



**Community Policing Advisory Board
Special Meeting Agenda
July 11th, 2018**

Oakland Police Department, Eastmont Substation
2651 73rd Avenue, Oakland CA 94601

Committee Membership: Chairperson Ravinder Singh (Dist. 4), Cathy Leonard (Dist. 1) Colette McPherson (Dist. 2), Akiba Bradford (Dist.3), Jorge Lerma (Dist.5), Kirby Johnson (Dist. 7), Jennifer Tran (At Large), Nancy Sidebotham (NW), Geraldine Wong (NW), Sheryl Walton (M).

Vacancies: OUSD, Dist. 6, Oakland Housing Authority Mayor.

Staff: Joe DeVries

Appointee Notes: Dist. = District; M = Mayoral; NW = Neighborhood Watch; OHA = Oakland Housing Authority; OUSD = Oakland Unified School District

CPAB Website/Newsletter: <http://oaklandcommunitypolicing.org>



Twitter Handle: @oaklandcpab

Each person wishing to speak on items must fill out a speaker's card. Persons addressing the Community Policing Advisory Board shall state their names and the organization they are representing, if any.

1. **Open Forum:** (6:00 – 6:05)
2. **Approval of the June Regular and Retreat Minutes:** (6:05-6:10)
3. **Membership Updates:** (Joe, Ravinder -- 6:10 – 6:20)
4. **Review OPD Policy and Procedure for Community Policing** (Board, Captains Joshi and Bolton)— (6:20 – 7:00)
5. **Discuss CRO Training Program** (Board, Captain Bolton)-- (7:00 --7:45)
6. **Staff Report:** (Joe) – (7:45-7:50)
7. **Agenda Building:** (Board) – (7:50 – 8:00)

Next Meeting: Wed, September 5th, 2018, at Eastmont Police Station



Community Policing Advisory Board

Meeting Minutes

June 6th, 2018

1 Frank Ogawa Plaza, Oakland City Hall
Hearing Room 3, 1st floor Oakland City Hall

Committee Membership: Chairperson Ravinder Singh (Dist. 4), Cathy Leonard (Dist. 1) Colette McPherson (Dist. 2), Akiba Bradford (Dist.3), Jorge Lerma (Dist.5), Jennifer Tran (At Large), Nancy Sidebotham (NW), Geraldine Wong (NW), Sheryl Walton (M).

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Members Present: Singh, McPherson, Bradford, Lerma, Tran, Sidebotham, Wong, Walton.

Member absent: Leonard.

1. **Open Forum:**

Jose Dorado addressed the Board.

2. **Membership Updates:**

Joe DeVries introduced Kirby Johnson from District 7 who will serving in that seat once confirmed by the City Council. Kirby has been active in and serves as the Co-Chair of the Beat 33/34 NCPC in the Elmhurst neighborhood.

3. **A Discussion about Meeting Minutes:**

Note that no minutes are produced for May as there was no quorum. The Board reconfirmed that when there is no quorum, staff can refrain from producing minutes since the conversations that occur are unofficial.

4. **Review OPD Policy and Procedure for Community Policing**

Captain Joshi gave an overview of the policy development process and the intent: to create more consistence in the work of the CROs and implement some standardization to see that all neighborhoods and NCPCs are being served well.

Members raised several issues as listed below (in no order of importance):

The policy should have a Mission/Vision Statement about Ideas in Community Policing including access and equity

Regarding SARA, some members were concerned about an over-emphasis on SARA, others raised concerns about how well CROs use SARA and whether they are identifying data informed priorities (based on calls for service).

There should be more clarity about the identification of community priorities and who and how they are decided. Criteria should be included for the establishment of priorities as there is a lot of inconsistency across the City with some NCPCs

selecting priorities that don't make sense. The CROs and NSCs should have the guidelines for establishing priorities and should hold the NCPCs responsible for using them.

The expectation of how many years a CRO and a CRT member stay in their assignment is misaligned: CROs should also have a 5-year expectation if CRTs do to create more continuity. The current policy says 2 years.

There should be some effort to conduct Beat by Beat comparisons to determine if the goals of Community Policing are being met equitably across the city. For example, in some beats there may be great progress in establishing trust between OPD and the neighborhood while in others there may not have been. How does the department track this? How does the department ensure equity in crime reduction activity in all beats?

There should be a more in depth definition of Community as the program doesn't reach a majority of the community it serves.

There needs to be more emphasis on the amount of time a CRO spends in their beat on a weekly basis; the Board hears many complaints that the CROs are never seen in the beat. Also, how will the policy be pushed out through the department? Are there consequences for not abiding by the policy? What standards are CROs held to and are they measurable?

There needs to be more emphasis on the role and involvement of the NSCs. There also needs to be more content on the role of other City Departments in Community Policing/Problem Solving.

The Board voted to create an ad hoc committee to develop all of the edits into a draft and bring it back in July for approval. Members included: Lerma, Tran, McPherson, and Johnson.

5. Retreat Agenda Review and Preparation Exercise

The Board took a brief survey for the retreat facilitator to use in helping identify key issues to focus on at the retreat.

6. Staff Report:

Joe DeVries was asked to work with the chair to secure comprehensive results from the survey that was conducted.

7. Agenda Building:

It was noted that the Board needs to discuss the recertification process at its next meeting.



Community Policing Advisory Board Special Retreat Meeting Minutes

June 9th, 2018

1 Frank Ogawa Plaza, Oakland City Hall
Hearing Room 3, 1st floor Oakland City Hall

Committee Membership: Chairperson Ravinder Singh (Dist. 4), Cathy Leonard (Dist. 1) Colette McPherson (Dist. 2), Akiba Bradford (Dist.3), Jorge Lerma (Dist.5), Jennifer Tran (At Large), Nancy Sidebotham (NW), Geraldine Wong (NW), Sheryl Walton (M).

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- **Getting Organized**

- Effective Organizations

- The Board identified the following traits of effective organizations:

- Dependable/credible/accountable
 - Finds middle ground/compromises without condemnation
 - Infrastructure/resources
 - Delivers on objectives
 - SMART goals and implementation plans
 - Defined identity and clear mission
 - Clarity of roles and responsibilities
 - Commitment of time and investment of action
 - Outside research and networking
 - Respect for diverse opinions and concepts
 - Team work & collaboration
 - Formal decision making process
 - Speaks with one voice once position is taken → influential
 - Effective leadership
 - Humor/fun
 - Not ego-driven
 - Organizational skills

- Decision Making

- The Board voted to use modified consensus to make decisions (or to straw poll before using Robert's Rules to officially make decisions), whereby:

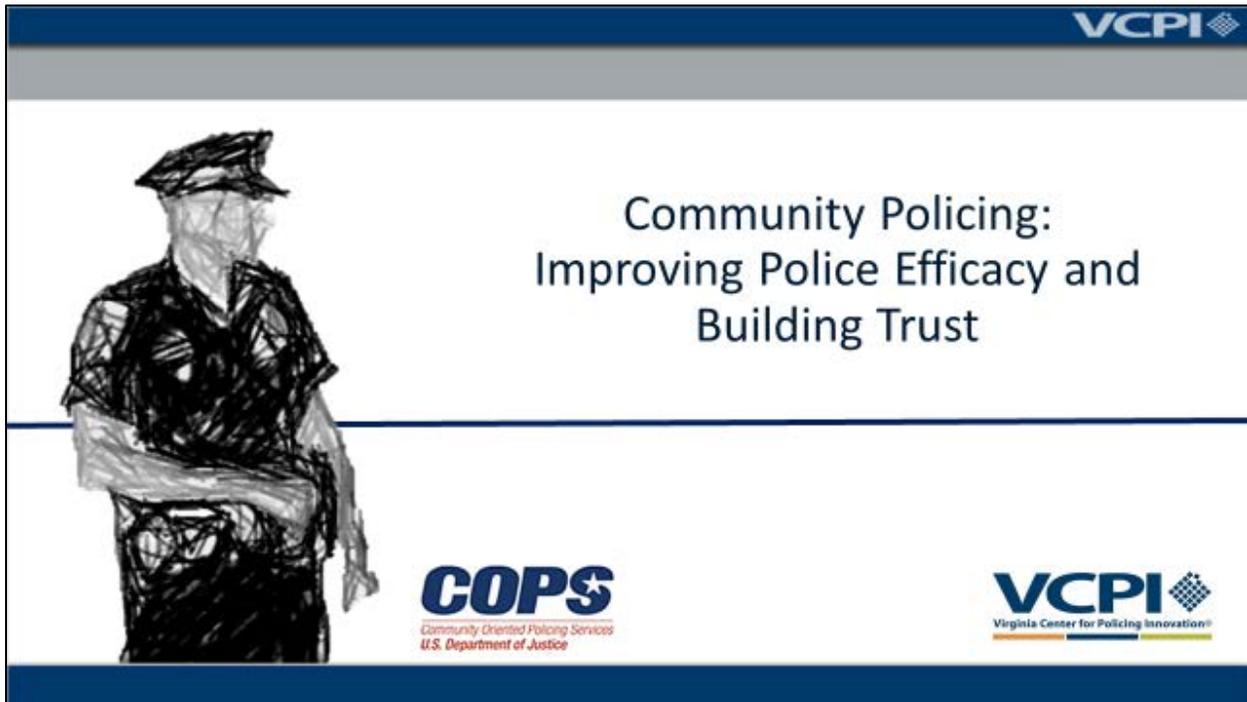
- Thumbs up = I support it
 - Thumbs sideways = I can live with it
 - Thumbs down = I veto it
 - The Board can't move forward if there are thumbs down

		<ul style="list-style-type: none"> • Agend-izing • Race & equity framework?
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- **CRO Training Proposal (specific to training event) should include:**
 - Identify training topics (eg, neighborhood demographics, cultural competency)
 - Identify expert literature around selected topics
 - Identify curriculum and instructors
 - Recommendations for CRO continuity (ie, length of stay) and building in knowledge transfer between CROs (ie, exit plan w/ warm hand off)
 - Training on CPAB’s community policing philosophy
 - Working w/ SSOC and including them in conversation
 - Standardization w/in police manual

Plus	Delta
<ul style="list-style-type: none"> • SEEDS facilitation • Instilled culture of good/wholesome values • Ground rules allowed sensitive issues to be discussed • Free parking • Free lunch/breakfast • Full attendance and participation • Honoring agreements • Decisions made and decision making process • Reconstituted committees • Next steps in place • Got through agenda • Volunteer spirit • Laughing at end (Nancy even smiled) 	<ul style="list-style-type: none"> • Take out containers for leftover food • Didn’t start or end on time • More breaks • Retreat should last the full day so as not to feel rushed • Plan for public comment • Record/document meeting for outreach (eg, pic for website) • Breakout sessions

- **Parking Lot**
 - Consider revising Mission Statement to include language re: subsequent amendments/resolutions (eg, 79235)
 - Create “Police Advisory Committee”
 - Discuss adopting Race & Equity framework philosophy
 - Determine if Committee meetings are open to the public
 - Do they require noticing?
 - Is it necessary to change the by laws regarding this issue?
 - Determine Committee chairs and meeting times by July Board meeting
 - Determine due date for Committee work plans/proposals
 - Joe to send email directory by 6/11



Program Overview

For over three decades, the principles of community policing have been a driving force in American law enforcement. Yet for all of its past success, community policing may never have been as vital to law enforcement and the well-being of our communities as it is today. **Community Policing: Improving Police Efficacy & Building Trust** is a 16-hour, facilitator-led course which explores how change, emerging issues, and threats are necessitating a commitment to the key components of community policing: partnerships, organizational transformation, and problem solving.

The course includes an examination of the current state of policing – both locally and nationally – addressing the current and emerging issues that challenge the effectiveness of law enforcement agencies and the well-being of the communities they serve. The challenges faced by law enforcement are often part of a “cycle of dysfunction,” that, left unchecked, can have devastating long-term impacts on police practitioners, their agencies, and entire communities.

Throughout the course, participants examine racial profiling-related policy issues, the ineffectiveness of racial profiling in enforcement activities, and the costly impact of racial profiling (real or perceived) on the community. Focusing on ways to achieve legitimacy through a demonstrated commitment to procedural justice, the course encourages participants to develop and employ more functional patrol techniques that increase cooperation from citizens, increase efficiency in arrests and seizure activity, and decrease liability associated with complaints.

Community Policing: Improving Police Efficacy & Building Trust challenges participants to explore the principles and practices of community policing as a means of achieving the public-safety mission with greater efficiency by gaining and maintaining public trust and engaging the community in the shared responsibility of effective policing.

Cooperative Agreement

This project was supported by Cooperative Agreement Number 2014-CK-WXK-027 awarded by the Office of Community Oriented Policing Services, U.S. Department of Justice. The opinions contained herein are those of the author(s) and do not necessarily represent the official position or policies of the U.S. Department of Justice. References to specific agencies, companies, products, or services should not be considered an endorsement by the author(s) or the U.S. Department of Justice. Rather, the references are illustrations to supplement discussion of the issues.

Scope

Core Curriculum Program (CCP)

Community Policing: Improving Police Efficacy and Building Trust (CP:IPEBT) delivers a comprehensive training program designed to enhance participants' awareness of and skills and abilities to engage in contemporary policing strategies founded in the principles of Procedural Justice and Community Policing. The CP:IPEBT core curriculum is designed for direct dissemination to law enforcement practitioners, criminal justice and public safety professionals, and other appropriate stakeholders.

Instructor Development Program (IDP)

As an Instructor Development Program (IDP), CP:IPEBT consists of the core curriculum and additional instructor development components designed to prepare instructors to disseminate the core curriculum in an efficient, consistent, and measurable manner.

Target Audience

Core Curriculum Program (CCP)

CP:IPEBT is geared towards law enforcement practitioners, criminal justice and public safety professionals, and appropriate stakeholders.

Instructor Development Program (IDP)

CP:IPEBT IDP is geared towards law enforcement trainers, criminal justice and public safety professionals, and appropriate stakeholders with experience instructing as well as implementing community policing initiatives. These instructors will then receive comprehensive instructional materials, lesson plans, and resources in order to provide CP:IPEBT training to law enforcement practitioners and appropriate stakeholders throughout the nation.

Prerequisites

Core Curriculum Program (CCP)

Participants in the CP:IPEBT are required to be law enforcement practitioners or select criminal justice and public safety professionals engaged in community policing.

Instructor Development Program (IDP)

Participants in the CP:IPEBT IDP are required to be law enforcement practitioners or criminal justice and public safety professionals engaged in community policing. IDP participants are also required to have experience as general instructors and be able to demonstrate the ability to effectively instruct professional level curricula focusing on law enforcement practices, ethics, and the processes of decision making.

Course Length

Core Curriculum Program (CCP)

CP:IPEBT is a two-day instructor-led course that is designed in a modular format consisting of 4 major content modules and corresponding exercises.

Instructor Development Program (IDP)

CP:IPEBT IDP is a three-day instructor-led course that is designed in a modular format consisting of 4 major content modules, corresponding exercises, and instructor development workshop activities and sessions.

Required Materials / Facilities

- CP:IPEBT IDP PowerPoint presentation
- CP:IPEBT Instructor Manual
- CP:IPEBT electronic and enhanced media files

Community Policing: Improving Police Efficacy and Building Trust (CCP and IDP) technology and facilities requirements include but are not limited to the following:

- Instructional Facility: Classroom (or similar setting conducive to learning) with movable seating and work tables. Fixed seating, such as auditorium style seating, typically restricts group activities and is considered unsuitable for this training.
- One LCD projector that can be used throughout the course to display the PowerPoint presentation.
- One projection screen that can be used throughout the course to display the PowerPoint presentation.
- One computer that can be used throughout the course, equipped with Microsoft Office (2007 or newer), software and compatible with external LCD display equipment and wireless remote.

- One set of high-quality speakers that can be used with the PowerPoint presentation.
- Two whiteboards, flipchart paper, or similar tools to record group discussions and instructional points.
- One wireless remote to advance the presentation.
- Participant name tents and markers.

Testing/Assessment

This course includes a two-pronged approach to testing and the measurement of participant performance. The first of which utilizes pre- & post-course tests based on the program's curriculum content. The second prong involves individual participants' ability and willingness to engage in group activities and class exercises.

Course Evaluation Strategy

Evaluation of this course includes the collection of quantitative and qualitative data from program participants. Specifically, participants complete a course evaluation upon completion of the training as well as a post-training survey at 3 to 6 months after attending the course. Both the course evaluation and the post-training survey include a Likert scale or similar rating system, as well sections for self-generated comments.

Course Manual Design (IDP)

The Instructional Directions, Instructional Script, and Instructional Notes provide instructors guidance in the delivery of the curriculum. The curriculum includes lecture, discussion, and group activities. By following the Instructional Directions, this curriculum will be delivered maximizing the participant's understanding and application of course materials.

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Core Curriculum – Course Design Matrix

Module 1 – Administrative Introduction and Program Overview

Module Overview

Module 1 addresses the administrative structure and requirements of the *Community Policing: Improving Police Efficacy and Building Trust* program and provides participants with an overview of the course logistics, schedule, manual structure, and background information. A pre-course survey (pre-test) is administered as part of this module. The module also serves as an opportunity for instructor and participant introductions.

Module Schedule

The time allotted for this section is approximately 1.0 – 1.5 hours.

Learning Objectives

1. Participants will gain familiarity with course logistics, schedule, and instructor(s).
2. Participants will become familiar with the course manual.
3. Participants will complete a pre-course survey (pre-test questionnaire).

Module Pre- & Post-Test Questions

Not applicable.

Instructional Strategies

This module is taught through lecture, student participatory exercises, and classroom discussions. The instructor must engage the students to participate and contribute. The PowerPoint will act as a visual guide.

Instructional Materials

Instructor – Instructor Manual, Projector, Screen, Computer, Speakers, PowerPoint presentation and Pointer Device

Participants – Participant Manual or PowerPoint slide notes, Writing Instrument

Module 2 – Fundamental Concepts: The Challenges and Opportunities of Modern Policing

Module Overview

Module 2 is designed to frame the fundamental structure and purpose of the course. The module begins with a brief examination of the current state of policing – both locally and nationally – addressing the current and emerging issues that challenge the effectiveness of law enforcement agencies and the well-being of the communities they serve. Recognizing the need to actively engage the course participants, the module's discussions and exercises encourage attendees to share their thoughts, insights and perspectives on the specific difficulties they face as part of their daily work. Utilizing

participant feedback, the module stresses that these challenges, no matter how “dire or discouraging” are not solely “policing problems.” The challenges faced by law enforcement are often part of a “cycle of dysfunction,” that left unchecked, can have devastating long-term impacts on police practitioners, their agencies, and entire communities. The module concludes by challenging participants to consider and explore the principles and practices of community policing as a means of stopping the “Cycle of Dysfunction” and engaging their community in the shared responsibility of effective policing.

Module Schedule

Approximately 1.5 – 2.0 hours of direct instruction, discussion and exercises.

Learning Objectives

1. Participants will identify current and emerging challenges in policing.
2. Participants will become familiar with the principles of Community Policing.
3. Participants will identify current policing paradigms.
4. Participants will become familiar with the key characteristics of De-Policing and the impact of De-Policing on an agency and on the community.
5. Participants will become familiar with the cyclical nature of the challenges and opportunities of modern policing.
6. Participants will become familiar with the Expectancy Theory of Motivation.

Instructional Strategies

This module is taught through lecture, student participatory exercises, and classroom discussions. The instructor must engage the students to participate and contribute. The PowerPoint will act as a visual guide.

Instructional Materials

Instructor – Instructor Manual, Projector, Screen, Computer, Speakers, PowerPoint presentation and Pointer Device

Participants – Participant Manual or PowerPoint slide notes, Writing Instrument

Module 3 – Addressing Discriminatory Policing: Reducing the Risks & Harms from Unlawful Bias

Module Overview

Module 3: *Addressing Discriminatory Policing: Reducing the Risks and Harms from Unlawful Bias*, is designed to provide participants with knowledge, methods and strategies necessary to break the cycle of dysfunction discussed in Module 2.

This module expands the discussion of the concept of Community Care and how this outward mindset can help policing professionals achieve the public safety mission with greater efficiency by gaining and maintaining the public's trust, while reducing the potential risks and harms to both officers and the public. Through realistic scenarios and candid discussions of case law, participants examine racial profiling-related policy issues, the ineffectiveness of racial profiling in enforcement activities, and the costly impact of racial profiling (real or perceived) on the community. This module focuses on ways to achieve legitimacy through demonstrating commitment to the four pillars of procedural justice, and developing and employing more functional patrol techniques that increase cooperation from citizens, increase efficiency in arrests and seizure activity, and decrease liability associated with complaints. The module culminates with a discussion of best practices which, if implemented consistently at the organizational and individual levels, may serve to mitigate discriminatory policing practices and unlawful bias.

Module Schedule

Approximately 4.0 – 5.0 hours of direct instruction, discussion and exercises.

Learning Objectives

1. Participants will define police legitimacy.
2. Participants will explain procedural justice and identify examples of each of the four pillars
3. Participants will differentiate between Case Probability and Class Probability.
4. Participants will explain the implications of court decisions in *Terry v. Ohio* and *Floyd, et al. v. City of New York, et al.* on policing and public trust.
5. Participants will become familiar with Stephen Covey's *Speed of Trust* equation and describe how the internal culture of a police agency can affect the public safety mission.

Instructional Strategies

This module is taught through lecture and classroom discussions. The instructor must encourage and prompt the students to participate and contribute. The PowerPoint and instructor selected videos, photos or other media will act as a visual guide.

Instructional Materials

Instructor – Instructor Manual, Projector, Screen, Computer, Speakers, PowerPoint presentation and Pointer Device

Participants – Participant Manual or PowerPoint slide notes, Writing Instrument

Module 4 – Community Policing in the 21st Century

Module Overview

Module 4 is designed to provide participants with the opportunity to examine how a commitment to the key components of Community Policing – community partnerships, organizational transformation, and problem solving – can help policing professionals address the specific issues and challenges they face while attempting to fulfill the public safety mission. The module examines the evolution of Community Policing and its emergence as an overarching and actionable philosophy of effective policing. The module concludes with a focused look at each of the fundamental Community Policing principles of partnerships, problem solving, and organizational transformation and their application to policing in the 21st century.

Module Schedule

Approximately 4.0 – 5.0 hours of direct instruction, discussion and exercises.

Learning Objectives

1. Participants will gain awareness and understanding of the historical evolution of Community Policing.
2. Participants will gain awareness and understanding of the Community Policing principle of Partnerships.
3. Participants will gain awareness and understanding of the Community Policing principle of Problem Solving.
4. Participants will gain awareness and understanding of the Community Policing principle of Organizational Transformation.

Instructional Strategies

This module is taught through lecture and classroom discussions. The instructor must encourage and prompt the students to participate and contribute. The PowerPoint and instructor selected videos, photos or other media will act as a visual guide.

Instructional Materials

Instructor – Instructor Manual, Projector, Screen, Computer, Speakers, PowerPoint presentation and Pointer Device

Participants – Participant Manual or PowerPoint slide notes, Writing Instrument

Module 5 – Principles into Practice: Sustaining Long-Term Effective Policing

Module Overview

Module 5 is the final content module and concludes the course with a summary and discussion of principles and practices that are essential to the implementation and

sustainability of policing practices discussed in the previous modules. The module addresses key components of implementing change, measurement, collaboration, and sustainability. The module is also designed to encourage participants to discuss key concepts and ask pertinent questions based on the entire course curriculum.

Module Schedule

Approximately 1.5 – 2.0 hours of direct instruction, discussion and exercises.

Learning Objectives

1. Participants will identify current and emerging obstacles to implementing positive initiatives that promote effective policing.
2. Participants will apply the strategies for sustaining improvements to the challenges facing their departments in an effort to view each as an opportunity for change.
3. Participants will become familiar with the principles of Community Policing as actionable and vital practices for keeping effective change in place.
4. Participants will apply the principles of Community Policing to the improvement of policing in their jurisdiction/community.

Instructional Strategies

This module is taught through lecture, student participatory exercises, and classroom discussions. The instructor must engage the students to participate and contribute. The PowerPoint will act as a visual guide.

Instructional Materials

Instructor – Instructor Manual, Projector, Screen, Computer, Speakers, PowerPoint presentation and Pointer Device

Participants – Participant Manual or PowerPoint slide notes, Writing Instrument

Module 6 – Administrative Conclusion

Module Overview

This module is the administrative conclusion of the course. The module includes the administration of the course post-test, evaluations, and related administrative functions. Additionally, the module allows participants and instructors the opportunity to discuss any key concepts or course content that requires clarification. It also includes a review of the instructional design of the curriculum, information about the Instructor Development / train-the-trainer structure, and guidance on delivering the core curriculum of the course.

Module Schedule

The time allotted for this section is approximately 1.0 – 1.5 hours.

Learning Objectives

1. Participants will complete a post-course survey (post-test questionnaire).
2. Participants will review the Instructor Development (IDP) concept of the course.
3. Participants will demonstrate a working knowledge of the instructor manual.

Module Pre & Post Test Questions

Not applicable.

Instructional Strategies

This module is taught through lecture, student participatory exercises, and classroom discussions. The instructor must engage the students to participate and contribute. The PowerPoint will act as a visual guide.

Instructional Materials

Instructor – Instructor Manual, Projector, Screen, Computer, Speakers, PowerPoint presentation and Pointer Device

Participants – Participant Manual or PowerPoint slide notes, Writing Instrument