



COPS Tribal Training Series

Implementation Guide



Executive Summary

For over a decade the COPS Office has provided valuable training and technical assistance to law enforcement agencies throughout the United States. Recent research has indicated that many of these programs are not currently being utilized by tribal policing agencies because they were not appropriately tailored to the Native American community. The COPS Native American Training Series (which includes this Implementation Guide and the Native American Training Series Toolkit) has been developed to meet this need by providing quality training and tools that are based in proven community policing principles and practices.

The specific purpose of this project was not to create new, untested programs, but to tailor existing successfully-implemented community policing initiatives to meet the needs of Native American communities. There is a wide diversity of Native American communities, each with their own unique tribal characteristics. This program has endeavored to modify these useful community policing products to the Native American community, understanding that each tribal entity will further refine the adaptation process to meet the specific needs of individual tribal nations and specific community concerns.

This Implementation Guide details the development process of the COPS Native American Training Series, but more importantly presents information for the tribal trainers on program modifications and facilitator adaptations that will empower community leaders and increase the overall utilization of the curriculums and the tools.

The Native American Training Series contains fourteen separate training programs including seven designed for tribal policing agencies and seven community-based presentations. Additionally, the accompanying toolkit contains this Implementation Guide and ancillary tools to enhance both the learning experience and the actual utilization of the series. This Implementation Guide also contains background information on the program, survey results, and useful information to assist in the implementation of this training series.

I N T R O D U C T I O N

The COPS Native American Training Series Implementation Guide details a systematic step-by-step process which tribal police or community leaders can use to solve problems, build and sustain partnerships, and transform the key organizations in their communities to add to the capacity of law enforcement and improve the overall quality of life in tribal communities. It is important to note that several of the steps have already been completed, while others are the sole responsibility of the tribal communities themselves.

B A C K G R O U N D

In Improving Safety in Indian Country: Recommendations from the IACP 2001 Summit, one of the primary findings listed under training and education concluded that: *“A means must be found to provide easy access to information about the many training programs available to Indian country law enforcement and justice agency personnel.”*

Additionally, the Promising Practices for Improving Safety in Indian Country report published by the International Association of Chiefs of Police (IACP) in August 2006 reiterated the need for Native American law enforcement training and ease of access to that information, stating, *“All agencies and organizations involved in training Indian country law enforcement and criminal justice practitioners must help ensure that those who need training have access to it.”*

In 2007, the Bureau of Justice Assistance (BJA) funded a study of Native American communities that concluded, *“Native American communities desired Native American programs and not those developed by non-Native Americans and imported on to the reservations.”* The report went on to state, *“In Native American communities throughout the nation, representatives made it clear that all programs must be culturally acceptable if they were to be implemented. Native American communities have their own unique concerns and methods for addressing community issues such as crime, violence and disorder.”*

With this in mind, the three guiding principles for this project were established:

1) Native American law enforcement agencies and their community partners desired trainings and programs that were tailored to meet their defined needs and were culturally acceptable to their communities;

2) The COPS Office has a repository of hundreds of successfully-implemented community policing programs that were being underutilized in tribal communities;

3) This program would tailor these successful programs so they could be implemented in Native American communities to reduce crime, solve problems, and improve the quality of life.

P R O J E C T G O A L S

1. Review previously-published COPS Office materials and select those that may be appropriate to modify to meet the needs of the Native American communities across the country.

2. Based on the previously-published COPS materials, develop a new informational series specifically tailored to Native American communities.

3. Develop a methodology to deliver the COPS Native American Training Series to tribal policing agencies and their community partners.

The Process

Step 1 - Identify general Native American community policing concerns.

Step 2 - Identify existing successful community policing products that address identified concerns.

Step 3 – Modify materials into adult-learning-based training programs.

Step 4 - Adapt those programs to Native American culture.

Step 5 - Develop a user-friendly toolkit to enhance delivery to the Native American community.

Step 6 - Provide a Train-the-Trainer program.

Step 7 - Adapt the COPS Native American Training Series to meet the specific cultural and programmatic needs of each individual tribal community.

Step 8 - Utilize the COPS Native American Training Series to solve problems, build and sustain partnerships, and transform organizations to enhance law enforcement capabilities and improve the quality of life in tribal communities.

As previously noted, some of these steps have already been completed to help facilitate the process, while others are the responsibility of the individual tribal communities. Steps 1 – 6 have already been completed and are detailed in this guide, while Steps 7 and 8 are the responsibility of the individual tribal agencies or individuals implementing the COPS Native American Training Series.



Step 1 - Identify general Native American community policing concerns

Native American Community Policing Questionnaire

In November 2007, a Native American Community Policing Questionnaire was developed by the Community Safety Institute (CSI) in order to determine tribal and community needs for the COPS Native American Training Series (NATS).

Native American Community Policing Questionnaire

Please take a few minutes to complete this short survey. Circle the answer that is most applicable to your tribal policing organization or community.

1. Of the three community policing categories below, which do you feel your tribal policing agency exhibits the greatest need?
 Problem Solving Collaborative Partnerships Organizational Transformation

2. Of the three community policing categories below, which do you feel your community exhibits the greatest need?
 Problem Solving Collaborative Partnerships Organizational Transformation

Read each statement below and place a checkmark in the box that most closely resembles your views on the following topics:

3.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Native American culture plays an important role when developing a law-enforcement program.					
New ways to solve problems in our community will be beneficial to our organization.					
Building and maintaining beneficial partnerships are an important component of our police efforts.					
Industry classes to identify and resolve public safety concerns is a priority for our agency.					
Our agency has a sufficient number of community-based training programs for law officers to implement them.					
Lawrence law is to re shape our organization to more adequately serve the public is one of our primary goals.					
We frequently utilize our agency strategic plan as a model to achieve our goals.					
Our officers are required and motivated through a variety of community-based programs such as Neighborhood Watch, Citizens on Patrol and Crime Stoppers.					
Innovative law enforcement training programs which focus on community safety would be beneficial.					
Culturally appropriate community policing programs would help to engage our citizens and build trust with law enforcement.					
We actively engage our community members in public safety initiatives.					
Our community members would accept problem solving as part of their role as concerned citizens.					

Additional comments:

Please complete and e-mail the survey to info@csi.org or fax it to 972-576-8682.

Respondents were asked to rate their individual levels of need as a tribal policing agency and for their community in the three primary community policing areas of **Problem Solving**, **Collaborative Partnerships**, and **Organizational Transformation**. Respondents were then asked to rate a series of topical areas that directly correspond with successfully-implemented COPS Office initiatives.

In December 2007, CSI distributed the questionnaire to all 2007 COPS Office Tribal Grantees. The questionnaires (and accompanying cover letter with instructions) were sent to the primary police or tribal contact listed on the COPS Office grantee information form. A typical response rate of between 5% - 7% was anticipated, but within thirty days of distribution the response rate was an astounding twenty-seven percent (27%).

Findings

Nearly 70% of the responding tribal policing agencies felt their greatest need was building and maintaining collaborative partnerships. However, the results of the greatest community needs were divided fairly evenly, with 28% reporting problem solving as the greatest community need, 40% responding that collaborative partnerships were the greatest need, and 28% recording organizational transformation as the greatest community policing need for their community. *(Note: Responses relative to community needs do not total 100%, since there were two non-responses to the question, and one respondent chose more than one category).*

The percentages noted above correlate with the responses recorded in the main body of the questionnaire, which asked respondents their opinions on a variety of community policing strategies with responses ranging from 'Strongly Agree' to 'Strongly Disagree.' The most prominent findings in this area include:

- Tribal policing leaders want to build and maintain beneficial partnerships (100% 'Agree' or 'Strongly Agree');
- They want to work with citizens to identify and resolve public safety concerns (88% 'Agree' or 'Strongly Agree'); and

- They desire culturally acceptable community policing programs that would engage the citizens and build bridges with law enforcement (100% 'Agree' or 'Strongly Agree.')

Other noteworthy responses include:

- A desire to actively engage citizens with innovative training programs focusing on community safety (96% 'Agree' or 'Strongly Agree');
- New ways to solve problems (100% 'Agree' or 'Strongly Agree'); and
- A need to learn how to re-shape their organizations to better serve the public (84% 'Agree' or 'Strongly Agree.')



Step 2 - Identify existing successful community policing products that address identified concerns

Materials selection

This section is presented in detail not only to inform users of the selection process for this project, but also to introduce them to the definition of community policing, its three fundamental tenets, and to list just some of the stakeholders who may be asked to participate in the community policing effort on tribal lands.

Over the past decade the COPS Office has been responsible for conducting research, developing training, and producing hundreds of innovative and important informational documents and programs for law enforcement agencies and their community partners. Many of these products have positively contributed to the knowledge, understanding and implementation of community policing throughout the nation.

Because of the vast breadth and scope of COPS materials that have been produced, researchers for the COPS Native American Training Series were cognizant of the necessity to develop an appropriate materials selection process and a specific sub-category of materials selection criteria. This process had to be

fair and objective as well as take into consideration the specific objectives of this project and finite funding of this grant.

In order to appropriately select materials to be included in the Native American Training Series, project researchers first developed a three-stage materials selection process. This comprehensive process included: a universal search, a preliminary selection stage, and a final selection component.

In the universal search, all materials produced or developed by the COPS office were reviewed and categorized. During this phase 497 documents, publications, CD-ROMS, trainings, forms, tools and templates were reviewed.

In the preliminary selection stage, researchers applied the selection criteria listed below in order to reduce the number of possible adaptation materials into a manageable number.

In the final selection stage, the remaining materials were intensively reviewed according to the established selection criteria, and all selections were agreed upon by a consensus of the research team.

Selection Criteria

In order for researchers to appropriately select materials to be adapted into the Native American Training Series, specific project criteria had to be established. This criterion includes the materials selection guidelines. These guidelines were developed to assist researchers to initially cull out the majority of possible materials reviewed during the universal search and then to select materials during the preliminary and final selection stages. The three criterion areas are: Mandatory, Community Policing, and COPS Native American Training Series Project Criteria.

I. Mandatory

Mandatory is the first category of the selection criteria. In this category all materials selected by the researchers had to meet all three of the following sub-categories:

A. All materials reviewed had to be developed or published through funding provided in whole or in partnership with the COPS Office.

B. All materials must have community policing as one of their primary areas of emphasis.

C. All materials must meet the COPS Native American Training Series project selection criteria listed below.

II. Community Policing

Community policing is a public and private sector organizational philosophy and management approach that facilitates community, government and policing partnerships; collaborative problem solving; and community engagement to address the fear and causes of crime and other quality of life issues.

Utilizing this definition of community policing, researchers determined that in order to qualify as community policing-based, all materials selected must have the primary elements of community policing as their underlying philosophy. These fundamental elements include *Problem Solving, Partnerships, and Organizational Transformation*.

A. Problem Solving

A systematic method of collaboratively identifying, analyzing, and resolving a specific physical or social condition, situation, issue or incident that threatens the quality of community life.

B. Partnerships

An association of collaborative private and public sector groups or organizations working together, sharing a common vision, interest, value, goal, and benefits and risks.

The COPS Native American Training Series should promote the development of partnerships which contribute to public safety efforts in the tribal communities. These potential partners include, but are not limited to:

Volunteers – Citizens who want to be involved with their local police department, Sheriff’s Office or Bureau of Indian (BIA) Public Safety Office. This includes tribal nation residents, volunteers and community leaders who are active in Neighborhood Watch, Citizens on Patrol, TRIAD or others who support public safety. Because of the limited number of residents on tribal reservations and the shortage of law enforcement officials, inclusion of members from this category is essential.

Tribal Council – Leaders of the local Tribal Council who are interested in supporting local law enforcement and public safety initiatives.

Community Agencies – Whether public or private, agencies such as social services, human services, mental health providers, etc. that can work with local law enforcement to improve quality of life in the communities.

Informal leaders - Often these are not the members of the tribal council or designated medicine men but the matriarchal individuals whom others turn to for guidance and counseling. These individuals have tremendous influence in the community, and could by their verbal support alone launch an entire program.

C. Organizational Transformation

An evolutionary or systematic method of reforming, changing, modifying, altering, transforming, or redirecting the way in which public and private sector groups perform a task or achieve a performance goal.

Because tribal communities are geographically dispersed throughout the nation and vary in their organizational structure, Native Americans are served by a wide variety of law enforcement agencies including: BIA Police, Tribal Police, Sheriffs’ Offices, Municipal Police and State Police. Often these agencies must be able to modify their policies, procedures, personnel, etc. in order to best serve the community.

Additionally, agencies must be able to adapt to the specific needs and demands of the communities they serve. This may include the use of tribal traditions, artifacts, historical structures, and culture in order to promote or implement new policing practices. The core concepts of the programs should not necessarily be altered, but their presentation might be modified to meet the specific needs of the Native American community if they are to be embraced and successfully implemented.

III. Project Criteria

In order to reach the preliminary and final stages of selection, all materials reviewed also had to meet the specified project criteria. This criteria includes: ease of adaptability, ease of implementation, anticipated level of acceptance by the target community, manageable size and scope of the original materials and appropriate type of materials (forms, reports, training programs, informational brochures etc.), and continuity and cohesiveness of selected materials in order to ensure final project production balance.

A. Ease of adaptability – All materials selected for this project had to be easily adapted to the Native American community. Cultural implications and original project design were primary considerations in this sub-category. Also, materials that are too technically oriented or topically cumbersome to meet the requirements of this specific project would not be selected.

B. Ease of implementation – Some materials and training programs that were reviewed could not be easily implemented in the Native American Training Series as it was designed and funded. Some materials because of their content would require days of training or facilitated instruction and could not be considered for this project. All selected materials must be easily implemented in the Native American communities that would receive the training series.

C. Anticipated level of acceptance – Although this was the most subjective of the project criteria, categories researchers relied upon the expertise provided by both Native Americans and those individuals who had actively worked in Native

American communities developing or implementing community or public safety projects of a similar nature.

D. Size and scope of original project – Some COPS projects were years in the making and the final reports or publications were simply too large to be considered for this particular project.

E. Type of materials – In order to develop a properly balanced Native American Training Series, researchers had to take into consideration the type of materials that were being reviewed and how those materials would eventually be combined into the final package. Researchers did not want to select all research projects and ignore training programs, or focus on lengthy innovations projects and dismiss smaller tools such as beneficial forms or templates.

F. Continuity and Cohesiveness - This refers to how all elements of the selected materials will fit into a final project package and training program. Researchers were cognizant of the potential project outcome and worked towards selecting materials that formed a cohesive package of topics that maintained a consistent continuity of message.

From all of the materials examined in the universal survey, representatives selected over thirty items for inclusion in the preliminary selection of materials for the NATS program. These items were individually graded according to the listed materials selection criteria. From each of the thirty items recommended for inclusion in the project, staff members further evaluated individual components of each item. For example, the COPS *School Safety* CD-ROM contained over fifty identifiable and independent publications or programs. This list was refined down to the one or two items that would eventually be selected for this project.

NATS Materials Final Selection

Materials and items from this preliminary list were then recommended for the final selection based on materials selection criteria and project criteria including: ease of adaptability, ease of implementation, anticipated level of acceptance, size and scope of original project, and type of materials. This information combined with

overall project goals and objectives and financial limitations formed the basis for the selection of final materials to be included in the NATS toolkit.



Step 3 - Modify materials into adult learning based training programs

In order to ensure the integrity of the previously published documents and their applicability to community policing, a team of Community Policing Subject Matter Experts (SMEs) utilized their professional experience to modify the existing COPS materials.

The Community Policing Modification Team consisted of law enforcement officials, curriculum development specialists, and community leaders experienced in implementing community policing projects. These practitioners and professionals modified previously published documents and successfully practiced programs into community policing training curriculums complete with facilitator guides and supplemental user-friendly tools to enhance learning and increase end-user implementation. All training programs were designed in an adult learning format utilizing interactive discussion, facilitated instruction, group activities and individual learning modalities.

In order to ensure project quality and continuity, several members from the Modification Team will also be selected to participate in the Train-the-Trainer session and provide training and technical assistance services later in the project.



Step 4 - Adapt those programs to Native American culture

Once the initial design of the community policing curricula and materials were complete, the project was turned over to another group of SMEs, the Native American Adaptation Team. The charge of this team was to review the selected curricula and materials in an effort to tailor those materials to meet the specific needs, demands and challenges of the Native American communities across the country. The Native American Training Series Adaptation Team consisted of Native

American law enforcement officials, community leaders and academicians representing a wide variety of tribes and Native American cultures. This specially selected team made adaptation recommendations on the modified community policing materials to ensure that they were culturally-sensitive and met the needs of the tribal communities.

In order to ensure project quality and continuity, several members from the Adaptation Team will also be selected to participate in the Train-the-Trainer session and to provide training and technical assistance services later in the project.



Step 5 - Develop a user-friendly toolkit to enhance delivery to the Native American community

The COPS Native American Training Series Toolkit contains a wide variety of user-friendly items (forms, brochures, flipbooks, leaflets, etc.) that correspond to each of the training curriculums. Each one of the tools was directly based on the original COPS publications and community policing modifications.

The most prominent feature of the toolkit is the training programs. Each topic area consists of a law enforcement version of the training as well as a community version. The law enforcement version has been designed specifically for tribal policing agencies and agencies that serve as the primary law enforcement entity for the tribal community. The law enforcement trainings provide in-depth information on each topic in order to build policing community policing capacity and improve individual skills. Although labeled “Law Enforcement Version,” this training is not intended solely for law enforcement personnel but can be reviewed by any tribal stakeholder who is leading, facilitating or assisting with the COPS Native American Training Series implementation.

The community version is less detailed and is designed to be utilized in a community presentation or informal informational setting such as a one hour (or shorter) community meeting; however, because of the nature of the activities and based on the issues identified, each presentation could last significantly longer. It is

suggested that when this occurs, trainers divide up the sessions so that community members do not feel overworked or overwhelmed by the issues confronting them. For example, during the Problem Solving presentation, attendees are asked to identify and prioritize community concerns. If a large list is generated, the trainer should consider dividing the items up in order to allocate an appropriate amount of time so they can be properly discussed. This may mean holding an entire series of meetings to establish guidelines, set priorities and address concerns instead of attempting to address everything at one meeting.

The facilitator guides have been written for the trainers to assist them with presenting the materials to the community. These detailed guides provide step-by-step instruction for presenting the programs and come complete with facilitator notes, training information and thumbnail copies of the PowerPoint presentations. It is highly recommended that trainers read and study the facilitator guides prior to instructing classes for the community. There are separate guides for each of the law enforcement presentations and each of the community presentations.

COPS Native American Training Series Toolkits are available to tribal stakeholders that actively participate in the series Train-the-Trainer class or any authorized COPS NATS technical assistance sessions.



Step 6 - Provide a Train-the-Trainer program

Utilizing the training and tools developed for the COPS Native American Training Series, a special COPS NATS Train-the-Trainer session was designed. This 1 ½ day course will introduce participants to the COPS Native American Training Series and its accompanying toolkit. This innovative program is designed for both tribal law enforcement personnel and community members who are concerned about crime and quality of life issues on tribal lands and in their communities.

During this presentation, participants will learn how to utilize the three tenets of community policing (*Problem Solving, Partnerships and Organizational Transformation*) to address neighborhood crime and disorder concerns such as domestic violence, underage drinking, disorderly youth, and graffiti. Participants will be given instruction on the implementation of the COPS Native American Training series and proper use of the curriculums, presentations and tools included in the toolkit. Session attendees will also learn how to use the Tribal Community Engagement Model and adapt the various programs contained in the series to their own unique culture and community needs.

Each person in attendance will receive a free COPS NATS Toolkit and both law enforcement and community presentations on the following topics:

- Tribal Community Engagement
- Community Policing Basics
- The Problem of Underage Drinking
- Graffiti
- Disorderly Youth
- Domestic Violence, and
- Reducing Crime and Disorder Through Problem Solving Partnerships

The Role of the Tribal Trainer

The first six steps in the implementation of the COPS Native American Training Series have been preparatory steps taken by the program developers to ensure that the tribal communities had a foundation on which to build their community policing-based training initiatives.

Since this program is truly a partnership with the COPS Office and designed to be a Native American-adapted and Native American-implemented initiative, the majority of the work undertaken in the next two steps is the responsibility of the tribal organizations. Specifically, the work from this point forward will fall upon the

tribal trainers who will be leading the local efforts to solve problems, reduce crime and fear of crime, and improve the quality of life on tribal lands.

Once participants have completed the COPS NATS Train-the-Trainer course, these tribal trainers will be the single most important component of the COPS Native American Training Series. These trainers will have the responsibility of not simply learning the curriculums and materials presented, but they must first further refine the materials to meet their own specific tribal needs and then tailor the presentations to the individuals and groups that they will be mobilizing in order to make these efforts come to life.

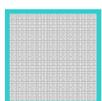
The tribal trainers must be cognizant of the fact that The Native American Training Series has been developed to provide quality training and tools that are based in proven community policing principles and practices. As stated previously, the purpose of this project was not to create new, untested programs but to tailor existing, successfully-implemented community policing initiatives to meet the needs of Native American communities. This program has endeavored to modify these community policing products to the Native American community, understanding that each tribal entity will further refine this adaptation process to meet the specific needs of individual tribal nations and individual community concerns.

Project developers encourage tribal trainers to pay particular attention to the facilitator notes embedded throughout the curriculum. These notes may ask the trainers to develop alternate activities or discussions. For example, in the *Underage Drinking* curriculum the original author suggests the use of “hotlines” to report violations. The tribal trainer may acknowledge that hotlines are not a culturally viable tool on a particular reservation and opt to conduct a discussion on other ways information may be gathered to address the problem.

The facilitator notes will provide guidance and direction to the trainers as well as suggestions on how to present various aspects of the materials. Some examples of the importance of these notes include:

- In the *Community Policing* presentation, facilitators may read the history section and then elect to present only a brief overview to a particular audience;
- In the *Domestic Violence* presentation, trainers will want to be cognizant of attendees who have been personally affected by this issue; and
- In the *Problem Solving* presentation, trainers must be able to communicate to their participants that although each example may not fit their particular community, the examples provide a basis for learning the techniques that will be useful on tribal lands.

Tribal trainers must be able to adjust these presentations to their audiences. This will not only make the presentations stronger and more compelling to the attendees, but will demonstrate how the COPS Native American Training Series can make a real difference in tribal communities.



Step 7 - Adapt the COPS Native American Training Series to meet the specific cultural and programmatic needs of each individual tribal community

According to the 2000 U.S. Census there are over 4.1 million people who reported their race as American Indian or Alaska Native, with over 1.8 million comprising the population of the thirty largest identified tribes. Additionally, there are hundreds of tribal communities spread throughout the United States. Because of the cultural diversity of these communities and their tribal members, project developers acknowledge that, although the materials have been generally adapted for Native American culture, further modifications must be made by individual tribal communities in order to tailor these programs to meet each tribal nation's specific needs.

It is recommended that after receiving the facilitated instruction provided in the COPS Native American Training Series, Train-the-Trainer participants will be encouraged to further adapt these training programs and tools to meet the specific cultural expectations and needs of their own unique tribal communities. Thus all of the materials provided in the COPS NATS Toolkit are provided in dual formats. In

one version, materials are presented in a ready-to-use PDF (portable data file) format. In this version tribal law enforcement officials or community leaders can simply print out or display the materials exactly as they are shown.

In the second version, materials are electronically saved in their original Microsoft Word, PowerPoint or Publisher formats, allowing for the end-user to further adapt and modify the materials to meet the tribal community's specific needs. Examples of this adaptation may include substituting photos from their own tribal communities for the ones shown in the generic presentation, or even adding to the facilitator manuals or training presentations to build a sense of ownership in the project.

Because research has shown that tribal members will be more willing to accept programs that they feel are directly related to their specific circumstances and include their own unique cultural perspective, COPS NATS attendees are encouraged to further adapt the materials in order to increase their acceptance, implementation, and utilization.



Step 8- Utilize the COPS Native American Training Series to solve problems, build and sustain partnerships and transform organizations to enhance law enforcement capabilities and improve the quality of life in tribal communities

Once COPS NATS Train-the-Trainer participants have completed their own personal adaptations and modifications, they are ready to begin mobilizing individuals, building partnerships, identifying issues, and solving crime and quality of life issues in their communities.

Although these trainers could immediately begin working on any one of the six topical areas presented in the Train-the-Trainer (*The Problem of Underage Drinking; Graffiti; Disorderly Youth in Public Places; Domestic Violence; Reducing Crime and Disorder through Problem Solving Partnerships; and Community Policing Basics*), it is suggested that trainers begin their series with the *Tribal Community Engagement* program.

Tribal Community Engagement

The objectives of this program are to:

- Gain tools to mobilize and sustain a safe community
- Learn the community's role within the philosophy of community policing
- Learn advantages of investing in community policing
- Develop group consensus on law enforcement function
- Experience the problem-solving process
- Understand the importance of shared vision in the community
- Establish joint action plans for the community

The *Tribal Community Engagement* program should be preceded by a culturally appropriate, community-based ceremony. In some tribal communities this might be a simple blessing of the proceedings and/or participants, while in others it may be a formal traditional ceremony. Trainers should ensure during their preparatory work with the community leaders prior to the event that a culturally acceptable blessing, ceremony, prayer or opening is conducted by the appropriate personnel, and that this opening demonstrates to the participants that this program is their program.

The Tribal Community Engagement program is designed to establish a strong foundation of community support that can be built upon over a period of months or even years. This program should establish trust between participants and build or sustain problem solving partnerships that can tackle the most challenging of issues faced on tribal lands. This program will introduce participants to the basic tenets of community policing and problem solving, while serving as a springboard to the other training programs.

Once trainers have successfully implemented the *Tribal Community Engagement* program, identified concerns, prioritized issues, and come to a consensus on the vision and direction of the group, trainers can begin to address those specific concerns utilizing the curriculums and materials provided in the COPS Native American Training Series Toolkit.

Program developers are cognizant of the fact that these six topical areas may not address the specific needs of each Native American community, but it is believed that if communities do have concerns in the areas of domestic violence, underage drinking, disorderly youth, or desire to learn about the benefits of community policing or a proven problem-solving methodology, the COPS Native American Training Series and its accompanying toolkit will be an invaluable resource.

The following provides a brief overview of each one of the primary topical areas contained in the COPS Native American Training Series and a listing of the tools for that specific category and their general utilizations.

Topic: Community Policing Basics

The goals of this program on community policing are:

- To learn the fundamental elements of community policing
- To learn how to tailor community policing to meet the public safety needs of Native American communities



The concept and practice of community policing has been in existence for nearly three decades. Building on the lessons learned from history, community policing seeks to incorporate the early community service functions with greater professional development through education and training. It attempts to minimize and eliminate some of the historically negative perceptions of police. Community policing places considerable emphasis on police-community relations, and actively seeks to engage citizens in partnerships with the police to build safer communities through proactive problem-solving efforts.

Tools:

- **Ten Principles Poster** – Full-color poster to assist community leaders with their understanding of community policing.

Topic: The Problem of Underage Drinking

The goals of this specific program on underage drinking are:

- To raise awareness among all stakeholders of the issues related to underage drinking
- To increase a tribal community's capacity to address the issues
- To highlight specific community-oriented methodologies to address the issues



In examining the problem of underage drinking, we will define and describe the problem and review factors that contribute to it. We will identify a series of questions to help you analyze your local problem with regard to underage drinking, review responses to the problem, and examine the knowledge obtained from evaluative research and police practices.

Tools:

- **Asking the Right Questions Flipbook** – Useful tool to assist community leaders in the scanning and analysis stages of their problem solving efforts.
- **Considerations for Response Strategies Leaflet** – Handout material that can be used to assist in determining a community's course of action to reduce underage drinking, linking possible strategies with resulting outcomes.
- **Response Strategies to Underage Drinking Tri-fold Brochure** – Full-color community handout that highlights various proven methodologies to reduce underage drinking by targeting specific factors.

Topic: Graffiti

This training addresses effective responses to the problem of graffiti – the wide range of markings, etchings, and paintings that deface public or private property. Graffiti has become an extensive problem, spreading from the largest



cities to other locales. Despite the common association of graffiti with gangs, graffiti is widely found in jurisdictions of all sizes, and graffiti offenders are by no means limited to gangs.

Tools:

- **Recognizing Motivations and Methods Pamphlet** – Full-color brochure with pictures identifying various types of graffiti as well as setting forth motivations and characteristics of typical offenders.
- **Graffiti Response Strategies Handout** - Handout material that can be used to assist in determining a community's course of action to reduce graffiti on tribal lands.
- **Graffiti Tracking Chart** – Helpful tool designed to assist law enforcement officials with identifying patterns of graffiti violations.
- **Asking Key Questions Worksheet** - Useful tool to assist community leaders in the scanning and analysis stages of their problem solving efforts.

Topic: [Disorderly Youth in Public Places](#)

Disorderly youth in public places constitute one of the most common problems most police agencies must handle. Dealing with youth disorder requires a significant amount of police time, particularly in suburban and rural communities. Dealing with youth disorder appropriately requires



considerable police skill and sensitivity. Officers must balance youths' rights against complainants' rights, distinguish legitimate from illegitimate complaints, at times be firm and at times be flexible with young people, and remain sensitive to how the public will perceive police actions.

Tools:

- **Asking the Right Questions Flipbook** - Useful tool to assist community leaders in the scanning and analysis stages of their problem solving efforts.
- **Discussion Activity Handouts** – A series of interactive activities to assist law enforcement officials and community leaders in identifying concerns

involving disorderly youth, and suggested methodologies to respond to those issues.

- **Specific Effective Approaches to Disorderly Youth** - Handout material that can be used to assist in determining a community's course of action to reduce graffiti on tribal lands.
- **Behaviors and Problems Associated with Disorderly Youth** – Handout setting forth behaviors associated with disorderly conduct, and related problems that may be linked to those behaviors

Topic: Domestic Violence

The Domestic Violence community training is designed to be an interactive series of lessons and learning activities that tribal members, community leaders, and other stakeholders can use as a guide to addressing the issue of domestic violence on tribal lands. This presentation can be utilized in one or more sessions depending upon the number of participants, size, and scope of the problems and resources identified and necessary to resolve the issues. Citizens are encouraged to work with their law enforcement counterparts to both access additional resources and address these important community issues.



Tools:

- **Asking the Right Questions Flipbook** - Useful tool to assist community leaders in the scanning and analysis stages of their problem solving efforts.
- **Four Theories Leaflet** – Community-based handout explaining four theories of battering in intimate relationships.
- **Contributing Factors to Battering Leaflet** – Community-based handout identifying risk factors for domestic violence.
- **Matrix of Responses to Domestic Violence Handout** – Problem solving tool to assist community leader and law enforcement officials in organizing their strategic focus, goals and timing of their responses to domestic violence.

- **Summary of Responses** - Problem solving tool presenting successfully-implemented responses to domestic violence.

Topic: Reducing Crime and Disorder Through Problem Solving Partnerships

The COPS Office seeks to build on the problem-solving approaches many communities have used in recent years. These approaches involve analyzing groups of related incidents that comprise a specific crime problem, so that comprehensive, tailored strategies to prevent future crime can be developed.



This training session is intended as a starting point for those who are interested in implementing a problem-solving approach and provides information and insights into the process. It offers a step by step approach through solving problems and offers some examples of successful problem-solving strategies from the field.

Tools:

- **SARA Model Card** – Can be distributed to community leaders and used to facilitate their problem solving efforts.
- **Crime Triangle Poster** – Full-color illustration of the Crime Triangle utilized by law enforcement in problem solving.
- **Sample Problem-Solving Initiatives Handout** – Examples of various successfully implemented problem solving initiatives.
- **Sample Problem Solving Handout (Activity)** – Activity to be used in conjunction with the problem-solving curriculum.
- **Identifying and Prioritizing Leaflet** – Handout to assist community leaders in their problem solving activities.