youth who live in neighborhoods that have been racially and economically segregated 	<ul style="list-style-type: none"> • Houses of worship and community groups, CIS
<ul style="list-style-type: none"> • Encourage the possibility for youth to develop networks of positive connections and enhance social capital 	<ul style="list-style-type: none"> • 100 Black Men (Mentoring 101 curriculum) & Mayor's Mentoring Alliance Mentor Training • Business and nonprofit community partners

Programs: Explorers, HS/MS Youth Forum, Youth Symposium, High School/Middle School Academy, College Internship Program, College Cadets Program



Law Enforcement Career Pipeline: Evidence-Based & CMPD Program Best Practices Alignment

The box below identifies the evidence informed best practices that are not represented in the CMPD youth programs in the Law Enforcement Career Pipeline program category. These are possible areas of growth for Law Enforcement Career Pipeline programs.

Evidence-Based Best Practices (Gaps)

- 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.
- Work to ensure that positive relationships built at the individual level translate to perceptions of the system as a whole
- Establish clear referral networks with other youth-serving agencies and programs.

Programs: Explorers, HS/MS Youth Forum, Youth Symposium, High School/Middle School Academy, College Internship Program, College Cadets Program

Law Enforcement Career Pipeline: Additional CMPD Program Strategies and Practices

During interviews and workshops, CMPD program administrators lifted up several other strategies that they felt helped programs work well and drive success among the youth they serve. The effectiveness of these strategies and practices should be considered for future evaluations.

Other CMPD Strategies and Practices

- View and discuss timely and provocative movies and books to foster open discussions between officers and youth (The Hate You Give; American Skin)
- Provide stipends for internship and cadet programs
- Engage interns and cadets in community volunteering
- Host year-round, biweekly Explorer sessions at PAL

Programs: Explorers, HS/MS Youth Forum, Youth Symposium, High School/Middle School Academy, College Internship Program, College Cadets Program

| Success Story:

"American Skin"

CMPD programs are designed to create opportunities for open and honest dialog between police officers and youth. After viewing the movie "American Skin," youth participants were given the opportunity to share with officers how they perceive law enforcement. It was an emotional and reorienting experience for one officer, who stated that the conversation made him rethink what he needed to change about his approach to policing. He was oblivious to how people felt about him as a police officer and stated that he knew he needed to be more intentional about going the extra mile to communicate and get feedback from citizens. He committed to stop to make sure that he connects on a heart level with community.

Community Relationships & Perceptions Impact Frameworks

Community Relationships & Perceptions

Programs

1
High School Youth Forum

2
Kops & Kids

3
Chief's Youth Advisory Council

4
Storytime Travelers

5
University Field Trips

6
University Mentoring

7
Young Black Leadership Academy (YBLA)

Community Relationships & Perceptions Evidence-Based Impact Framework

Background

Problem Statement:

The literature suggests that harmful interactions between police, youth, and communities have eroded the relationship between law enforcement and communities.⁵²

Key Literature Assumptions:

- Legitimacy and community trust in policing are problematic. Youth relationship with/and perception of the police are especially strained. Public trust in a system is necessary for the system to function.^{53,54}
- Building positive relationships between the police and youth as well as their families in the community can have a positive influence on police/youth interactions and reduce youth engagement in criminal activity.^{55,56}
- Trust is bidirectional.⁵⁷
- Adolescence, is an important life stage in which police officers are in a strong position to intervene and promote positive and productive outcomes through interactions and opportunities that can have long-lasting effects on youth life trajectories.⁵⁸

Underlying Systemic Factors:

Racial Inequity - Historical and enduring system inequities, which lead to inequitable treatment of youth of color by law enforcement, is detrimental to justice and impedes trust.⁴² Programs must be intentional to not replicate or exacerbate existing racial/ethnic disparities and/or cause race-based harm.⁴³

Trauma-Informed Practice - Police interactions can perpetuate trauma among youth, especially youth of color and/or youth living in neighborhoods with heavy police surveillance who may have experienced or witnessed traumatic police interactions.^{44,45} Personal, intergenerational, and/or historical trauma impact development and mental health.^{46,47}

Youth Development - Youth and adolescents' brains are not fully mature and thus, they behave differently than adults.^{48,49} The lack of recognition of youth development and patterns of behavior may retraumatize and further harm youth.^{50,51}

Strategies for Success

Identified Best Practices - Program

- 1 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.⁵⁹
- 2 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.^{60,61,62,63}
- 3 Ensure programming includes skilled facilitators, program coordinators, and senior officers experienced with youth and incorporate program sessions that are gender-specific.^{64,65,66,67}
- 4 Adopt a procedural justice framework to build trust with youth and their families and drive police/community reconciliation.^{68,69}
- 5 Strive for high quality relationships and offer mutually beneficial activities.^{70,71,72,73}
- 6 Implement programming that works to drive behavior change and build knowledge among both police officers and youth (share accountability in outcomes).⁷⁴

Identified Best Practices - Community and Partnerships

- 1 Target the contextual factors that may influence the inclination of youth, especially youth of color, to distrust police (e.g. heavy police presence in neighborhoods with concentrated poverty may heighten fear associated with police resulting from past trauma).⁷⁵
- 2 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.⁷⁶
- 3 Make aforementioned training available to program administrators, staff, as well as program partners.⁷⁷
- 4 Engage families in programming, as family members and other surrounding adults' views heavily influence youth perceptions of police.^{77,79}
- 5 Retain talent in police force to ensure staff continuity (especially in leadership) and sustained communication with communities as key factors of reconciliation processes.⁸⁰

Measures of Success

Short-term Outcomes

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

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.

Desired Community Impact

- Create safer communities
- Reduce racial/ethnic disparities in the criminal justice system
- Build positive relationships with youth and their families
- Reduce youth vulnerability to crime (as both offenders and victims)
- Police demonstrate their legitimacy to youth, families, and communities
- Establish trust between communities and the police

Note: The best practices are numbered for reference purposes only and are not meant to suggest an order. Identified outcomes were informed by existing literature, impact framework workshops with CMPD, and goals and strategies from program materials.

CMPD Community Relationships & Perceptions: Program-Based Impact Framework Components

Programs: High School Youth Forum, Chief's Youth Advisory Council, Kops & Kids, Storytime Travelers, University Field Trips, University Mentoring, Young Black Leadership Academy

Target Population, Community Needs, Community Assets and Resources

Target Population:

- Middle school students
- High school students

Community Needs:

- Improved relationships between law enforcement, the community, and youth
- For youth to understand their rights, law enforcement policies and practices, and how to handle encounters with law enforcement

Community Assets/Resources:

- CMS partnership
- 21st Century Policing Guidelines
- CARE curriculum
- Generation Nation partnership
- CMPD patrol officers
- Faith-based partners
- Post-protest community input to Cops Care curriculum

With a goal of building community trust and reducing the risk of negative outcomes in encounters between youth and police officers, CMPD has adopted a standardized curriculum to inform youth of their rights and how to handle encounters with police. Partnerships with community, faith-based, nonprofit, and other organizations have been critical to resourcing and delivering programs across the community.

CMPD Community Relationships & Perceptions: Program-Based Impact Framework Components

Programs: High School Youth Forum, Chief's Youth Advisory Council, Kops & Kids, Storytime Travelers, University Field Trips, University Mentoring, Young Black Leadership Academy

Program assumptions and strategies

Primary Strategies Adopted to Influence Change

- Create topic- and issue-specific opportunities for youth to engage and build rapport with officers
- Provide leadership growth opportunities
- Expose youth to new experiences
- Incentivize goal achievement through monetary, material, and experiential rewards
- Community service opportunities
- Use standardized curriculum to educate youth about their rights and responsibilities in various scenarios through presentations, case studies, and role playing
- Distribute Cops CARE pocket guides
- Produce CMPD and community training videos with students
- Youth meet with police chief on quarterly basis
- Students do case study presentations on police-involved incidents in order to better understand CMPD's policing policies and practices
- SROs and mentors continue to engage with youth beyond the official completion of the program
- Presentations provided in CMS high schools at the request of teachers or principals (HS Youth Forum)
- CMPD serves as liaison/ambassador between families and community resources
- CMPD serves as character witness on behalf of youth

Assumptions/Research about Why Strategies will Influence Change

- Transparency and honesty in interactions with youth are a prerequisite to changing attitudes and behaviors.
- If CMPD can successfully counter media images of law enforcement interactions with the community through positive and transparent experiences, it can shift the narrative
- Youth need and want to have the information void filled about how to engage safely and constructively with law enforcement and be informed about their rights
- Parents/adults can be reverse-influenced about positive engagement with law enforcement through youth.

Assumptions and strategy are predicated on beliefs about honesty and authenticity in relationships between youth and officers, and a focus on identifying and meeting the needs of youth.

CMPD Community Relationships & Perceptions: Program-Based Impact Framework Components

Programs: High School Youth Forum, Chief's Youth Advisory Council, Kops & Kids, Storytime Travelers, University Field Trips, University Mentoring, Young Black Leadership Academy

Program outcomes: short-term and long-term

Short-term Outcomes

- Youth are educated about their rights, responsibilities, and appropriate handling of interactions with police
- Youth's attitudes toward and perceptions of police are positively changed; come to see them as positive role models
- Relationships between officers and youth are strengthened
- Police officers experience positive interactions with youth
- Youth increase gang awareness and understand how to extricate themselves from gangs

- Police officers improve social skills, specifically in relation to how to engage and communicate with youth.

Long-term Outcomes

- The risk of tragic outcomes in police interactions with youth will be lessened
- Officers and youth become mutually humanized and engage more respectfully and constructively
- Youth are less fearful about interacting with police
- Officers change their policing attitude/ tactics toward youth in more constructive ways

Outcomes align with community needs for mutually improved perceptions and interactions between officers and youth, as well as changes in how police officers engage with communities in general.

CMPD Community Relationships & Perceptions: Program-Based Impact Framework

Programs: High School Youth Forum, Chief's Youth Advisory Council, Kops & Kids, Storytime Travelers, University Field Trips, University Mentoring, Young Black Leadership Academy

Background

Target Population:

Middle school students
High school students

Community Needs:

- Improved relationships between law enforcement, the community, and youth
- For youth to understand their rights, law enforcement policies and practices, and how to handle encounters with law enforcement

Community Assets/Resources:

- CMS partnership
- 21st Century Policing Guidelines
- CARE curriculum
- Generation Nation partnership
- CMPD patrol officers
- CMS School Resource Officers (SROs)
- Trained volunteer mentors
- Second Harvest, My Voice/My Choice videographer, CPI Security, Food Lion, UNCC, Literacy to Music, How to For Real
- Trauma-trained mental health specialists
- PAL staff receive early childhood development training from CPCC
- Corporate partners and donors
- Faith-based partners
- Post-protest community input to Cops Care curriculum

Strategies for Success

Primary Strategies Adopted to Influence Change

- 1 Create topic- and issue-specific opportunities for youth to engage and build rapport with officers
- 2 Provide leadership growth opportunities
- 3 Expose youth to new experiences
- 4 Incentivize goal achievement through monetary, material, and experiential rewards
- 5 Community service opportunities
- 6 Use standardized curriculum to educate youth about their rights and responsibilities in various scenarios through presentations, case studies, and role playing⁵²
- 7 Distribute Cops CARE pocket guides
- 8 Produce CMPD and community training videos with students
- 9 Youth meet with police chief on quarterly basis
- 10 Students do case study presentations on police-involved incidents in order to better understand CMPD's policing policies and practices
- 11 SROs and mentors continue to engage with youth beyond the official completion of the program
- 12 Presentations provided in CMS high schools at the request of teachers or principals (HS Youth Forum)
- 13 CMPD serves as liaison/ambassador between families and community resources
- 14 CMPD serves as character witness on behalf of youth

Measures of Success

Short-term Outcomes

- Youth are educated about their rights, responsibilities, and appropriate handling of interactions with police
- Youth's attitudes toward and perceptions of police are positively changed; come to see them as positive role models
- Relationships between officers and youth are strengthened
- Police officers experience positive interactions with youth
- Youth increase gang awareness and understand how to extricate themselves from gangs
- Police officers improve social skills, specifically in relation to how to engage and communicate with youth.

Long-term Outcomes

- The risk of tragic outcomes in police interactions with youth will be lessened
- Officers and youth become mutually humanized and engage more respectfully and constructively
- Youth are less fearful about interacting with police
- Officers change their policing attitude/ tactics toward youth in more constructive ways

Assumptions/Research about Why Strategies will Influence Change

- Transparency and honesty in interactions with youth are a prerequisite to changing attitudes and behaviors.
- Youth need and want to have the information void filled about how to engage safely and constructively with law enforcement and be informed about their rights
- If CMPD can successfully counter media images of law enforcement interactions with the community through positive and transparent experiences, it can shift the narrative
- Parents/adults can be reverse-influenced about positive engagement with law enforcement through youth.

Community Relationships & Perceptions: Evidence-Based Best Practices and Observed Program Alignment

The majority of CMPD youth programs included in this study have never been formally evaluated. However, we were interested in determining the extent to which program designs are aligned with evidence-based best practices, as identified in the literature review. In this section we present comparisons of alignment for programs in the Community Relationships and Perceptions program category.

CMPD Community Relationships & Perceptions: Evidence-Based & CMPD Program Best Practices Alignment

Evidence-Based Program Best Practices	Aligned CMPD Program Strategies
<ul style="list-style-type: none"> • Implement programming that works to drive behavior change and build knowledge among both police officers and youth (share accountability in outcomes). 	<ul style="list-style-type: none"> • Creating topic- and issue-specific opportunities for youth to engage and build rapport with officers
<ul style="list-style-type: none"> • Strive for high-quality relationships and offer mutually beneficial activities 	<ul style="list-style-type: none"> • Exposing youth to new experiences through field trips • Tutoring, reading sessions
<ul style="list-style-type: none"> • Adopt a procedural justice framework to build trust with youth and their families and drive police/community reconciliation 	<ul style="list-style-type: none"> • Students do case study presentations on police-involved incidents in order to better understand CMPD's policing policies and practices
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • RMJJ training for CMPD officers, staff • 21st Century Policing Guidelines • CARE curriculum

Programs: High School Youth Forum, Chief's Youth Advisory Council, Kops & Kids, Storytime Travelers, University Field Trips, University Mentoring, and Young Black Leadership Academy



CMPD Community Relationships & Perceptions: Evidence-Based & CMPD Program Best Practices Alignment

Evidence-Based Community & Partnership Best Practices	Aligned CMPD Community and Partnership Strategies
<ul style="list-style-type: none"> Partner with agencies/organizations that can support the integration of skills that lie outside of traditional law-enforcement duties (e.g. educational and/or mental health competencies), yet are central to program success 	<ul style="list-style-type: none"> CMS partnership Generation Nation partnership Trained volunteer mentors UNCC, Literacy to Music, How to For Real Trauma-trained mental health specialists
<ul style="list-style-type: none"> Make aforementioned training available to program administrators, staff, as well as program partners. 	<ul style="list-style-type: none"> PAL staff receive early childhood development training from CPCC

Programs: High School Youth Forum, Chief's Youth Advisory Council, Kops & Kids, Storytime Travelers, University Field Trips, University Mentoring, and Young Black Leadership Academy

CMPD Community Relationships & Perceptions: Evidence-Based & CMPD Program Best Practices Alignment

The box below identifies the evidence informed best practices that are not represented in the CMPD youth programs in the Community Relationships & Perceptions program category. These are possible areas of growth for Community Relationship programs.

Evidence-Based Best Practices (Gaps)

- 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
- 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).
- Engage families in programming, as family members and other surrounding adults' views heavily influence youth perceptions of police.
- Retain talent in police force to ensure staff continuity (especially in leadership) and sustained communication with communities as key factors of reconciliation processes.

Programs: High School Youth Forum, Chief's Youth Advisory Council, Kops & Kids, Storytime Travelers, University Field Trips, University Mentoring, and Young Black Leadership Academy

CMPD Community Relationships & Perceptions: Evidence-Based & CMPD Program Best Practices Alignment

During interviews and workshops, CMPD program administrators lifted up several other strategies that they felt helped programs work well and drive success among the youth they serve. The effectiveness of these strategies and practices should be considered for future evaluations.

Other CMPD Strategies and Practices

- Provide leadership growth opportunities
- Use standardized curriculum to educate youth about their rights and responsibilities in various scenarios through presentations, case studies, and role playing
- Distribute Cops CARE pocket guides
- Produce CMPD and community training videos with students
- Youth meet with police chief on quarterly basis
- CMPD serves as liaison/ambassador between families and community resources
- CMPD serves as character witness on behalf of youth
- Post-protest community input to Cops Care curriculum
- Corporate partners and donors
- Faith-based partners

Programs: High School Youth Forum, Chief's Youth Advisory Council, Kops & Kids, Storytime Travelers, University Field Trips, University Mentoring, and Young Black Leadership Academy

| Public Safety/Keep Youth Out of the Juvenile Justice System

Public Safety Subcategories

1

Gang, Violence, and
Conflict Prevention

2

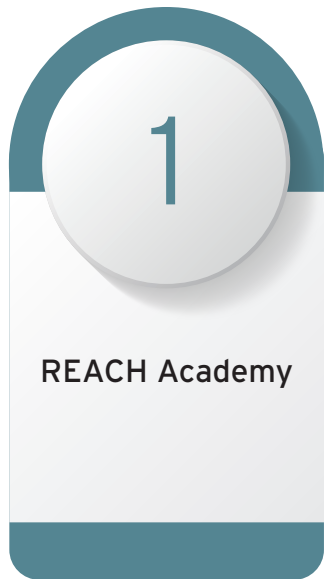
Youth Diversion
Programs

3

Youth Development/
Academic &
Career Success

Public Safety: Gang, Violence, and Conflict Prevention

Programs



Public Safety: Evidence-Based Impact Framework

Program Categories: Diversion; Gang and Violence Prevention; Youth Development

Background

Problem Statement:

The literature suggests that overcriminalization of youth, especially youth of color, is harmful to youth and their families, and it also impedes the safety of their communities.⁹²

Key Literature Assumptions:

- Youth interaction with the criminal justice system often has detrimental effects on their future trajectories⁹³
- Public safety and safe communities mean that youth and their families feel safe in their communities.⁹⁴
- Responsibility for public safety is the responsibility of both the community as well as law enforcement. Police accountability rests with police in key aspects of their role: to protect the public, to keep communities safe, to appropriately engage with youth, and to facilitate the growth and success of youth.^{95,96}
- Use of force when interacting with youth can cause harm and perpetuate trauma among youth. Solutions to violence prevention require police to set the example for youth on managing difficult situations and/or conflict without violence.⁹⁷
- Typical adolescent cognition and behavior can lead to situations that involve a law enforcement response. Developmental science should inform such responses so that kids are treated as kids.⁹⁸
- Recognizing trauma and understanding trauma-informed practice is important⁹⁹

Underlying Systemic Factors:

- **Racial Inequity** - Historical and enduring system inequities, which lead to inequitable treatment of youth of color by law enforcement is detrimental to justice and impedes the legitimacy of the criminal justice system.^{81,82} Programs must be intentional to not replicate or exacerbate existing racial/ethnic disparities and/or cause race-based harm.⁸³
- **Trauma-Informed Practice** - Police interactions can perpetuate trauma among youth, especially youth of color and/or youth living in neighborhoods with heavy police surveillance who may have experienced or witnessed traumatic police interactions.^{84,85} Personal, intergenerational, and/or historical trauma impact development and mental health.^{86,87}
- **Youth Development** - Youth and adolescents' brains are not fully mature and thus, they behave differently than adults.^{88,89} The lack of recognition of youth development and patterns of behavior may retraumatize and further harm youth.^{90,91}

Strategies for Success

Strategies for Success: Program level

- 1 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) trauma, violence, mental illness, substance abuse.¹⁰⁰
- 2 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.^{101,102}
- 3 Target resources to the youth who are at the highest risk.^{103,104}
- 4 Create opportunities for police to engage with youth in ways that are positive and nonconfrontational, especially offer opportunities for police to proactively engage in early interventions with elementary and middle school aged youth.^{105,106}
- 5 Support police/community reconciliation through meeting ongoing mental and behavioral health needs of youth, families, and law enforcement (e.g. access to trained mental health professionals).^{107,108,109,110,111}
- 6 Strive for high-quality relationships and offer mutually beneficial activities.^{112,113,114,115}
- 7 Involve peer leaders (e.g. former gang members) to recruit youth and facilitate programming.^{116,117,118,119}
- 8 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).¹²⁰

Strategies for Success: Community and Partnerships

- 1 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.^{121,122,123,124}
- 2 Ensure services and care reside within the community (versus within other agency departments or probation) or are provided by the program.^{125,126,127,128}
- 3 Center families in interventions and/or deliver programming to family units.^{129,130,131}
- 4 Participate in community mobilization efforts and activities to shift norms about using violence to solve problems.^{132,133,134}
- 5 Partner with community efforts to share data and incidents information (including violent incidents).^{135,136}

The best practices are numbered for reference purposes only and are not meant to suggest an order.

Measures of Success

Short-term Outcomes

- Reduction in racial/ethnic disparities in police contacts, subsequent arrests and/or school discipline (school-to-prison-pipeline)
- Increase access and referrals to programs among youth of color.
- Increase police officer knowledge of how to engage with youth.
- Successful completion of programs.
- Increase diversion of youth (especially youth of color) from criminal court processing.
- Greater access and connection to community based services among youth and families.
- Increase opportunities for youth to learn and exercise leadership skills.
- Increase youth skills and confidence to intervene when witnessing attitudes or behaviors supportive of a culture of violence.
- Greater sense of empowered decision-making among youth and families.

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.
- Reduce violent incidents.

Identified outcomes were informed by existing literature, impact framework workshops with CMPD, and goals and strategies from program materials.

Desired Community Impact

- Create safer communities
- Reduce racial/ethnic disparities in the criminal justice system
- Redirect youth from formal processing in the criminal justice system to more helpful programming
- Reduce and prevent violence
- De-normalize violence, especially as a means of managing conflict

Public Safety - Gang, Violence and Conflict Prevention: Program-Based Impact Framework Components

Programs: REACH Academy, SEE Program at Turning Point Academy

Target Population, Community Needs, Community Assets and Resources

Target Population:

- Middle school students
- High school students
- Gender-specific programming

Community Needs:

- Constructive and productive activities for youth engagement
- Workforce development exposure and employment opportunities for youth
- Youth conflict resolution and de-escalation training
- Create connections between at-risk youth and caring adult mentors, in and out of law enforcement.

Community Assets/Resources:

- Urban Thoughts
- CPCC, UNCC, JCSU
- The ROC
- REACH curriculum
- 100 Black Men
- CPCRT (Community Policing Community Response Team)
- CPI Security
- Partners in providing transportation
- ASOP
- CMS/Turning Point Academy (TPA)
- Circle K

The gang, violence, and conflict prevention programs are intended to address public safety by providing constructive, alternative activities and employment for youth, and by equipping youth with the knowledge and skills to avoid gang involvement and conflict.

Public Safety - Gang, Violence and Conflict Prevention: Program-Based Impact Framework Components

Programs: REACH Academy, SEE Program at Turning Point Academy

Program assumptions and strategies

Primary Strategies Adopted to Influence Change

- Provide 6 weeks of summer programming around the themes of Respect, Engagement, Accountability, Character, and Honesty; intended to redirect students at risk of gang involvement
- Provide the decision-making, critical thinking skills to make better choices
- Provide “booster” sessions beyond the summer program to maintain contact
- Expose youth to careers in the trades in partnership with The Roc
- Engage in recreational activities that are new to students
- Engage in cross-program exposure with Envision, Cadet Program
- Expose students to educational opportunities at CPCC, UNCC, JCSU
- Provide a mentoring experience
- Volunteer experiences
- Visits to Police Academy
- Teen trust building and role playing activities
- Field trips
- Recreational time with SROs
- Stipend for successful program completion (REACH & TPA)
- 3-on-3 basketball teams
- Career exploration activities and mock interviews (like Envision)
- Maintain contact with students beyond 8-week summer program and completion of their time at Turning Point Academy

Assumptions/ Research about Why Strategies will Influence Change

- A strong, skilled program leader/facilitator who can build trust and rapport is key
- Consistency and continuity of the relationship over time is required for success
- Exposing youth to new experiences opens them to new possibilities for their lives
- The success of this approach is dependent on alignment of city and CMPD leadership decision making, policies, and investments
- Engaging and building skills with parents is critical to success.

Underlying assumptions and the strategies they drive focus on the importance of the quality and consistency of relationships between youth and trained mentors. Additionally, programs expose youth to new opportunities and experiences and engage parents in strengthening parenting skills.

Public Safety - Gang, Violence and Conflict Prevention: Program-Based Impact Framework Components

Programs: REACH Academy, SEE Program at Turning Point Academy

Program outcomes: short-term and long-term

Short-term Outcomes

- Youth will be redirected from engaging in gang and criminal activity.
- Youth will engage in nonviolent conflict resolution.
- Program participants will become interested in a career in law enforcement.
- Youth enrolled in Turning Point will not experience recidivism
- Increased decision making and critical thinking skills
- Increased conflict management skills, with peers and family

Long-term Outcomes

- Youth gang involvement will decline across the city.
- Youth mortality and injury due to violence will decline.
- Improved relationships between the community and CMPD
- Increased sense of community among youth, as evidenced by participation and engagement, decreased vandalism, increasing volunteering, and returning to programs as mentors and leaders
- Improved child-parent/guardian relationship

Short-term and long-term outcomes focus on redirecting youth behaviors in ways that create positive life outcomes (education and employment); deepening a sense of community ownership among youth; engaging officers as positive youth mentors; and increasing community safety.

Public Safety - Gang, Violence and Conflict Prevention: Program-Based Impact Framework

Programs: REACH Academy, SEE Program at Turning Point Academy

Background

Target Population:

- Middle school students
- High school students
- Gender-specific programming

Community Needs:

- Constructive and productive activities for youth engagement
- Workforce development exposure and employment opportunities for youth
- Youth conflict resolution and de-escalation training
- Create connections between at-risk youth and caring adult mentors, in and out of law enforcement.

Community Assets/Resources:

- Urban Thoughts
- CPCC, UNCC, JCSU
- The ROC
- REACH curriculum
- 100 Black Men
- CPCRT (Community Policing Community Response Team)
- CPI Security
- Partners in providing transportation
- ASOP
- CMS/Turning Point Academy (TPA)
- Circle K

Strategies for Success

Primary Strategies Adopted to Influence Change

- Provide 6 weeks of summer programming around the themes of Respect, Engagement, Accountability, Character, and Honesty; intended to redirect students at risk of gang involvement
- Provide the decision-making, critical thinking skills to make better choices
- Provide "booster" sessions beyond the summer program to maintain contact
- Expose youth to careers in the trades in partnership with The Roc
- Engage in recreational activities that are new to students
- Engage in cross-program exposure with Envision, Cadet Program
- Expose students to educational opportunities at CPCC, UNCC, JCSU
- Provide a mentoring experience
- Volunteer experiences
- Visits to Police Academy
- Teen trust building and role-playing activities
- Field trips
- Recreational time with SROs
- Stipend for successful program completion (REACH & TPA)
- 3-on-3 basketball teams
- Career exploration activities and mock interviews (like Envision)
- Maintain contact with students beyond 8-week summer program and completion of their time at Turning Point Academy

Measures of Success

Short-term Outcomes

- Youth will be redirected from engaging in gang and criminal activity.
- Youth will engage in nonviolent conflict resolution.
- Program participants will become interested in a career in law enforcement.
- Youth enrolled in Turning Point will not experience recidivism
- Increased decision making and critical thinking skills
- Increased conflict management skills, with peers and family

Long-term Outcomes

- Youth gang involvement will decline across the city.
- Youth mortality and injury due to violence will decline.
- Improved relationships between the community and CMPD
- Increased sense of community among youth, as evidenced by participation and engagement, decreased vandalism, increasing volunteering, and returning to programs as mentors and leaders
- Improved child-parent/guardian relationship

Assumptions/Research about Why Strategies will Influence Change

- A strong, skilled program leader/facilitator who can build trust and rapport is key
- Consistency and continuity of the relationship over time is required for success
- Exposing youth to new experiences opens them to new possibilities for their lives
- The success of this approach is dependent on alignment of city and CMPD leadership decision making, policies, and investments
- Engaging and building skills with parents is critical to success.

| Success Story:

Academy of Safety and Protection (A.S.A.P.)

"I ' lateraled' over [to the A.S.A.P. program] from being an SRO for 8 years so children are all I know. The impact of these programs, including Envision, provides a rich understanding of the world we live in and the stressors on the lives of kids. Some of greatest education for adults is understanding the lives of kids. The quality time I have had with these kids and understanding how they think has been great for me as a person, a police officer, and a parent of 6. Kids are so eager to learn and accept others who are different from them."

I Public Safety: Gang, Violence, and Conflict Prevention Evidence-Based Best Practices and Observed Program Alignment

The majority of CMPD youth programs included in this study have never been formally evaluated. However, we were interested in determining the extent to which program designs are aligned with evidence-based best practices, as identified in the literature review. In this section we present comparisons of alignment for programs in the Public Safety–Gang, Violence, and Conflict Prevention program category.

Public Safety - Gang, Violence and Conflict Prevention: Evidence-Based Best Practices and Observed Program Alignment

Evidence-Based Program Best Practices	Aligned CMPD Program Strategies
<ul style="list-style-type: none"> • Target resources to the youth who are at the highest risk 	<ul style="list-style-type: none"> • Engaging in cross-program exposure with Envision, Cadet Program
<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • Providing 6 weeks of summer programming around the themes of Respect, Engagement, Accountability, Character, and Honesty; intended to redirect students at risk of gang involvement
<ul style="list-style-type: none"> • Create opportunities for police to engage with youth in ways that are positive and nonconfrontational, especially offer opportunities for police to proactively engage in early interventions with elementary and middle school aged youth. • Strive for high-quality relationships and offer mutually beneficial activities. 	<ul style="list-style-type: none"> • Volunteer experiences • Teen trust building and role playing activities • 3-on-3 basketball teams • Recreational time with SROs • Field trips • Providing “booster” sessions beyond the summer program to maintain contact • Maintaining contact with students beyond 8-week summer program and completion of their time at Turning Point Academy

Programs: REACH Academy, SEE Program at Turning Point Academy

Public Safety - Gang, Violence and Conflict Prevention: Evidence-Based Best Practices and Observed Program Alignment

Evidence-Based Community & Partnership Best Practices

- 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.

Aligned CMPD Community and Partnership Strategies

- Sherriff's Dept, Park & Rec
- JCSU, UNCC, CPCC, J & W
- CMS, Communities In Schools
- The ROC
- Urban Thoughts
- 100 Black Men
- CPCRT (Community Policing Community Response Team)

Programs: REACH Academy, SEE Program at Turning Point Academy

Public Safety - Gang, Violence and Conflict Prevention: Other Evidence-Based Best Practices:

The box below identifies the evidence informed best practices that are not represented in the CMPD youth programs in the Public Safety program category. While they may or may not be relevant in the Charlotte context, these are possible areas of growth for Public Safety programs.

Evidence-Based Best Practices (Gaps)

- 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
- 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.
- 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).
- Involve peer leaders (e.g. former gang members) to recruit youth and facilitate programming.
- Center families in interventions and/or deliver programming to family units.
- Participate in community mobilization efforts and activities to shift norms about using violence to solve problems.
- Partner with community efforts to share data and intelligence about violent incidents.

Programs: REACH Academy, SEE Program at Turning Point Academy

Public Safety - Gang, Violence and Conflict Prevention: Additional CMPD Strategies and Practices:

During interviews and workshops, CMPD program administrators lifted up several other strategies that they felt helped programs work well and drive success among the youth they serve. The effectiveness of these strategies and practices should be considered for future evaluations.

Other CMPD Strategies and Practices

- Group mentoring, gender-specific format
- Connect parents and families with outside resources and parenting skills (RMFY)
- Weekly meetings with program specialist and SRO (RMFY)
- Provide youth tutoring & training on social and vocational skills through meaningful relationships (Team Garinger)
- Incentivize honor roll attainment through prizes (Air Jordans), experiences, opportunities to participate in online gaming tournaments (Garinger)
- Pay participants a stipend for the 8-week program (Envision, SEEP)
- Youth are engaged in academic enrichment, summer camps, after-school enrichment, mentoring programs (PAL).
- Deliver evidence-based programs (PAL)
- Provide sliding scale fee for after school, transportation, extended hours to accommodate late shift, low-wage workers

Programs: REACH Academy, SEE Program at Turning Point Academy

| Success Story:

3-on-3 Basketball Teams

A common program element across multiple CMPD programs is the formation of 3-on-3 basketball teams comprising mixed teams of police officers and youth. Officers—particularly patrol officers—look forward to the opportunity to partner with community youth on the 3-on-3 teams. For them, it is a respite from stressful and frequently hostile encounters on the streets. It is a mutually beneficial way to connect to the community, one human to another, and a way to change perceptions about law enforcement.

Public Safety: Diversion

Programs



Public Safety - Diversion: Program-Based Impact Framework Components

Programs included: Youth Diversion Program, Reach Out Program

Target Population, Community Needs, Community Assets and Resources

Target Population:

- Youth ages 6-17 (Youth Diversion)
- Youth ages 15-23 (Reach Out)

Community Needs:

- Provide more equitable alternatives for youth and young adults with first-time, low-level offenses.
- Holistically address the needs of first-time youthful offenders to increase the likelihood of success in diversion/intervention programs.
- Reduce the likelihood that youth will reoffend.

Community Assets/Resources:

- District Attorney's office
- 5 modules of diversion program curricula (Achieving Success on Purpose (ASOP), Future Leaders, Urban Thoughts, Prevention, And Teen Court)
- Diversion Assessment Tool & Diversion Risk Assessment Tool
- Transportation partners
- Companies willing to employ youth
- Guest speakers
- Urban Thoughts
- Volunteer attorneys
- Job fairs
- RMJJ

Historically, youth diversion programs have not served minority and low-income youth equitably. In the interest of removing barriers to success and holistically addressing the needs of first-time, low-level offenders, the Youth Diversion and Reach Out programs have added program components that optimize chances for success.

Public Safety - Diversion: Program-Based Impact Framework Components

Programs included: Youth Diversion Program, Reach Out Program

Program assumptions and strategies

Primary Strategies Adopted to Influence Change

- Strong referral network to other programs and services

Youth Diversion Program

- 8 hours of programming and contact time with SRO, 2 hours for 6-11yos
- Assessment-based customization of programming to tailor needs to individual needs of participants
- Provide substance use and mental health counseling
- Refer students to school-based diversion when possible to avoid using one chance for Diversion program
- Adhere to SPEP -Standardized Procedures Effective Protocol contact time requirements
- Parents engage in Life Skills (parenting) training

Reach Out

- Exercise discretion in determining which Deferred Prosecution youth are likely to succeed in Reach Out
- Meet needs of youth with a range of services to increase likelihood of success (addiction and mental health counseling, job interview skills, appropriate clothing, employment opportunities)
- Provide 100 hours of services (50 for juveniles) via twice-weekly classes (Reach Out)
- Deliver standard lessons using paid speakers

Assumptions/Research about Why Strategies will Influence Change

- The earlier (younger) CMPD intervenes with lower level youthful offenders, the more likely recidivism will be reduced
- Lower-level offenses should have lower points of contact in the juvenile justice system
- Groups must be led by strong, consistently engaged facilitators who expose youth to new experiences and possibilities for their lives.
- Structural failures and impediments in the justice system (overall and local) must be addressed by providing alternatives and resources
- Underlying health, mental health, trauma, and other challenges must be addressed for participants to be successful.
- Conducting programming within a community of similarly situated peers is critical to success.
- Police officers are in a key position to intervene and provide resources to youth

Consistent with underlying assumptions about what is required for youth diversion to succeed, diversion strategies include mental health supports, decriminalization of low-level offenses, prescribed contact with adult mentors, community service and restitution, and employment opportunities.

Public Safety - Diversion: Program-Based Impact Framework Components

Programs included: Youth Diversion Program, Reach Out Program

Program outcomes: short-term and long-term

Short-term Outcomes

- Youth will progress through other CMPD youth programs/ be connected to other CMPD youth programs

Youth Diversion Program

- Empowers the families through Education, Direction, and Guidance
- Reduce Juvenile Arrest (27%)
- Decrease Racial and Ethnic Disparities (RED) (24%)
- Ensure 90% of youth do not reoffend

Reach Out Program

- First-time offenders avoid felony charges
- First-time offenders have charges expunged
- Youthful first-time offenders have needs met in a holistic way that reduces the risk of recidivism
- Participants have higher level of awareness about career options

Long-term Outcomes

- Decrease School-to-Prison Pipeline (STPP) (17% vs. 42%)
- One-time offenders have opportunities for access to education, housing, and employment that are often precluded by a criminal record
- Participants become employed in long-term, sustainable careers.
- Participants will become employable by virtue of expungement
- Participants will become employed

The outcomes of reduced recidivism and progression in education and employment among youthful first-time offenders align with community needs for improved life trajectories and reduced juvenile crime.

Public Safety - Diversion: Program-Based Impact Framework

Programs: Youth Diversion Program, Reach Out Program

Background

Target Population:

- Youth ages 6-17 (Youth Diversion)
- Youth ages 15-23 (Reach Out)

Community Needs:

- Provide more equitable alternatives for youth and young adults with first-time, low-level offenses.
- Holistically address the needs of first-time youthful offenders to increase the likelihood of success in diversion/intervention programs.
- Reduce the likelihood that youth will reoffend.

Community Assets/

Resources:

- District Attorney's office
- 5 modules of diversion program curricula (Achieving Success on Purpose (ASOP), Future Leaders, Urban Thoughts, Prevention, And Teen Court)
- Diversion Assessment Tool & Diversion Risk Assessment Tool
- Transportation partners
- Companies willing to employ youth
- Guest speakers
- Urban Thoughts
- Volunteer attorneys
- Job fairs
- RMJJ

Strategies for Success

Primary Strategies Adopted to Influence Change

- Strong referral network to other programs and services

Youth Diversion Program

- 8 hours of programming and contact time with SRO, 2 hours for 6-11yos
- Assessment-based customization of programming to tailor needs to individual needs of participants
- Provide substance use and mental health counseling
- Refer students to school-based diversion when possible to avoid using one chance for Diversion program
- Adhere to SPEP -Standardized Procedures Effective Protocol contact time requirements
- Parents engage in Life Skills (parenting) training

Reach Out

- Exercise discretion in determining which Deferred Prosecution youth are likely to succeed in Reach Out
- Meet needs of youth with a range of services to increase likelihood of success (addiction and mental health counseling, job interview skills, appropriate clothing, employment opportunities)
- Provide 100 hours of services (50 for juveniles) via twice-weekly classes (Reach Out)
- Deliver standard lessons using paid speakers

Measures of Success

Short-term Outcomes

- Youth will progress through other CMPD youth programs/be connected to other CMPD youth programs

Youth Diversion Program

- Empowers the families through Education, Direction, and Guidance
- Reduce Juvenile Arrest (27%)
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Reach Out Program

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- Participants have higher level of awareness about career options

Long-term Outcomes

- Decrease School-to-Prison Pipeline (STPP) (17% vs. 42%)
- One-time offenders have opportunities for access to education, housing, and employment that are often precluded by a criminal record
- Participants become employed in long-term, sustainable careers.
- Participants will become employable by virtue of expungement
- Participants will become employed

Assumptions/Research about Why Strategies will Influence Change

- The earlier (younger) CMPD intervenes with lower-level youthful offenders, the more likely recidivism will be reduced
- Lower-level offenses should have lower points of contact in the juvenile justice system
- Groups must be led by strong, consistently engaged facilitators who expose youth to new experiences and possibilities for their lives.

- Structural failures and impediments in the justice system (overall and local) must be addressed by providing alternatives and resources
- Underlying health, mental health, trauma, and other challenges must be addressed for participants to be successful.
- Conducting programming within a community of similarly situated peers is critical to success.
- Police officers are in a key position to intervene and provide resources to youth

I Public Safety:

Diversion Programs Evidence-Based Best Practices and Observed Program Alignment

The majority of CMPD youth programs included in this study have never been formally evaluated. However, we were interested in determining the extent to which program designs are aligned with evidence-based best practices, as identified in the literature review. In this section we present comparisons of alignment for programs in the Public Safety: Diversion program category.

Public Safety - Diversion:

Evidence-Based Best Practices and Observed Program Alignment

Evidence-Based Program Best Practices	Aligned CMPD Program Strategies
<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • Receiving 100 hours of services in weekly classes (50 for juveniles) • Providing substance use and mental health counseling • Parents engaging in Life Skills (parenting) training • Meeting needs of youth with a range of services to increase likelihood of success (addiction and mental health counseling, job interview skills, appropriate clothing, employment opportunities)
<ul style="list-style-type: none"> • Create opportunities for police to engage with youth in ways that are positive and nonconfrontational, especially offer opportunities for police to proactively engage in early interventions with elementary and middle school aged youth. 	<ul style="list-style-type: none"> • 8 hours of programming and contact time with SRO, 2 hours for 6-11yos
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Diversion Assessment Tool

Programs: Youth Diversion Program, Reach Out Program



Public Safety - Diversion:

Evidence-Based Best Practices and Observed Program Alignment

Evidence-Based Community & Partnership Best Practices

- Build and maintain relationships and a wide network of community-based providers to support program goals and provide wraparound services to youth and families.

Aligned CMPD Community and Partnership Strategies

- District Attorney's office
- Companies willing to employ youth

Programs: Youth Diversion Program, Reach Out Program

Public Safety - Diversion: Other Evidence-Based Best Practices:

The box below identifies the evidence informed best practices that are not represented in the CMPD youth programs in the Public Safety program category. These are possible areas of growth for Public Safety programs.

Evidence-Based Best Practices (Gaps)

- 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.
- Target resources to the youth who are at the highest risk.
- Strive for high-quality relationships and offer mutually beneficial activities.
- Involve peer leaders (e.g. former gang members) to recruit youth and facilitate programming.
- 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).

Programs: Youth Diversion Program, Reach Out Program

Public Safety - Diversion:

Additional CMPD Strategies and Practices:

During interviews and workshops, CMPD program administrators lifted up several other strategies that they felt helped programs work well and drive success among the youth they serve. The effectiveness of these strategies and practices should be considered for future evaluations.

Other CMPD Strategies and Practices

- Refer students to school-based diversion when possible to avoid using one chance for Diversion program
- Adhere to SPEP -Standardized Procedures Effective Protocol contact time requirements (Reach Out)
- Exercise discretion in determining which Deferred Prosecution youth are likely to succeed in Reach Out
- Provide 100 hours of services (50 for juveniles) via twice-weekly classes (Reach Out)

Programs: Youth Diversion Program, Reach Out Program

| Success Story:

Reach Out Program

Marcus was a college sophomore and a straight-A engineering student. He was also an avid hunter. When his mother got evicted from their home, he loaded his hunting rifles into his car for safekeeping. One evening, he stopped at the campus ATM to make a withdrawal and he was stopped by campus police for entering the automated teller lane from the wrong direction. His car was searched and he was arrested for possessing firearms on campus, which resulted in his expulsion from college.

Marcus was accepted in the Reach Out Program and, upon completion, his record was expunged. The program leaders advocated successfully for Marcus to be readmitted to the university and he subsequently graduated with a degree in engineering.

Public Safety: Youth Development/ Academic and Career Success

Programs

1

PAL

2

PAL Lab Sessions

3

Envision Academy

4

Right Moves
for Youth

5

Team Garinger

6

Mentoring Program

Public Safety - Youth Development: Program-Based Impact Framework Components

Programs: PAL / PAL Lab Sessions, Envision Academy, Right Moves for Youth, Team Garinger, Mentoring Program

Target Population, Community Needs, Community Assets and Resources

Target Population:

Target Population:

- Elementary school students (PAL)
- Middle school students (RMFY, PAL, SEE, Mentoring)
- High school students (Envision, RMFY, Team Garinger, Mentoring, SEE)
- Post-secondary young adults, 18-24 (PAL)

Community Needs:

- Reduce youth involvement in criminal activity through constructive, developmental activities
- Develop local workforce by exposing youth to career and leadership opportunities
- Youth academic success and high school completion
- Provide remedial skills in character development, financial literacy, and life skills for young adults

Community Assets/Resources:

- Bank of America, Honeywell, Duke Energy, CPI Security, AT&T, Microsoft, Carolina Panthers, Hornets, Wells Fargo, Best Buy, Northside Baptist, Merancas Foundation, Atrium Health, Sherriff's Dept, Park & Rec, Food Lion, Second Harvest Food Bank, MyVoice/My Choice videographer
- JCSU, UNCC, CPCC, J & W
- CMS, Communities In Schools
- The ROC
- Promise Youth Development
- Charlotte Community Relations Comm.
- Mental health counselors
- Mentors and facilitators that have received EB mentor training
- Reality Theory youth development curriculum (RMFY)
- Financial literacy and life skills curricula
- PAL staff receive early childhood development training from CPCC

The third category of Public Safety–Youth Development/Academic & Career Success—is arguably the most prevention-oriented of all program categories. With a heavy focus on mentoring, academic support, and character and leadership development, the programs intervene before youth become gang- or criminally-involved.

Public Safety - Youth Development: Program-Based Impact Framework Components

Programs: PAL / PAL Lab Sessions, Envision Academy, Right Moves for Youth, Team Garinger, Mentoring Program

Program assumptions and strategies

Primary Strategies Adopted to Influence Change

- PAL staff receive early childhood development training from CPCC
- SRO hiring screens for understanding youth development
- CMPD staff receive RMJJ training
- Group mentoring, gender-specific format
- Create 3 progressive levels of participation to build continuity of participation and leadership skills (Envision)
- Engage officers and diversion staff as youth mentors
- Pay participants a stipend for the 8-week program (Envision, SEE, Reach)
- 3-on-3 basketball, gaming between youth and officers
- Connect parents and families with outside resources and parenting skills (RMFY)
- Weekly meetings with program specialist and SRO (RMFY)
- Provide youth tutoring & training on social and vocational skills through meaningful relationships (Team Garinger)
- Make spontaneous visits to students and their teachers at Garinger/ Mentoring Programs
- Forge strong relationships via youth mentoring
- Incentivize honor roll attainment through prizes (Air Jordans), experiences, opportunities to participate in online gaming tournaments (Garinger)
- Youth are engaged in academic enrichment, summer camps, after school enrichment, mentoring programs (PAL).
- Deliver evidence-based programs (PAL, Reach)
- Provide sliding scale fee for after school, transportation, extended hours to accommodate late shift, low wage workers
- Former PAL participants enlist as volunteers
- Youth recruit their peers to participate in programs (Envision)
- Partner with CIS to identify highest need/risk students

Assumptions/Research about Why Strategies will Influence Change

- Consistency, continuity (after program hours) & informal engagement (recreation) are key to building trusting relationships between youth & adult mentors
- Youth need positive reinforcement for progress made via incentives and exposure to new and unfamiliar experiences
- Elimination of barriers to participation must be addressed
- If youth are supported academically in a way that takes into account past trauma, there will be positive benefits for youth and the community.

Strategies include intentional deepening of relationships between youth and mentors over time, and methodical progressions through sequential CMPD youth programs that include leadership opportunities, incentives for participation and completion, and racially equitable and trauma-informed supports.

Public Safety - Youth Development: Program-Based Impact Framework Components

Programs: PAL / PAL Lab Sessions, Envision Academy, Right Moves for Youth, Team Garinger, Mentoring Program

Program outcomes: short-term and long-term

Short-term Outcomes

Envision Academy & PAL

- Youth will become aware of career opportunities in Charlotte
- Humanized perceptions will be established between youth and police officers through mentoring, coaching, recreational activities
- Youth will become aware of careers in law enforcement
- Students will demonstrate positive personal and academic progress

RMFY:

- 1) HS diploma (graduation and promotion rates)

- 2) Leave program with a network and support system (social capital)
- 3) Toolbox of life skills including social/emotional skills
- 4) Have a career path or plan they have outlined

Team Garinger, Mentoring, SEE:

- Students will show improvements in grades, school attendance, lack of involvement in juvenile justice system, graduation rates, post-graduation career and education plans.

Long-term Outcomes

- CMPD will successfully recruit program participants to law enforcement
- Youth will maintain strong academic performance post-program
- Youth will increase self-esteem and be less likely to engage in risky behaviors.
- Youth participants in these programs will not become involved with the juvenile justice system
- Youth participants in these programs will be more likely to complete HS and pursue college and/or career

The collective short-term and long-term youth development program outcomes actually transect all three program categories. In addition to focusing on academic and career success, these programs address improving relationships with, and perceptions of police officers, and program participants sometimes enter the career pipeline programs.

Public Safety - Youth Development: Program-Based Impact Framework

Programs: PAL / PAL Lab Sessions, Envision Academy, Right Moves for Youth, Team Garinger, Mentoring Program

Background

Target Population:

- Elementary school students (PAL)
- Middle school students (RMFY, PAL, SEE, Mentoring)
- High school students (Envision, RMFY, Team Garinger, Mentoring, SEE)
- Post-secondary young adults, 18-24 (PAL)

Community Needs:

- Reduce youth involvement in criminal activity through constructive, developmental activities
- Develop local workforce by exposing youth to career and leadership opportunities
- Youth academic success and high school completion
- Provide remedial skills in character development, financial literacy, and life skills for young adults

Community Assets/Resources:

- Bank of America, Honeywell, Duke Energy, CPI Security, AT&T, Microsoft, Carolina Panthers, Hornets, Wells Fargo, Best Buy, Northside Baptist, Merancas Foundation, Atrium Health, Sherriff's Dept, Park & Rec
- JCSU, UNCC, CPCC, J & W
- CMS, Communities In Schools
- The ROC
- Promise Youth Development
- Charlotte Community Relations Comm.
- Mental health counselors
- Mentors and facilitators that have received EB mentor training
- Reality Theory youth development curriculum (RMFY)
- Financial literacy and life skills curricula

Strategies for Success

Primary Strategies Adopted to Influence Change

- PAL staff receive early childhood development training from CPCC
- SRO hiring screens for understanding youth development
- CMPD staff receive RMJJ training
- Group mentoring, gender-specific format
- Create 3 progressive levels of participation to build continuity of participation and leadership skills (Envision)
- Engage officers and diversion staff as youth mentors
- Pay participants a stipend for the 8-week program (Envision, SEE, Reach)
- 3-on-3 basketball, gaming between youth and officers
- Connect parents and families with outside resources and parenting skills (RMFY)
- Weekly meetings with program specialist and SRO (RMFY)
- Provide youth tutoring & training on social and vocational skills through meaningful relationships (Team Garinger)
- Make spontaneous visits to students and their teachers at Garinger/ Mentoring Programs
- Forge strong relationships via youth mentoring
- Incentivize honor roll attainment through prizes (Air Jordans), experiences, opportunities to participate in online gaming tournaments (Garinger)
- Youth are engaged in academic enrichment, summer camps, after school enrichment, mentoring programs (PAL).
- Deliver evidence-based programs (PAL, Reach)
- Provide sliding scale fee for after school, transportation, extended hours to accommodate late shift, low wage workers
- Former PAL participants enlist as volunteers
- Youth recruit their peers to participate in programs (Envision)
- Partner with CIS to identify highest need/risk students

Assumptions/Research about Why Strategies will Influence Change

- Consistency, continuity (after program hours) & informal engagement (recreation) are key to building trusting relationships between youth & adult mentors
- Youth need positive reinforcement for progress made via incentives and exposure to new and unfamiliar experiences
- Elimination of barriers to participation must be addressed
- If youth are supported academically in a way that takes into account past trauma, there will be positive benefits for youth and the community.

Measures of Success

Short-term Outcomes

Envision Academy & PAL

- Youth will become aware of career opportunities in Charlotte
- Humanized perceptions will be established between youth and police officers through mentoring, coaching, recreational activities
- Youth will become aware of careers in law enforcement
- Students will demonstrate positive personal and academic progress

RMFY:

- 1) HS diploma (graduation and promotion rates)
- 2) Leave program with a network and support system (social capital)
- 3) Toolbox of life skills including social/emotional skills
- 4) Have a career path or plan they have outlined

Team Garinger, Mentoring, SEE:

- Students will show improvements in grades, school attendance, lack of involvement in juvenile justice system, graduation rates, post-graduation career and education plans.

Long-term Outcomes

- CMPD will successfully recruit program participants to law enforcement
- Youth will maintain strong academic performance post program
- Youth will increase self-esteem and be less likely to engage in risky behaviors.
- Youth participants in these programs will not become involved with the juvenile justice system
- Youth participants in these programs will be more likely to complete HS and pursue college and/or career

I Public Safety:

Youth Development Programs Evidence-Based Best Practices and Observed Program Alignment

The majority of CMPD youth programs included in this study have never been formally evaluated. However, we were interested in determining the extent to which program designs are aligned with evidence-based best practices, as identified in the literature review. In this section we present comparisons of alignment for programs in the Public Safety - Youth Development program category.

Public Safety - Youth Development:

Evidence-Based Best Practices and Observed Program Alignment

Evidence-Based Program Best Practices	Aligned CMPD Program Strategies
<ul style="list-style-type: none"> • Create opportunities for police to engage with youth in ways that are positive and nonconfrontational, especially offer opportunities for police to proactively engage in early interventions with elementary and middle school aged youth. 	<ul style="list-style-type: none"> • Engaging officers and diversion staff as youth mentors • 3-on-3 basketball, gaming between youth and officers • Making spontaneous visits to students and their teachers at Garinger
<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • Former PAL participants enlist as volunteers • Creating 3 progressive levels of participation to build continuity of participation and leadership skills (Envision)

Programs: PAL / PAL Lab Sessions, Envision Academy, Right Moves for Youth, Team Garinger, Mentoring Program



Public Safety - Youth Development:

Evidence-Based Best Practices and Observed Program Alignment

Evidence-Based Community & Partnership Best Practices	Aligned CMPD Community and Partnership Strategies
<ul style="list-style-type: none"> • Build and maintain relationships and a wide network of community-based providers to support program goals and provide wraparound services to youth and families. 	<ul style="list-style-type: none"> • Bank of America, Honeywell, Duke Energy, CPI Security, AT&T, Microsoft, Carolina Panthers, Hornets, Wells Fargo, Best Buy, Northside Baptist, Merancas Foundation, Atrium Health, Sherriff's Dept, Park & Rec
<ul style="list-style-type: none"> • Ensure services and care reside within the community (versus within other agency departments or probation) or are provided by the program. 	<ul style="list-style-type: none"> • Mental health counselors • Mentors and facilitators that have received EB mentor training • Reality Theory youth development curriculum (RMFY)

Programs: PAL / PAL Lab Sessions, Envision Academy, Right Moves for Youth, Team Garinger, Mentoring Program



Public Safety – Youth Development: Other Evidence-Based Best Practices:

The box below identifies the evidence informed best practices that are not represented in the CMPD youth programs in the Public Safety program category. These are possible areas of growth for Public Safety programs.

Evidence-Based Best Practices (Gaps)

- 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.
- Target resources to the youth who are at the highest risk.
- 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).

Programs: PAL / PAL Lab Sessions, Envision Academy, Right Moves for Youth, Team Garinger, Mentoring Program

Public Safety – Youth Development: Additional CMPD Strategies and Practices:

During interviews and workshops, CMPD program administrators lifted up several other strategies that they felt helped programs work well and drive success among the youth they serve. The effectiveness of these strategies and practices should be considered for future evaluations.

Other CMPD Strategies and Practices

- Group mentoring, gender-specific format
- Connect parents and families with outside resources and parenting skills (RMFY)
- Weekly meetings with program specialist and SRO (RMFY)
- Provide youth tutoring & training on social and vocational skills through meaningful relationships (Team Garinger)
- Incentivize honor roll attainment through prizes (Air Jordans), experiences, opportunities to participate in online gaming tournaments (Garinger)

Programs: PAL / PAL Lab Sessions, Envision Academy, Right Moves for Youth, Team Garinger, Mentoring Program

| Success Story:

Team Garinger

The police officer in charge of the Team Garinger mentoring program at Garinger High School learned that one of the participating students and his mother had been living in their car in Compare parking lot for 2 weeks. The officer got them into affordable housing within 2 months, after which the student's grades skyrocketed. They are still stable in housing 3 years later.

Mayor's Youth Employment Program

The goal of the Mayor's Youth Employment Program (MYEP) is to provide all Charlotte youth with equitable career development opportunities, to enable them to experience the world of work, to build social capital, and achieve economic mobility. The City of Charlotte provides half of the program's funding.

MYEP is included in this report to document evaluation-related data collection by the program, past and ongoing evaluations, and the extent to which MYEP is able to monitor and track the success of its graduates.

Mayor's Youth Employment Program

MYEP data collection

MYEP has a 20% rate of maintaining contact with program graduates. Among the data it collects are the following:

- Demographics (age, race, zip code of residence, high school attended)
- High school completion
- Post-high school pursuits (community college, higher education, employment, military)
- Criminal justice system involvement
- Career advancement

Data MYEP collects and reports as measures of participant success

- Attendance
- Knowledge of essential skills that are part of program curriculum (handling specific workplace situations, customer service skills (internal and external), workplace attire, financial literacy skills)
- Program completion with program and employer
- Continuation with same employer industry
- Successfully changed industries

MYEP participants pursue six potential pathways

- Business & finance
- Advanced manufacturing
- Information technology
- Healthcare
- Marketing for business/sports marketing
- Innovations

Prior and ongoing evaluations:

- A study of MYEP participants' career self-efficacy was conducted by UNCC in 2019 (*Clare Merlin, Ph.D., Assistant Professor*)
- Short-term evaluation of MYEP's program strengths and weaknesses (performed over a 3-week period by UNCC, 2021)
- Longitudinal study of MYEP to begin August 2021



Summary Evaluability Findings

What determines program evaluability?

In the context of this study, “evaluable” includes those programs that could be evaluated in the future if data collection practices are improved. It is not meant to imply that all programs identified as “evaluable” are immediately evaluable. Determinations about whether to include CMPD’s youth programs for evaluability were based on meeting one or more of the following factors, in addition to CMPD staff having direct control or influence over program resourcing, design, and delivery. A program-specific rationale for determinations of evaluability is provided as Appendix B, Evaluability Matrix.

- The program has previously been evaluated
- The program design and delivery are based on evidence-based best practices
- Data associated with planned outcomes are being collected, or could be collected
- The programs are serving a sufficient number of youth and/or have enough officer involvement to provide an adequate sample size

Summary of Evaluability of CMPD Youth Programs

Our determination of the evaluability of CMPD's youth programs was based on the previously identified evaluability criteria.



Career Pipeline

- College Cadets Program
- College Internship Program
- High School Academy (or ASAP, at Hawthorne School)

Public Safety Programs

- Police Activities League & Lab Sessions
- REACH Academy
- Right Moves for Youth
- Summer Exposure Experience (SEE)
- Envision Academy
- Team Garinger
- Reach Out Program
- Youth Diversion Program



Career Pipeline

- Explorers
- Youth Symposium

Public Safety

- Mentoring Program

Community Relationships & Perceptions

- Chief's Youth Advisory Council

Strategies across all programs

- Latino Initiative
- Cops Care & Care Curriculum



Community Relationships & Perceptions

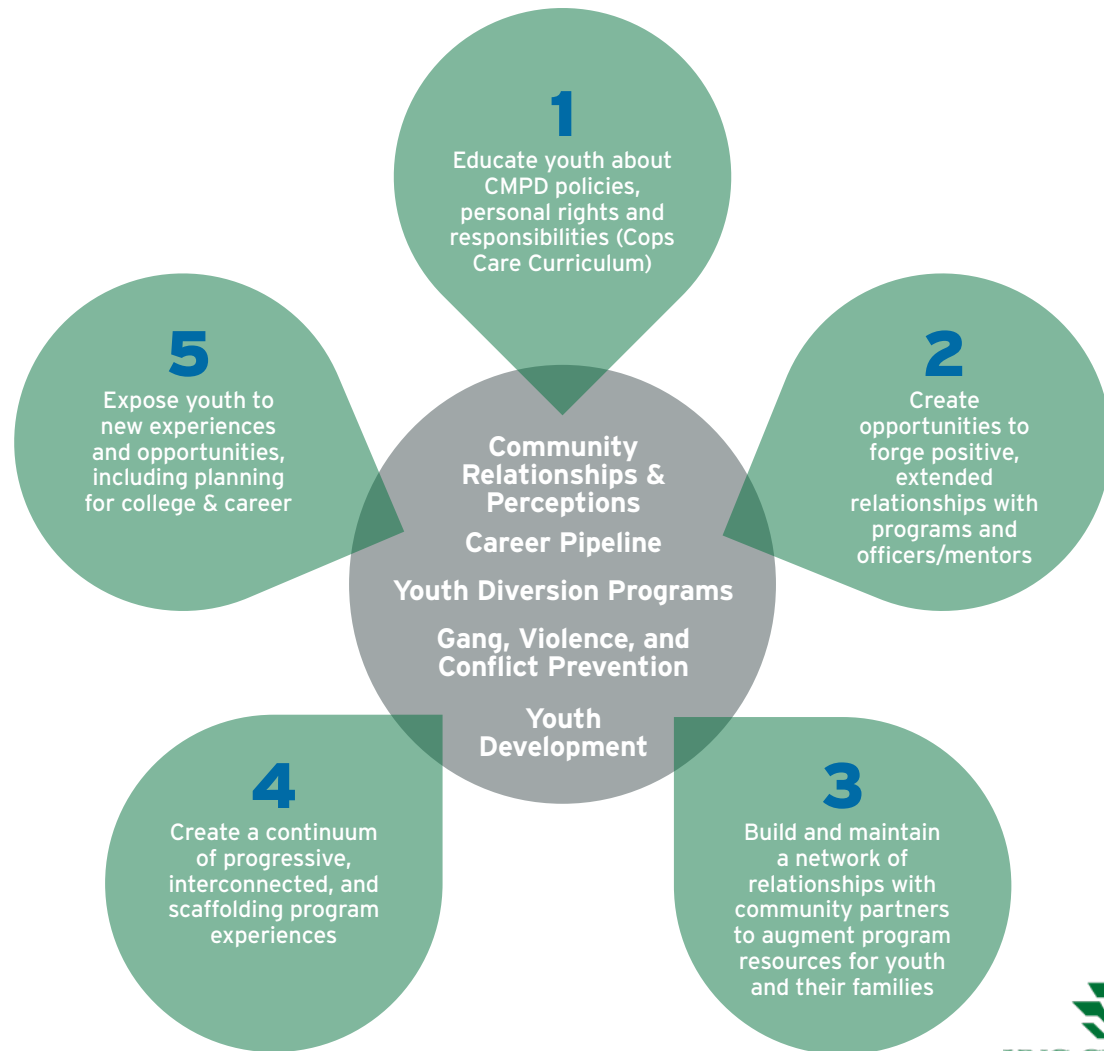
- High School Youth Forum
- Kops & Kids
- Storytime Travelers
- University City Field Trips
- University City Mentoring
- Young Black Leadership Academy



Findings and Observations

5 Impact Frameworks, 5 CMPD cross-cutting program strategies:

An observed strength of the CMPD youth programs is the consistency with which the five evidence-based strategies in this graphic are employed across programs in all three impact categories.



Program Critical Success Factors

In addition to the five cross-cutting, evidence-based strategies, the following program factors were observed to be consistently present across all CMPD youth programs.

- Constellation of community partners that bring essential mix of subject matter expertise, funding, and resources
- Evidence-based mentor training
- Holistic approach to meeting needs, including mental and behavioral health specialists (some of which are trauma-informed)
- Program facilitators skilled in working with at-risk youth, particularly de-escalating and defusing conflict
- Interprogram communication and coordination for participant referral
- Consistency and continuity over time in forging deep and trusting relationships with youth

Evaluable vs. Non-Evaluatable Programs, by Category

There is a categorical delineation between evaluable and non-evaluatable programs. This slide breaks down the assessed evaluability of the programs in each program category.

Law Enforcement Career Pipeline

- Evaluable (3/5)
- Potentially evaluatable (2/5)
- Not evaluatable (0/5)

Community Relationships and Perceptions

- Evaluable (0/7)
- Potentially evaluatable (1/7)
- Not evaluatable (6/7)

Public Safety; Keep youth out of the Juvenile Justice System

- Evaluable (8/9)
- Potentially evaluatable (1/9)
- Not evaluatable (0/9)

Note: Latinx Initiative is a participant recruitment and community engagement strategy that is utilized across impact categories. It is not evaluatable as a standalone program.

Findings and observations – Evaluable programs

1. Coordinated cross-referral of CMPD program participants, combined with deep and extended relationships with youth, has been a successful, evidence-based strategy.

Although each evaluable program has been categorized under a primary program impact category, many of them address at least one additional impact category secondarily (see Appendix B for comprehensive Evaluability Matrix). This is the result of the intentionality with which CMPD has created strong interprogram communication and a mutually reinforcing participation continuum. For example, there is cross-referral of youth enrolled in Community Relationships and Perceptions programs to Public Safety programs, just as there is referral of youth

from both Community Relationships and Public Safety programs to Career Pipeline programs. Similarly, REACH participants are frequently referred to Envision Academy just as Envision participants are referred to Career Pipeline programs.

The likelihood of the cross-program referrals being successful is directly related to the depth of relationships that have been established between program leaders and youth, and their knowledge of the youth, their circumstances, and need for holistic support.

Findings and observations – Evaluable programs

2. CMPD lacks the technological infrastructure and staff to collect and share data for evaluation in a consistent way across programs.

Although CMPD programs cross-enroll youth and share information about participants, there is no consistent data collection protocol in place, nor is there a shared database into which enrollment and outcomes-related data could be collected. This renders evaluation of most programs impossible at this time, even though evidence-based practices are reported to be in use.

The exceptions to this are Youth Diversion Program (which routinely reports data-based outcomes) and Right Moves for Youth, which is not led by CMPD staff. Programs that report collecting evaluable data manually include REACH Academy, SEE Program at Turning Point Academy, and Reach Out Program.

3. The role of program leaders on behalf of youth and their families—as referral sources and coordinators of resources—extends far beyond program parameters.

Program leaders reported that their involvement with youth and their families goes above and beyond the limits of prescribed roles as program leaders. Officers make themselves available to youth and their parents or guardians at all hours when emergency situations arise, for big and small issues. They are often in the position of coordinating a network of community resources to ensure that youths' needs are met holistically, thus increasing the odds of their success in programs. Key among those are referrals for services pertaining to mental and behavioral health, which are outside of the purview of program leaders' training and expertise.

Findings and observations – Evaluable programs

4. Evidence-based best practices, although not always in evidence in one program category, are frequently in evidence in other program categories.

For each program impact category, we have provided a table that illustrates the alignment between evidence-based/evidence-informed best practices and current CMPD program practices. It is important to note that, in many instances where CMPD appears not to be aligned with best practices in one program category, it is actually employing the recommended practices in other program categories. As an example, although CMPD Youth Development programs do not “...use screening,

assessment, and eligibility tools to ensure equitable access to programs that do not further criminalize and/or harm youth of color” (as recommended by best practices), the Youth Diversion Programs do consistently utilize such assessment instruments. Opportunities may exist to identify and employ similar instruments for Youth Development programs, as appropriate, provided their use does not result in the unintended consequence of erroneously excluding youth from participation.

Findings and observations – Evaluable programs

5. Sparse and unpredictable funding of CMPD programs complicates evaluability.

Thirteen of the CMPD programs included in this assessment receive funds from CMPD's operating budget. Funding ranges from \$500,000 for PAL to \$200 for Team Garinger. Excluding these two outlier amounts, the average funding for all programs is \$14,825, with seven of the 13 programs receiving less than \$10,000. CMPD tries not to turn away youth in need, so its ability to resource programs is heavily dependent on community partnerships, private sector donations, and collaborations—which vary from year to year. Uncertainty about program resources introduces an element of input variability and inconsistency—and thus lack of fidelity to a delivery model—that would complicate any efforts to evaluate programs in a consistent way.

6. CMPD youth programs have the potential to positively impact community engagement while reducing officers' stress associated with negative encounters with youth.

As evidenced in stories shared by CMPD, police officers stand to benefit from participating as mentors, coaches, and program leaders in its youth programs. The effects on patrol officers in particular were variously described as increasing empathy, therapeutic, humanizing, perspective-changing, and a respite from stressful and often negative encounters with youth during routine patrols. The value of the ability of programs to address negative perceptions and biases among police officers while working to positively change community relationships and perceptions cannot be overstated.

Findings and observations - Not evaluable programs

1. Some “unevaluable” programs are actually key components of other programs; others do not meet criteria for evaluability.

Six of CMPD’s programs were determined to be “not evaluable.” Two that were originally included as programs - Cops Care & Care Curriculum and Latinx Initiative - are actually key components (inputs and activities) of other program categories, and not stand-alone programs.

The remaining programs, while potentially beneficial, are not evaluable because they do not meet any of the previously identified criteria for evaluability (e.g., evidence based practices, consistent data collection).

- High School Youth Forum
- Kops & Kids
- Storytime Travelers
- University City Field Trips
- University City Mentoring
- Young Black Leadership Academy

2. Five “not evaluable” programs may hold potential to further three evidence-based tenets of 21st Century Policing and SAFE Charlotte

Five of the seven “not evaluable” programs provide opportunities for Community Engagement officers and patrol officers to interact positively with youth. These encounters hold the potential to positively influence and impact officer morale and perceptions of minority youth and communities of color. This may be one of the most underestimated needs and potential benefits of these and other programs, as the community considers ways to support expanded adoption of the following related 21st Century Policing strategies:

- Engage with the community through meaningful partnerships and problem solving.
- Enhance training on communication, conflict resolution, and de-escalation skills in academy and in-service training protocols.
- Implement diversity training that addresses implicit or unconscious bias.

Findings and observations - General

Finally, based on the information available, we are unable to speculate or share observations or recommendations regarding the adequacy or effectiveness of CMPD youth programs' dosage, program-specific funding relative to desired impact, participant recruitment and selection strategies, or ways that CMPD might better leverage its limited funding and resources. In addition, findings from this evaluability assessment alone are insufficient to render judgment or recommendations about whether programs deemed to be nonevaluable should be consolidated or eliminated; such judgments should be made by the City and CMPD in the context of the overall goals of the SAFE Charlotte plan.



I Recommendations

1. Support evaluation of CMPD youth programs that are evidence-based and aligned with SAFE Charlotte goals

The CMPD youth programs are at the core of what SAFE Charlotte is all about - proactively strengthening the relationship between CMPD and the community through practices that are grounded in 21st Century Policing. In order to approach the level of community need and scale what works, funds must be allocated for formal program evaluation and appropriately resourcing effective programs.

We recommend that the City of Charlotte institute funding at a sufficient and consistent level to enable strong, evaluable programs to be successful, consistent with evidence-based practices. A multi-sector approach to investing in these programs should continue to be pursued, at scale and with a central coordinating entity, to fully resource these programs.

2. Invest in staff and technology to support program evaluation

Strong evaluations require strong and healthy data cultures, which means that clear data collection practices are in place and staff at all levels of the organization see the value of using data to gain important information about the realities, scale, and effectiveness of their work, and use it to drive decision-making, including the need to adapt when necessary. Places with strong data cultures also make sufficient investments in the people and technology needed to establish and maintain a strong data culture.

Healthy data cultures regularly monitor implementation and outcomes data internally and periodically seek external evaluators to confirm or challenge internal interpretation of program data. To enable program evaluation, CMPD will need to build capacity for data systems that include consistent data collection, data sharing across programs, and ongoing monitoring of data. This will require sufficient funding for technological infrastructure (i.e., computers, database platform with enabled data

2. Invest in staff and technology to support program evaluation continued

sharing and identity protection) as well as qualified staff to oversee and coordinate the data collection, sharing, and analysis processes. This is especially important given the inter-connectedness and inter-referral nature of the programs. It is not feasible for these responsibilities to be assigned to sworn officers who are engaged in program delivery. Most do not possess the training and experience to do so, and in most cases it would not be appropriate for them to formally evaluate their own programs; thus, other resources must be identified.

Staff responsible for this must demonstrate specific research and data skills, including collecting quality data, data management, ensuring data security (including use, sharing, and storage), in addition to data analysis and interpretation. Beyond technical research and data skills, staff should also have skills or have access to skills that support CMPD's ability to tell a powerful story of impact, such as technical writing, communication, and reporting, including the capacity to visualize data.

We recommend that the City of Charlotte explore internal City data and analytic resources that could

be used to support data collection, monitoring, and evaluation of these programs (e.g., City's IT Department). The City of Charlotte can also explore external resources that provide research and evaluation services and/or have an established data infrastructure to answer questions that span across multiple programs and sectors (e.g., UNC Charlotte Urban Institute/Institute for Social Capital, faculty researchers with appropriate substantive expertise from area universities).

Appendix E provides two exemplar frameworks to inform strong data and research cultures, including technical and organizational readiness. The first framework speaks to the skills and personnel needed for successful data projects and data cultures. It is a useful tool to identify both areas of strength and areas that need additional attention and resources. The second framework describes components of effective program evaluations.

3. Consider scaling CMPD youth programs in highest-need areas

We recommend that CMPD consider identifying zip codes, neighborhoods, or census tracts with the highest rates of juvenile crime. Plan and fund a collaborative, such as the Collaboration Hub underway in Sugar Creek/Hidden Valley, in which strong CMPD youth programs are enabled to

operate at a level to meet the need among youth. A targeted intervention such as this could have the evaluation mechanisms established from the outset and could provide valuable insights into those practices that are most effective in Charlotte's neighborhoods and communities.

4. Focus on outcomes for police officers as well

Outcomes for law enforcement have heretofore been largely overlooked; anecdotally, these programs have a positive impact on officers - personally and professionally.

Begin documenting and assessing outcomes and metrics associated with the benefits to officers of participating in CMPD's youth programs. While youth programs primarily look for changes in knowledge, behavior, and perceptions among youth, these changes can also be realized and measured in police officers.

Focusing on outcomes among police officers related to increased empathy, more positive perceptions of youth, greater understanding of youth development and trauma, and improved mental health allows programs to more comprehensively measure the impact of the program for both parties involved.

Appendix C offers several examples of measures specific to police officers.

5. Fund and hire resource coordination/case management staff for CMPD programs

Consider funding the augmentation of current youth program staff with individuals who have the expertise to assume the case coordination and management role that is currently being performed on an ad hoc basis by police officers. The ability to coordinate and refer youth and their families to the constellation of community resources that increase the likelihood of youth success in programs is an evidence-based, critical success factor. It is currently an informally and inconsistently performed activity that stretches the capacity of law enforcement program leaders beyond the parameters of their roles.

Existing literature suggests the usefulness of ensuring small, focused caseloads to optimize staffing resources and increase case coordination and management success. Specifically, we recommend 1 case coordinator to every 20 youth participants as a promising case coordinator to youth ratio in the context of the CMPD programs under examination.

The 20:1 ratio was based on the outreach workers employed through the Cure Violence model. See [Cure Violence Staff Roles and Responsibilities](#) for more information. Outreach workers in the Cure Violence model carry caseloads of 5-15 participants and spend approximately 20 one-on-one hours with each participant over the course of their participation. However, since the outreach worker role expands beyond case coordination and management, a 1:20 ratio to 1:25 ratio is recommended to fit the needs of CMPD youth programs.

6. Explore expanding the adoption of evidence-based practices across impact categories

As previously mentioned, some category-specific, evidence-based practices that appear in the literature are not always present for programs in the impact categories for which they are recommended, although they may be in use with programs in other impact categories. (See the

Best-Practices Cross-Reference Appendix D.)

We recommend that CMPD revisit those best-practice gaps and determine whether and how they might incorporate more recommended practices into the program categories for which they are missing.

7. Priority programs for evaluation and potentially scaling

Based on strong evidence of alignment with best practices and SAFE Charlotte's 21st Century Policing goals, the fact that relevant data are already being collected, and/or a program has previously been evaluated, we recommend focusing on the following programs as priorities for investment in building evaluation capacity. Depending on findings of program outcomes, they might also be considered priorities for scaling.

- Diversion Programs (Youth Diversion and Reach Out)

- Envision Academy
- REACH Academy
- Career Pipeline programs

Data collection should be an ongoing, consistent, and clear process that is ideally integrated into daily workflows with some level of automation. Program outcomes should also be monitored on an ongoing, or at least annual, basis to ensure that program goals are being met and adjustments can be made, if needed. Formal evaluation by an independent, external evaluator can be performed every 2-3 years.

8. Seek solutions and incorporate strategies that intentionally drive racial equity and justice, address trauma, and/or enhance understanding of youth development.

Woven throughout this report and analysis is the intentional focus on the underlying systemic factors, or “root causes” of the problems CMPD youth programs want to address. We recommend using the materials provided, as well as continuing the inquiry beyond this report, to identify ways in which CMPD youth-serving programs can intentionally incorporate program components with these systemic factors in mind.

- **Racial equity and justice:** Recognize and talk about the structures and systems at play that drive inequitable conditions, outcomes, and experiences for youth of color.
- **Trauma and mental health:** Acknowledge the trauma youth may carry with them and seek to understand the sources of this trauma so that staff respond in a way that is trauma-informed.

- **Understand youth development:** Build knowledge around youth development and behavior - especially how trauma impacts youth development and behavior. Learn to recognize these patterns and engage with youth in a developmentally appropriate way.



| Next Steps

Next Steps - Approaches to Prioritization

Based on the preceding recommendations, our suggested prioritization for possible next steps is as follows.

- 1.** Use the Evaluability Matrix (in Appendix B) and evaluability criteria to guide discussions around where investments should be prioritized to expand data and evaluation capacity within the programs and program categories that most closely meet SAFE Charlotte goals.
- 2.** Impact Categories with the most evaluation-ready programs are Public Safety and Career Pipeline; these might be prioritized for initial investment.
- 3.** Programs that meet the most evaluability criteria are Youth Diversion Program, Reach Out, REACH Academy, and Envision Academy. Of these, only Youth Diversion currently has evaluation infrastructure in place; evaluation capacity would have to be established for the others.
- 4.** Launch a process of documenting and identifying the internal and/or external technology and staff requirements necessary to enable cross-program data collection, analysis, and outcome reporting. As part

of this process, it will be critical to build and maintain a robust system to collect, track, and use data that ensures standards across programs and facilitates cross-program data sharing and cross-program evaluation. To optimize these processes, program data collection should be systematic and understood and applied by all relevant staff. Data and technology must be integrated into daily workflows related to all aspects of programming and operations (see Appendix E for more information). Data is simply information and technology is simply a set of tools to manage that information. Data may be collected using a business intelligence tool as basic as an excel spreadsheet. Beyond demographic data, three to five key metrics (or proxies when direct measurement is not feasible) may be identified for each program.

Next Steps - Approaches to Prioritization

Step 4 continued

- i.** Data domains and fields (or variables) will need to be determined and defined. These should be as consistent as possible across programs, especially for intake, enrollment, and/or demographic information.
- ii.** Technical specifications will need to be developed to ensure data integrity, data quality, and data standardization, including data standard templates and processes that are employed across programs. Data templates and processes should be simple and easy to integrate into daily workflows and are ideally automated. These should also consider proper and consistent formatting (including storage format such as being machine readable in CSV file) across databases and programs and take into account data quality and rigor during data entry and data cleaning processes.
- iii.** Cross-reference internal datasets with external ones to yield important insights. For example, US Census Bureau data may be a useful data source to pair information about the programs and/or criminal justice system services utilization with more general information about the people living in the community as a whole.
Appendix F provides additional resources about data models and data standardization.

Next Steps - Approaches to Prioritization

5. Secure funding and resources required to stabilize and render evaluable those programs that have been identified as strongly evidence-based and aligned with SAFE Charlotte and 21st Century Policing goals, but are not yet collecting data that will enable evaluation. Data-specific personnel and technological infrastructure for strong data systems are resource requirements in and of themselves. Staffing and associated funding needs required for the successful management of programs' operations will vary by program depending on various factors including but not limited to program size, activities, delivery conditions and frequency, as well as number of stakeholders. For example, programs involving partners (versus those limited to youth and law enforcement) can be anticipated to be more resource intensive due to staff time required for logistics and planning.

At a minimum, considerations of program funding and institutional support should include 1-2 full time employees. These employees should be data and evaluation specific personnel charged with maintaining the data systems and other technological infrastructure as well as support in any analytic and evaluative activities. These additional personnel should support all CMPD youth programs collectively. Necessary technical skills include quality data collection, data manipulation and management, data security (including use, sharing, and storage) as well as data analysis and interpretation.

Next Steps - Evaluatable and Potentially Evaluatable Programs

- 1.** Review evaluability matrix to identify programs that have previously been evaluated.
- 2.** Refer to Appendix B to explore the current state of data collection within programs and conduct a program-specific data inventory to identify
 - current data being collected and potential consistency of data across programs
 - readily-available metrics
 - additional opportunities for data collection based on gaps and needs
 - opportunities to standardize data collection protocols across programs/ replicate useful data collection practices in programs where data are not currently collected
- 3.** Use data inventory to develop program-specific evaluation plans and logic models. Evaluation plans should be guided by both existing data (what can currently be evaluated) as well as other targeted impacts and desired outcomes that can inform additional data needs and subsequent data collection. Use metrics and outcomes identified through interviews and literature review as well as any previous evaluation content (when applicable) to guide decisions regarding the choice of variables and metrics to capture relevant data and evaluate specific programs.
- 4.** Refer to Appendix C as a starting point to explore example measures and methods tracking program outcomes. Using the examples provided, finalize appropriate data collection methods (e.g., surveys, use of administrative enrollment data) and protocols (e.g., frequency, storage, personnel needs) so that currently missing data may be collected or current data collection methods and/or protocols may be improved.
- 5.** Use the evaluability matrix and data inventory to identify opportunities to revise program design and/or delivery to strengthen specific program areas (e.g., connect CMPD program data to other relevant datasets, such as UNCC Institute for Social Capital, QoL Explorer, that can inform implementation).

Next Steps - Not Evaluatable Programs

- 1.** Assess “not evaluatable” programs’ alignment with, and potential contribution to SAFE Charlotte goals.
- 2.** Review evaluability matrix to understand program-specific rationale for determination of nonreadiness for evaluability, as noncompliance with one or more of the specific aforementioned evaluability factors (slide 90) will inform program-specific action plans based on gaps.
- 3.** Prioritize programs for evaluation readiness that appear most promising based on their alignment with SAFE Charlotte goals and evidence-based practices. Determine the level of control held by CMPD staff over program resourcing, design, and delivery. Provided that a sufficient level of control exists, identify opportunities to revise program design and/or delivery to better align with best practices where gaps exist and expand adoption of evidence-based practices across impact categories (i.e., fill in the “gaps”).
- 4.** Provided programs are serving a sufficient number of youth and/or have enough officer involvement to provide adequate sample sizes, develop logic models to specify program-specific, targeted impact and desired outcomes. Based on this, identify potential data assets, gaps, and data collection opportunities to develop a data collection plan. Metrics and outcomes identified through interviews and literature review may be used to inform decisions during data collection planning.



References : Impact Frameworks

Program Category: Law Enforcement Career Pipeline

Background

Underlying Systemic Factors:

- 1 Brunson, R. K., & Pegram, K. (2018). Kids do not so much make trouble, they are trouble. *The Future of Children*, 28(1), 83-102.
- 2 Brunson, R. K., & Pegram, K. (2018). Kids do not so much make trouble, they are trouble. *The Future of Children*, 28(1), 83-102.
- 3 Jannetta, J., Esthappan, S., Fontaine, J., Lynch, M., & La Vigne, N. (2019). Learning to Build Police-Community Trust. Washington, DC: The Urban Institute [policy brief]. Retrieved from https://www.urban.org/sites/default/files/publication/100705/learning_to_build_police-community_trust_1.pdf
- 4 Jones, N. (2014). "The regular routine": Proactive policing and adolescent development among young, poor black men. *New directions for child and adolescent development*, 2014(143), 33-54.
- 5 Schlesinger, T. (2018). Decriminalizing racialized youth through juvenile diversion. *The Future of Children*, 28(1), 59-82.
- 6 Brunson, R. K., & Pegram, K. (2018). Kids do not so much make trouble, they are trouble. *The Future of Children*, 28(1), 83-102.
- 7 Grisso, T. (2007). Progress and perils in the juvenile justice and mental health movement. *Journal of the American Academy of Psychiatry and the Law Online*, 35(2), 158-167.
- 8 International Association of Chiefs of Police. (2018). Police-Youth Engagement. Practices in Modern Policing. Alexandria, VA: International Association of Chiefs of Police.
- 9 Grisso, T. (2007). Progress and perils in the juvenile justice and mental health movement. *Journal of the American Academy of Psychiatry and the Law Online*, 35(2), 158-167.
- 10 International Association of Chiefs of Police. (2018). Police-Youth Engagement. Practices in Modern Policing. Alexandria, VA: International Association of Chiefs of Police.

Problem Statement:

- 11 International Association of Chiefs of Police. (2018). Police-Youth Engagement. Practices in Modern Policing. Alexandria, VA: International Association of Chiefs of Police
- 12 Pearson, J., Felix, T., Rhinerson, S., & Rodriguez, D.. (2021). Lessons to Advance Community Policing: More Case Studies from the Field. Washington, DC: Office of Community Oriented Policing Services

Program Category: Law Enforcement Career Pipeline

Background

Key Literature Assumptions:

- 13 Pearson, J., Felix, T., Rhinerson, S., & Rodriguez, D. (2021). *Lessons to Advance Community Policing: More Case Studies from the Field*. Washington, DC: Office of Community Oriented Policing Services
- 14 Watts, B., & Washington, H. (2014). *Evaluability Assessment of the NAFI Youth & Police Initiative Training*. Center for Human Services Research, University at Albany, State University of New York.
- 15 International Association of Chiefs of Police. (2018). *Police-Youth Engagement. Practices in Modern Policing*. Alexandria, VA: International Association of Chiefs of Police
- 16 Bonnie, Richard. J., Robert. L. Johnson, Betty M. Chemers, and Julie Schuck. 2013. *Reforming Juvenile Justice: A Developmental Approach*. Washington, D.C.: National Academy of Sciences
- 17 Bonnie, Richard. J., Robert. L. Johnson, Betty M. Chemers, and Julie Schuck. 2013. *Reforming Juvenile Justice: A Developmental Approach*. Washington, D.C.: National Academy of Sciences
- 18 Jannetta, J., Esthappan, S., Fontaine, J., Lynch, M., & La Vigne, N. (2019). *Learning to Build Police-Community Trust*. Washington, DC: The Urban Institute [policy brief]. Retrieved from https://www.urban.org/sites/default/files/publication/100705/learning_to_build_police-community_trust_1.pdf
- 19 Pepper, M., & Silvestri, M. (2017). 'It's Like another Family Innit': Building Police-Youth Relations through the Metropolitan Police Service Volunteer Police Cadet Programme. *Policing: A Journal of Policy & Practice*, 11(1), 1-13. doi:10.1093/police/paw007

Program Category: Law Enforcement Career Pipeline

Identified Best Practice: Program level

Introduce youth to 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.

20 International Association of Chiefs of Police. (2018). Police-Youth Engagement. Practices in Modern Policing. Alexandria, VA: International Association of Chiefs of Police. Retrieved from https://www.theiacp.org/sites/default/files/2018-11/IACP_PMP_PoliceYouth.pdf

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.

21 Jannetta, J., Esthappan, S., Fontaine, J., Lynch, M., & La Vigne, N. (2019). Learning to Build Police-Community Trust. Washington, DC: The Urban Institute. Retrieved from https://www.urban.org/sites/default/files/publication/100705/learning_to_build_police-community_trust_3.pdf

22 Jannetta, J., & Okeke, C. (2017). Strategies for Reducing Criminal and Juvenile Justice Involvement. Building Ladders of Opportunity for Young People in the Great Lakes States. Washington, DC: The Urban Institute [policy brief]. Retrieved from <https://www.urban.org/sites/default/files/publication/94516/strategies-for-reducing-criminal-and-juvenile-justice-involvement.pdf>

23 International Association of Chiefs of Police. (2018). Police-Youth Engagement. Practices in Modern Policing. Alexandria, VA: International Association of Chiefs of Police. Retrieved from https://www.theiacp.org/sites/default/files/2018-11/IACP_PMP_PoliceYouth.pdf

Prioritize representation of people of color and bilingual staff in programming who can serve as credible messengers and role models for youth of color.

24 Ba, B. A., Knox, D., Mummolo, J., & Rivera, R. (2021). The role of officer race and gender in police-civilian interactions in Chicago. *Science*, 371(6530), 696-702. <https://doi.org/10.1126/science.abd8694>

25 Cure Violence. (n.d.). The model. Treating violence as an infectious disease. Retrieved from <https://cureviolence.org/the-model/>

Work to ensure that positive relationships built at the individual level translate to perceptions of the system as a whole.

26 Pepper, M., & Silvestri, M. (2017). 'It's Like another Family Innit': Building Police-Youth Relations through the Metropolitan Police Service Volunteer Police Cadet Programme. *Policing: A Journal of Policy & Practice*, 11(1), 1-13. doi:10.1093/police/paw007

Program Category: Law Enforcement Career Pipeline

Identified Best Practice: Program level

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.

27 International Association of Chiefs of Police. (2018). Police-Youth Engagement. Practices in Modern Policing. Alexandria, VA: International Association of Chiefs of Police. Retrieved from https://www.theiacp.org/sites/default/files/2018-11/IACP_PMP_PoliceYouth.pdf

28 Flanagan, C. A., & Faison, N. (2001). Youth civic development: Implications of research for social policy and programs. *Social Policy Report*, 15(1), 1-16.

Utilize best practices that are successful in building trust between youth and police officers.

29 Farrell, J., Betsinger, A., & Hammond, P. (2018). *Best Practices in Youth Diversion*. Baltimore, MD: The Institute for Innovation & Implementation.

30 National Juvenile Justice Network. (2017). *Creating Meaningful Change In The Relationship Between Law Enforcement and Youth Of Color*. Washington, DC

31 Vincent, G. M., Guy, L. S., & Grisso, T. (2012). *Risk assessment in juvenile justice: A guidebook for implementation*. Chicago, IL: John D. and Catherine T. MacArthur Foundation

32 Watts, B., & Washington, H. (2014). *Evaluability Assessment of the NAFI Youth & Police Initiative Training*. Center for Human Services Research, University at Albany, State University of New York.

33 Brunson, R. K., & Pegram, K. (2018). Kids do not so much make trouble, they are trouble. *The Future of Children*, 28(1), 83-102.

34 Jannetta, J., Esthappan, S., Fontaine, J., Lynch, M., & La Vigne, N. (2019). *Learning to Build Police-Community Trust*. Washington, DC: The Urban Institute. Retrieved from https://www.urban.org/sites/default/files/publication/100705/learning_to_build_police-community_trust_3.pdf

Program Category: Law Enforcement Career Pipeline

Identified Best Practice: Community level

Partner with educational institutions to introduce youth to the various career options in law enforcement.

35 United States Department of Justice. (2016). *Advancing Diversity in Law Enforcement*. Washington, DC: U.S. Department of Justice.

Connect youth to other employment opportunities by partnering with private, public and nonprofit sectors.

36 International Association of Chiefs of Police. (2018). *Police-Youth Engagement. Practices in Modern Policing*. Alexandria, VA: International Association of Chiefs of Police. Retrieved from https://www.theiacp.org/sites/default/files/2018-11/IACP_PMP_PoliceYouth.pdf

Ensure programs reach youth living in neighborhoods that have been racially and economically segregated.

37 Jannetta, J., & Okeke, C. (2017). *Strategies for Reducing Criminal and Juvenile Justice Involvement. Building Ladders of Opportunity for Young People in the Great Lakes States*. Washington, DC: The Urban Institute [policy brief]. Retrieved from <https://www.urban.org/sites/default/files/publication/94516/strategies-for-reducing-criminal-and-juvenile-justice-involvement.pdf>

Encourage the possibility for youth to develop networks of positive connections and enhance social capital.

38 Pepper, M., & Silvestri, M. (2017). 'It's Like another Family Innit': Building Police-Youth Relations through the Metropolitan Police Service Volunteer Police Cadet Programme. *Policing: A Journal of Policy & Practice*, 11(1), 1-13. doi:10.1093/polic/paw007

Establish clear referral networks with other youth-serving agencies and programs.

- 39 Cocozza, J. J., Veysey, B. M., Chapin, D. A., Dembo, R., Walters, W., & Farina, S. (2005). *Diversion from the juvenile justice system: The Miami-Dade Juvenile Assessment Center Post-Arrest Diversion Program*. *Substance Use & Misuse*, 40, 935-951
- 40 Winder, C., & Denious, J. (2013). *Statewide evaluation of juvenile diversion programming: Literature review*. Colorado Division of Criminal Justice. OMNI Institute.
- 41 Schlesinger, T. (2018). *Decriminalizing racialized youth through juvenile diversion*. *The Future of Children*, 28(1), 59-82.

Program Category: Community Relationships and Perceptions

Background

Underlying Systemic Factors:

- 42 Brunson, R. K., & Pegram, K. (2018). Kids do not so much make trouble, they are trouble. *The Future of Children*, 28(1), 83-102.
- 43 Brunson, R. K., & Pegram, K. (2018). Kids do not so much make trouble, they are trouble. *The Future of Children*, 28(1), 83-102.
- 44 Jannetta, J., Esthappan, S., Fontaine, J., Lynch, M., & La Vigne, N. (2019). Learning to Build Police-Community Trust. Washington, DC: The Urban Institute [policy brief]. Retrieved from https://www.urban.org/sites/default/files/publication/100705/learning_to_build_police-community_trust_1.pdf
- 45 Jones, N. (2014). "The regular routine": Proactive policing and adolescent development among young, poor black men. *New directions for child and adolescent development*, 2014(143), 33-54.
- 46 Schlesinger, T. (2018). Decriminalizing racialized youth through juvenile diversion. *The Future of Children*, 28(1), 59-82.
- 47 Brunson, R. K., & Pegram, K. (2018). Kids do not so much make trouble, they are trouble. *The Future of Children*, 28(1), 83-102.
- 48 Grisso, T. (2007). Progress and perils in the juvenile justice and mental health movement. *Journal of the American Academy of Psychiatry and the Law Online*, 35(2), 158-167.
- 49 International Association of Chiefs of Police. (2018). *Police-Youth Engagement. Practices in Modern Policing*. Alexandria, VA: International Association of Chiefs of Police.
- 50 Grisso, T. (2007). Progress and perils in the juvenile justice and mental health movement. *Journal of the American Academy of Psychiatry and the Law Online*, 35(2), 158-167.
- 51 International Association of Chiefs of Police. (2018). *Police-Youth Engagement. Practices in Modern Policing*. Alexandria, VA: International Association of Chiefs of Police.
- Problem Statement:**
- 52 Jannetta, J., Esthappan, S., Fontaine, J., Lynch, M., & La Vigne, N. (2019). Learning to Build Police-Community Trust. Washington, DC: The Urban Institute [policy brief]. Retrieved from https://www.urban.org/sites/default/files/publication/100705/learning_to_build_police-community_trust_1.pdf
- Key Literature Assumptions:**
- 53 Piquero, A. R., Fagan, J., Mulvey, E. P., Steinberg, L., & Odgers, C. (2005). Developmental Trajectories Of Legal Socialization Among Serious Adolescent Offenders. *The Journal of criminal law & criminology*, 96(1), 267-298.
- 54 Watts, B., & Washington, H. (2014). *Evaluability Assessment of the NAFI Youth & Police Initiative Training*. Center for Human Services Research, University at Albany, State University of New York.
- 55 Pepper, M., & Silvestri, M. (2017). 'It's Like another Family Innit': Building Police-Youth Relations through the Metropolitan Police Service Volunteer Police Cadet Programme. *Policing: A Journal of Policy & Practice*, 11(1), 1-13. doi:10.1093/police/paw007
- 56 Wiley, S. A., & Esbensen, F. A. (2016). The effect of police contact: Does official intervention result in deviance amplification?. *Crime & Delinquency*, 62(3), 283-307.
- 57 Mcadams-Mahmoud, A. (2019). *A Mixed Methods Study of Perspective-Taking, Empathy, and Trust in Police and Youth* (Doctoral dissertation).
- 58 International Association of Chiefs of Police. (2018). *Police-Youth Engagement. Practices in Modern Policing*. Alexandria, VA: International Association of Chiefs of Police.

Program Category: Community Relationships and Perceptions

Identified Best Practice: Program level

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.

59 National Juvenile Justice Network. (2017). *Creating Meaningful Change In The Relationship Between Law Enforcement and Youth Of Color*. Washington, DC.

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

60 Leiber, M. J., Peck, J. H., & Beaudry-Cyr, M. (2016). When does race and gender matter? The interrelationships between the gender of probation officers and juvenile court detention and intake outcomes. *Justice Quarterly*, 33(4), 614-641.

61 Davis, F. E., Lyubansky, M., & Schiff, M. (2015). Restoring racial justice. *Emerging Trends in the Social and Behavioral Sciences: An interdisciplinary, searchable, and linkable resource*, 1-16

62 Watts, B., & Washington, H. (2014). Evaluability Assessment of the NAFI Youth & Police Initiative Training. Center for Human Services Research, University at Albany, State University of New York.

63 Brunson, R. K., & Pegram, K. (2018). Kids do not so much make trouble, they are trouble. *The Future of Children*, 28(1), 83-102.

Ensure programming includes skilled facilitators, program coordinators, and senior officers experienced with youth and incorporate program sessions that are gender-specific.

64 Leiber, M. J., Peck, J. H., & Beaudry-Cyr, M. (2016). When does race and gender matter? The interrelationships between the gender of probation officers and juvenile court detention and intake outcomes. *Justice Quarterly*, 33(4), 614-641.

65 Jannetta, J., Esthappan, S., Fontaine, J., Lynch, M., & La Vigne, N. (2019). *Learning to Build Police-Community Trust*. Washington, DC: The Urban Institute. Retrieved from https://www.urban.org/sites/default/files/publication/100705/learning_to_build_police-community_trust_3.pdf

66 Watts, B., & Washington, H. (2014). Evaluability Assessment of the NAFI Youth & Police Initiative Training. Center for Human Services Research, University at Albany, State University of New York.

67 Brunson, R. K., & Pegram, K. (2018). Kids do not so much make trouble, they are trouble. *The Future of Children*, 28(1), 83-102.

Program Category: Community Relationships and Perceptions

Identified Best Practice: Program level

Adopt a procedural justice framework to build trust with youth and their families and drive police/community reconciliation.

68 Jannetta, J., Esthappan, S., Fontaine, J., Lynch, M., & La Vigne, N. (2019). Learning to Build Police-Community Trust. Washington, DC: The Urban Institute. Retrieved from https://www.urban.org/sites/default/files/publication/100705/learning_to_build_police-community_trust_3.pdf

69 Brunson, R. K., & Pegram, K. (2018). Kids do not so much make trouble, they are trouble. *The Future of Children*, 28(1), 83-102.

Strive for high-quality relationships and offer mutually beneficial activities.

70 Baetz, C. L., & Widom, C. S. (2020). Does a close relationship with an adult reduce the risk of juvenile offending for youth with a history of maltreatment?. *Child maltreatment*, 25(3), 308-317.

71 Flanagan, C. A., & Faison, N. (2001). Youth civic development: Implications of research for social policy and programs. *Social Policy Report*, 15(1), 1-16.

72 O'Dwyer, K. (2019). Reducing Youth Crime: The Role of Mentoring. *Irish Probation Journal*, 16.

73 Goodrich, S. A., Anderson, S. A., & LaMotte, V. (2014). Evaluation of a program designed to promote positive police and youth interactions. *Journal of juvenile justice*, 3(2), 55-71.

Implement programming that works to drive behavior change and build knowledge among both police officers and youth (share accountability in outcomes).

74 Jannetta, J., Esthappan, S., Fontaine, J., Lynch, M., & La Vigne, N. (2019). Learning to Build Police-Community Trust. Washington, DC: The Urban Institute. Retrieved from https://www.urban.org/sites/default/files/publication/100705/learning_to_build_police-community_trust_3.pdf

Program Category: Community Relationships and Perceptions

Identified Best Practice: Community level

Target the contextual factors that may influence the inclination of youth, especially youth of color, to distrust police (e.g. heavy police presence in neighborhoods with concentrated poverty may heighten fear associated with police resulting from past trauma).

75 Piquero, A. R., Fagan, J., Mulvey, E. P., Steinberg, L., & Odgers, C. (2005). Developmental trajectories of legal socialization among serious adolescent offenders. *The Journal of Criminal Law & Criminology*, 96(1), 267- 298

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.

76 Elliott, V. & Felix, T. (2018). *Lessons to Advance Community Policing: Final Report for 2014 Microgrant Sites*. Washington, DC: Office of Community Oriented Policing Services.

Make aforementioned training available to program administrators, staff, as well as program partners.

77 Elliott, V. & Felix, T. (2018). *Lessons to Advance Community Policing: Final Report for 2014 Microgrant Sites*. Washington, DC: Office of Community Oriented Policing Services.

Engage families in programming, as family members and other surrounding adults' views heavily influence youth perceptions of police.

78 McCarter, S., Neal, M., Evans-Patterson, C., Rodina, E., Odom, C. & Anselmo, D. (2018). *CMPD youth diversion: Program evaluation*. Raleigh, NC: Governor's Crime Commission & Juvenile Crime Prevention Council.

79 Watts, B., & Washington, H. (2014). *Evaluability Assessment of the NAFI Youth & Police Initiative Training*. Center for Human Services Research, University at Albany, State University of New York.

Retain talent in police force to ensure staff continuity (especially in leadership) and sustained communication with communities as key factors of reconciliation processes.

80 Jannetta, J., Esthappan, S., Fontaine, J., Lynch, M., & La Vigne, N. (2019). *Learning to Build Police-Community Trust*. Washington, DC: The Urban Institute. Retrieved from https://www.urban.org/sites/default/files/publication/100705/learning_to_build_police-community_trust_3.pdf

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

Background

Underlying Systemic Factors:

- 81 Brunson, R. K., & Pegram, K. (2018). Kids do not so much make trouble, they are trouble. *The Future of Children*, 28(1), 83-102.
- 82 Piquero, A. R., Fagan, J., Mulvey, E. P., Steinberg, L., & Odgers, C. (2005). Developmental trajectories of legal socialization among serious adolescent offenders. *The Journal of Criminal Law & Criminology*, 96(1), 267- 298
- 83 Brunson, R. K., & Pegram, K. (2018). Kids do not so much make trouble, they are trouble. *The Future of Children*, 28(1), 83-102.
- 84 Jannetta, J., Esthappen, S., Fontaine, J., Lynch, M., & La Vigne, N. (2019). Learning to Build Police-Community Trust. Washington, DC: The Urban Institute [policy brief]. Retrieved from https://www.urban.org/sites/default/files/publication/100705/learning_to_build_police-community_trust_1.pdf
- 85 Jones, N. (2014). "The regular routine": Proactive policing and adolescent development among young, poor black men. *New directions for child and adolescent development*, 2014(143), 33-54.
- 86 Schlesinger, T. (2018). Decriminalizing racialized youth through juvenile diversion. *The Future of Children*, 28(1), 59-82.

- 87 Brunson, R. K., & Pegram, K. (2018). Kids do not so much make trouble, they are trouble. *The Future of Children*, 28(1), 83-102.
- 88 Grisso, T. (2007). Progress and perils in the juvenile justice and mental health movement. *Journal of the American Academy of Psychiatry and the Law Online*, 35(2), 158-167.
- 89 International Association of Chiefs of Police. (2018). *Police-Youth Engagement. Practices in Modern Policing*. Alexandria, VA: International Association of Chiefs of Police.
- 90 Grisso, T. (2007). Progress and perils in the juvenile justice and mental health movement. *Journal of the American Academy of Psychiatry and the Law Online*, 35(2), 158-167.
- 91 International Association of Chiefs of Police. (2018). *Police-Youth Engagement. Practices in Modern Policing*. Alexandria, VA: International Association of Chiefs of Police.

Problem Statement:

- 92 Schlesinger, T. (2018). Decriminalizing racialized youth through juvenile diversion. *The Future of Children*, 28(1), 59-82.

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

Background

Key Literature Assumptions:

- 93 Wiley, S. A., & Esbensen, F. A. (2016). The effect of police contact: Does official intervention result in deviance amplification?. *Crime & Delinquency*, 62(3), 283-307.
- 94 Jannetta, J., Esthappan, S., Fontaine, J., Lynch, M., & La Vigne, N. (2019). Learning to Build Police-Community Trust. Washington, DC: The Urban Institute [policy brief]. Retrieved from https://www.urban.org/sites/default/files/publication/100705/learning_to_build_police-community_trust_1.pdf
- 95 National Juvenile Justice Network. (2017). *Creating Meaningful Change In The Relationship Between Law Enforcement and Youth Of Color*. Washington, DC.
- 96 O'Leary, B. (2019). A Step Towards Stronger Police-Youth Relationships: Examining How Youth and Police View the Role of Police in Communities. *Community Engagement Student Work*, 33.
- 97 National Juvenile Justice Network. (2017). *Creating Meaningful Change In The Relationship Between Law Enforcement and Youth Of Color*. Washington, DC
- 98 Bonnie, Richard. J., Robert. L. Johnson, Betty M. Chemers, and Julie Schuck. 2013. *Reforming Juvenile Justice: A Developmental Approach*. Washington, D.C.: National Academy of Sciences
- 99 Jannetta, J., Esthappan, S., Fontaine, J., Lynch, M., & La Vigne, N. (2019). Learning to Build Police-Community Trust. Washington, DC: The Urban Institute [policy brief]. Retrieved from https://www.urban.org/sites/default/files/publication/100705/learning_to_build_police-community_trust_1.pdf

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

Identified Best Practice: Program level

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) trauma, violence, mental illness, substance abuse.

100 International Association of Chiefs of Police. (2018). Police-Youth Engagement. Practices in Modern Policing. Alexandria, VA: International Association of Chiefs of Police. Retrieved from https://www.theiacp.org/sites/default/files/2018-11/IACP_PMP_PoliceYouth.pdf

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.

101 Schlesinger, T. (2018). Decriminalizing racialized youth through juvenile diversion. *The Future of Children*, 28(1), 59-82.

102 Vincent, G. M., Guy, L. S., & Grisso, T. (2012). Risk assessment in juvenile justice: A guidebook for implementation. Chicago, IL: John D. and Catherine T. MacArthur Foundation

Target resources to the youth who are at the highest risk.

103 Wylie, L. E., Clinkinbeard, S. S., & Hobbs, A. (2019). The Application of Risk-Needs Programming in a Juvenile Diversion Program. *Criminal justice and behavior*, 46(8), 1128-1147. doi:10.1177/0093854819859045

104 Schlesinger, T. (2018). Decriminalizing racialized youth through juvenile diversion. *The Future of Children*, 28(1), 59-82.

Create opportunities for police to engage with youth in ways that are positive and non-confrontational, especially offer opportunities for police to proactively engage in early interventions with elementary and middle school aged youth.

105 International Association of Chiefs of Police. (2018). Police-Youth Engagement. Practices in Modern Policing. Alexandria, VA: International Association of Chiefs of Police. Retrieved from https://www.theiacp.org/sites/default/files/2018-11/IACP_PMP_PoliceYouth.pdf

106 Pepper, M., & Silvestri, M. (2017). 'It's Like another Family Innit': Building Police-Youth Relations through the Metropolitan Police Service Volunteer Police Cadet Programme. *Policing: A Journal of Policy & Practice*, 11(1), 1-13. doi:10.1093/police/paw007

Support police/community reconciliation through meeting ongoing mental and behavioral health needs of youth, families, and law enforcement (e.g. access to trained mental health professionals).

107 International Association of Chiefs of Police. (2018). Police-Youth Engagement. Practices in Modern Policing. Alexandria, VA: International Association of Chiefs of Police. Retrieved from https://www.theiacp.org/sites/default/files/2018-11/IACP_PMP_PoliceYouth.pdf

108 Gilman, A. B., & Walker, S. C. (2020). Evaluating the effects of an adolescent family violence intervention program on recidivism among court-involved youth. *Journal of family violence*, 35(2), 95-106.

109 Henwood, K. S., Chou, S., & Browne, K. D. (2015). A systematic review and meta-analysis on the effectiveness of CBT informed anger management. *Aggression and violent behavior*, 25, 280-292.

110 Cure Violence. (n.d.). The model. Treating violence as an infectious disease. Retrieved from <https://cureviolence.org/the-model/>

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

Identified Best Practice: Program level

111 National Youth Gang Center. (2008). Best practices to address community gang problems: Office of Juvenile Justice and Delinquency Prevention' Comprehensive Gang Model. Washington, DC: The U.S. Department of Justice Programs. Retrieved from <https://www.ojp.gov/pdffiles1/ojjdp/222799.pdf>

Strive for high-quality relationships and offer mutually beneficial activities.

112 Baetz, C. L., & Widom, C. S. (2020). Does a close relationship with an adult reduce the risk of juvenile offending for youth with a history of maltreatment?. *Child maltreatment*, 25(3), 308-317.

113 Flanagan, C. A., & Faison, N. (2001). Youth civic development: Implications of research for social policy and programs. *Social Policy Report*, 15(1), 1-16.

114 O'Dwyer, K. (2019). Reducing Youth Crime: The Role of Mentoring. *Irish Probation Journal*, 16.

115 Goodrich, S. A., Anderson, S. A., & LaMotte, V. (2014). Evaluation of a program designed to promote positive police and youth interactions. *Journal of juvenile justice*, 3(2), 55-71.

Involve peer leaders (e.g. former gang members) to recruit youth and facilitate programming.

116 International Association of Chiefs of Police. (2018). *Police-Youth Engagement. Practices in Modern Policing*. Alexandria, VA: International Association of Chiefs of Police. Retrieved from https://www.theiacp.org/sites/default/files/2018-11/IACP_PMP_PoliceYouth.pdf.

117 Cure Violence. (n.d.). The model. Treating violence as an infectious disease. Retrieved from <https://cureviolence.org/the-model/>

118 National Youth Gang Center. (2008). Best practices to address community gang problems: Office of Juvenile Justice and Delinquency Prevention' Comprehensive Gang Model. Washington, DC: The U.S. Department of Justice Programs. Retrieved from <https://www.ojp.gov/pdffiles1/ojjdp/222799.pdf>

119 Opsal, T., Aguilar, J., & Briggs, S. (2019). The promises and pitfalls of engaging male juvenile offenders in gender violence prevention and bystander education. *Journal of interpersonal violence*, 34(21-22), 4384-4403.

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).

120 Flanagan, C. A., & Faison, N. (2001). Youth civic development: Implications of research for social policy and programs. *Social Policy Report*, 15(1), 1-16.

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

Identified Best Practice: Community level

Build and maintain relationships and a wide network of community-based providers to support program goals and provide wraparound services to youth and families.

- 121 Cocozza, J. J., Veysey, B. M., Chapin, D. A., Dembo, R., Walters, W., & Farina, S. (2005). Diversion from the juvenile justice system: The Miami-Dade Juvenile Assessment Center Post-Arrest Diversion Program. *Substance Use & Misuse, 40*, 935-951
- 122 Winder, C., & Denious, J. (2013). Statewide evaluation of juvenile diversion programming: Literature review. Colorado Division of Criminal Justice. OMNI Institute.
- 123 Dembo, R., Wareham, J., Poythress, N. G., Cook, B., & Schmeidler, J. (2007). The impact of arbitration intervention services on arbitration program completion. *Journal of Offender Rehabilitation, 43*(4), 27-59.
- 124 Farrell, J., Betsinger, A., & Hammond, P. (2018). *Best Practices in Youth Diversion*. Baltimore, MD: The Institute for Innovation & Implementation.

Ensure services and care reside within the community (versus within other agency departments or probation) or are provided by the program.

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- 126 Winder, C., & Denious, J. (2013). Statewide evaluation of juvenile diversion programming: Literature review. Colorado Division of Criminal Justice. OMNI Institute.
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- 128 Annie E. Casey Foundation. (2018). *Transforming juvenile probation: A vision for getting it right*. Baltimore, MD: Annie E. Casey Foundation. Retrieved from: <http://www.aecf.org/m/resourcedoc/aecftransformingjuvenileprobation-2018.pdf>

Center families in interventions and/or deliver programming to family units.

- 129 Cocozza, J. J., Veysey, B. M., Chapin, D. A., Dembo, R., Walters, W., & Farina, S. (2005). Diversion from the juvenile justice system: The

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

Identified Best Practice: Community level

Participate in community mobilization efforts and activities to shift norms about using violence to solve problems.

132 Flanagan, C. A., & Faison, N. (2001). Youth civic development: Implications of research for social policy and programs. *Social Policy Report*, 15(1), 1-16.

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134 Delgado, S, A., Alsabahi, L., Wolff, K., Alexander, N., Cobar, P., & Butts, J. The Effects of Cure Violence in the South Bronx and East New York, Brooklyn. In *Denormalizing Violence: A Series of Reports From the John Jay College Evaluation of Cure Violence Programs in New York City*. New York, NY: Research and Evaluation Center, John Jay College of Criminal Justice, City University of New York.

Partner with community efforts to share data and incidents information (including violent incidents).

135 O'Dwyer, K. (2019). Reducing Youth Crime: The Role of Mentoring. *Irish Probation Journal*, 16.

136 International Association of Chiefs of Police. (2018). *Police-Youth Engagement. Practices in Modern Policing*. Alexandria, VA: International Association of Chiefs of Police. Retrieved from https://www.theiacp.org/sites/default/files/2018-11/IACP_PMP_PoliceYouth.pdf.