

POST Community Relations Training

Focus Groups

Report and Recommendations

Submitted by the Center for Public Policy and Administration

The University of Utah

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Executive Summary

This report presents findings from focus groups held with law enforcement officers involved with POST to determine attitudes toward and information about the cultural relations training received at the academy. The report also makes recommendations about how to improve the training in a way that will impact the contact that law enforcement has with minority youth.

Background

As part of the plan to meet their mission, the DMC Subcommittee contracted with the Center for Public Policy and Administration (CPPA) at the University of Utah to assess and improve the aspects of cultural relations training in the POST academy. The goal of the training, as defined by the DMC Subcommittee is to “provide officers with tools to effectively protect, communicate, and partner with the diverse communities they serve.”

Methodology

The primary methodology for this research was through focus groups conducted by CPPA. The participants were divided into groups of POST Cadets, recent POST graduates, field training officers, and POST evaluators. Participants were selected at random, and were requested but not forced to attend the focus groups. Each focus group lasted around an hour. The facilitator asked open questions to participants, and recorded the key points that were made.

Key Findings

There were several key issues that we uncovered in the focus groups. These are listed below, in no particular order.

1. While it is useful to increase knowledge about different cultures, this is not the most effective way to teach about community relations. The knowledge can be built more effectively through actual experiences in the field.
2. The issues are specific to youth, not necessarily just minority youth.
3. There is a level of fear among officers over liability issues, including disproportionate minority contact.
4. There are perceptions of law enforcement and issues of trust in different cultures that are difficult to change.
5. Building community relations is important, but there are differences in individual's understanding of what that means.

There are several other issues that are related to this which must be considered, but are not a central part of it. These are communication skills, conflict resolution skills, and the potential conflict between the roles of law enforcement vs. the community.

Recommendations

Based on these findings, we recommend the following:

- Future Cultural Relations training is based on improving skills and changing personal perceptions of officers, and not on building knowledge of specific cultural groups.
- Work with Schools Resource Officers to improve Officers' skill level in communicating directly with youth, regardless of race or ethnicity.
- Future training interventions on community relations should include some "introspection," where officers are asked to consider their personal beliefs, values and perceptions of differences in communities.
- Future training on Community Relations should include some consideration of how to develop good relationships with the community at large.
- Increase the focus in POST on how to build relationships in the community, particularly in areas with large minorities.

These recommendations can be achieved through a mix of knowledge-based and experiential learning, introspection and attention to "on the job" training as Officers go out into the field.

Next Steps

We see the following steps as necessary to implement these recommendations.

1. Present findings to the DMC Subcommittee and POST representatives, and obtain approval and authorization for implementation.
2. CPPA to work with POST to develop specific curriculum to incorporate into the initial training for new law enforcement officers.
3. CPPA to work with POST to pilot the new curriculum with at least one, but preferably two POST classes.
4. CPPA to work with POST to evaluate the pilot curriculum.
5. CPPA to present the feedback from the pilots to the DMC Subcommittee.
6. POST to obtain approval to implement the curriculum (with changes if necessary) into the permanent training schedule.

CPPA will work closely with the DMC subcommittee and POST to ensure that these steps are followed.

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Purpose of This Report

The purpose of this report is to present findings from focus groups held with law enforcement officers involved with POST to determine attitudes toward and information about the cultural relations training received at the academy. The report also makes recommendations about how to improve the training in a way that will impact the contact that law enforcement has with minority youth.

Organization Description and Background

It has been shown consistently over years that minority youth are arrested disproportionately, and are overrepresented in the juvenile justice system when compare to white youth. They are also being diverted less.¹ The table below shows diversion trends over the last three years for Hispanic youth in Utah.

Area Reporting	Year	White (per 100 ref.)	His./Lat. (per 100 ref.)	Diff. (per 100 ref.)	RRI
State	FY06	28.7	25.7	3.0	.89
	FY07	30.0	26.4	3.6	.88
	FY08	33.8	27.1	6.7	.80
Salt Lake County	FY06	33.8	30.5	3.3	.90
	FY07	39.2	33.5	5.7	.86
	FY08	38.9	31.4	7.5	.81
Utah County	FY06	38.4	36.2	2.2	.94
	FY07	36.2	26.4	9.8	.73
	FY08	35.4	19.1	16.3	.54
Weber County	FY06	16.9	16.5	0.4	.97
	FY07	17.8	15.6	2.2	.88
	FY08	36.0	30.7	5.3	.85

*RRI means Relative Rate Index. An RRI of 0.88 for Hispanic means that the rate of diversion was 0.12 lower than for whites. An RRI of 1 would show equal rates of diversion, and a figure higher than 1 would show higher rates of diversion.

¹ The diversion population includes all youth referred for legal processing but handled without the filing of formal charges.

This data, and many other data showing the same trends, leads to concerns about disproportionate minority contact in Utah.

The Juvenile Justice and Delinquency Prevention Act of 1974, as amended 2002 (JJDP Act) embodies a partnership between the federal government and the U.S. states and territories to protect children and youth in the juvenile and criminal justice system, adequately address delinquent behavior and improve community safety by preventing juvenile crime and delinquency.

Under the JJDP Act, each state is required to establish a State Advisory Group on Juvenile Justice, submit a 3-year plan for carrying out the purposes of the act and implement the Act's core requirements/protections at the state and local level. These include:

- Deinstitutionalization of Status Offenders
- Removal of Juveniles from Adult Jails and Lock-ups
- Sight and Sound Separation
- Disproportionate Minority Contact

The mission of the Disproportionate Minority Contact (DMC) Subcommittee of the Commission on Criminal and Juvenile Justice is "To eliminate the disproportionate representation of minority youth at all points of contact in the justice system."

As part of the plan to meet this mission, the DMC Subcommittee contracted with the Center for Public Policy and Administration (CPPA) at the University of Utah to assess and improve the aspects of cultural relations training in the POST academy. The goal of the training, as defined by the DMC Subcommittee is to "provide officers with tools to effectively protect, communicate, and partner with the diverse communities they serve."

Methodology

The primary methodology for this research was through focus groups with law enforcement officers. The focus groups were conducted by the Center for Public Policy and Administration (CPPA), and held on location at the POST academy in Sandy, Utah during the month of January 2010.

Each group contained between 6 and 8 officers. The participants were divided into the following groups:

- POST Cadets
- Recent POST Graduates
- Field Training Officers
- POST Evaluators

Because each group was homogenous in terms of "role" in POST, we were able to draw out issues specific to each group. For example, we were able to ask questions to the field training officers and POST evaluators about how Cadets learn and mistakes they make, that the Cadets themselves would not be able to answer.

Participants were selected at random, and were requested but not forced to attend the focus groups. Each focus group lasted around an hour. The facilitator asked open questions to participants, and recorded the key points that were made.

To round out the research, the facilitator also talked to POST leaders, including the Director, and spent a half-day observing live POST scenario training.

Additionally, CPPA staff drew upon secondary research previously carried out by CCJJ staff to ensure that the report represents the view of community and not just law enforcement. The CCJJ research was carried out between June and September of 2009. It consisted of focus groups with graduates of the POST academy, and with youth who had been involved in the justice system in some way. Each youth group contained between 7-10 participants, from programs including YouthWorks, Colors of Success, and the Boys and Girls Group Home from the Salt Lake County Division of Youth Services. To complement the focus groups, CCJJ staff conducted an online survey. This survey reached 25 community leaders, but focused on particularly ethnic minority leaders. CPPA staff was not involved in any of this research, but this report contains some information from it.

The key points from all of the research forms the basis of this report and recommendations.

Key Findings

There were several key issues that we found out in the focus groups. The issues that we have reported are those which came up consistently in each group. These are listed below, in no particular order.

1. While it is useful to know about different cultures, this is not the most effective way to teach about community relations.
2. The issues are specific to youth, not necessarily just minority youth.
3. There is a level of fear among officers over liability issues, including disproportionate minority contact.
4. There are perceptions of law enforcement and issues of trust in different cultures that are difficult to change.
5. Building community relations is important, but there are differences in individual's understanding of what that means.

Each of these findings is discussed below.

1. While it is useful to increase knowledge about different cultures, this is not the most effective way to teach about community relations.

When we asked each group what they thought would be the best way to teach officers about cultural relations, we had a mixed response. Some of the participants thought it would be useful to have information on the different minorities and specific aspects of their culture related to law enforcement. They felt that, armed with this information, they could relate better to minority groups, including minority youth, because they would understand their cultural background and "where they were coming from." They expected that this would lead to a better communication and an easing of tense relationships.

Some suggestions of how this could be achieved were to have members of minority groups attend the POST training to talk about their culture and how it relates to law enforcement; show some training videos on different cultures; or carry out some research on different cultures and present to the rest of the group.

However, there was also a convincing argument against this format of training. It is clear that many of our participants felt that singling out minorities to teach about culture would be more damaging than useful; meaning that the risks would outweigh the benefits. One participant said:

"If we separate this out and start teaching about minorities, all we are going to do is institutionalize racism. It's dangerous to isolate groups and talk about their culture...it just reinforces the stereotypes."

Another said:

"People are individual as well as part of a culture. We can't say that everyone in that culture will be the same. Someone could come talk to us about their culture but it is just their opinion."

Another described his previous experience with cultural relations training in the military:

"When I went to Iraq, we had 2 full days of training on the culture before we went, and it didn't even scratch the surface. When I went to Japan, we had a whole week of training on culture, but I still had a lot to learn."

While there were many participants who felt that information on cultural differences would be useful, there were just as many who did not think it would be beneficial. The reason for this is that it is potentially dangerous to separate out minorities, including minority youth, when developing training on community relations. Many of our focus group participants did not think that knowledge-based training would assist in reducing disproportionate contact with minority youth. In addition, it is not useful to make a negative assumption that the Police are profiling, or are racist, sexist, or ageist, because this causes resentment, and has potential to exacerbate any tension that exists.

While knowledge is useful and interesting, there is an abundance of research which determines that knowledge-based training is the lowest level of learning. Bloom's "Taxonomy of Learning Domains"² has been used as a model since the 1950s, and has been proven consistently to show that knowledge-based learning, while useful and important in some situations, is the lowest level of learning. Bloom identifies three domains, or categories, of educational activity:

- **Cognitive:** mental skills (*Knowledge*)
- **Affective:** growth in feelings or emotional areas (*Attitude*)
- **Psychomotor:** manual or physical skills (*Skills*)

It is obvious that in order to manage community relations well, law enforcement officers need to participate in training at least at the affective (attitude) level, but preferably the

² Bloom, Benjamin S. & David R. Krathwohl. (1956). Taxonomy of educational objectives: The classification of educational goals, by a committee of college and university examiners. Handbook 1: Cognitive domain. New York, Longmans.

psychomotor (skills) level, since community relations can ultimately only be improved through skills and attitude. This does not undermine the usefulness of knowledge, but it argues that knowledge is the least useful domain of learning for this topic.

Given that POST can incorporate four more hours of community relations training, we recommend that these four hours are used to focus on the higher domains of learning – the affective (attitude) and psychomotor (skills) domains. It is clear that future law enforcement officers find the scenario training at POST to be particularly useful. One focus group participant from the CCJJ law enforcement focus groups said:

“The training [at POST] was helpful when scenarios were played and in role play situations.”

While knowledge is important, it can be learned “on the street” and through personal life experiences, when Officers have the chance to talk to people in their actual community about their culture and values. FTOs have an important role here.

Recommendation: Future Cultural Relations training is based on improving skills and changing personal perceptions of officers, and not on building knowledge of specific cultural groups. The knowledge can be built more effectively through actual experiences in the field.

2. The issues are specific to youth, not just minority youth.

Most of the focus group participants told us that they do not consider the issue of disproportionate contact with minority youth to be the issue, but rather that the issue is dealing with youth in general. There appears to be some generational factors at work. One officer told us:

“If you’re dealing with youth, you’re dealing with parents. Most of them don’t believe their kid would break the law, and that makes it difficult...Some parents want you to raise their kids – they want you to be the bad guy and tell the kid what will happen – this vilifies the Police. Some kids are afraid of the Police because of this.”

It appears that Officers view the separation is between “youth” and “adults,” not necessarily between minority and non-minority youth. When we asked participants what could be done about this problem, most of them suggested that communicating

with youth was a key skill to learn, and that developing good and trusting relationships with youth in the community would also be beneficial. Some suggested School Resource Officers (SROs) as a good starting point for information and support on this topic.

Recommendation: Work with Schools Resource Officers to improve Officers' skill level in communicating directly with youth, regardless of race or ethnicity.

3. There is a level of fear among officers over liability issues, including disproportionate minority contact.

In every focus group, there was discussion about fear over liability, and a general agreement that this can cause officers to be more lenient with minorities through fear of being accused of racism. They would rather avoid it than deal with it:

"Sometimes I am more likely to be lenient with minorities because I don't want to be called racist."

A participant in one of the CCJJ focus groups said:

"POST training was more on keeping yourself [cops] out of trouble than dealing with diversity issues."

It appears that there is a balance to be obtained between making officers aware of liability issues and making them afraid to take action to uphold the law and preserve individual and public safety.

One or two of the Cadets in the focus groups told us that they were slightly offended by the topic of discussion in the focus group, as they felt that apparently someone sees law enforcement officers, as racist or potentially racist and therefore likely to discriminate against minorities. Most of the participants said that they were convinced that neither they nor anyone they know would treat minorities differently. One said:

"I know everyone in this room quite well because I have spent a lot of time with them, and I think I can vouch for all of them when I say that none of them would treat anyone differently... a crime is a crime... We fight crime, we don't discriminate."

"When you pull someone over you have to enter your own race when you pull up their license. That's bull. What does it matter what your race is? You are just doing your job as a police officer."

Those who are currently in POST or recently graduated from POST admitted that they could be naïve in this aspect because they have little or no experience on the street.

There was a lot of discussion in the groups about public perception of law enforcement and disproportionate minority contact. Most participants want to be seen as fair, but there was some recognition that they are in law enforcement, and sometimes when people don't get what they want, they perceive the law enforcement officer to be unfair, when he or she is actually just upholding the law.

One participant stated:

"The average age of those in jail is 19-25 white males, so I don't know where all the statistics come from that say that all these youth and minorities are being thrown in jail because it's crap."

Statements such as this seem to show that there is some resentment from law enforcement officers about what the statistics on disproportionate minority contact say and what they mean. This is likely because of the officers' own perceptions. In any training intervention, we must be careful to ensure that officers consider things from a broad perspective, and not just their own assumptions and viewpoints.

Recommendation: Future training interventions on community relations should include some "introspection," where officers are asked to consider their personal beliefs, values and perceptions of differences in communities.

4. There are perceptions of law enforcement and issues of trust in different cultures that are difficult to change.

Many of the focus group participants mentioned that they had learned how differently law enforcement is seen in other countries and cultures, and how this affects relationships of trust. For example, one participant told of a period of time he had lived in Guatemala, and how law enforcement there is seen as corrupt. He suggested that people from countries and cultures where law enforcement is corrupt often have that same expectation when they deal with law enforcement here in the U.S. This raises issues of perception of law enforcement and building trust in the community.

As a result, many of our participants suggested that knowing a little about different cultures and how they view law enforcement would be useful. One of them said:

" We need to understand where people are coming from so we can reassure appropriately. "

These types of perceptions, if they do indeed exist, are difficult to change. Participants suggested that an increase in and focus on community relations, would assist in building relationships of trust with the community, regardless of demographics.

Recommendation: Future training on Community Relations should include some consideration of how to develop good relationships with the community at large.

5. Building community relations is important, but there are differences in individual's understanding of what that means.

During the focus groups, our facilitator found that the participants did not think of "community relations" in terms of cultural or ethnic groups. Rather, most of the focus group participants viewed community relations as a method of outreach to the community as a whole, and as a means build relationships of trust between the community and law enforcement. They cited examples such as attending local events, giving presentations to youth groups, or assisting in community projects. When the facilitator used terms such as "cultural relations" or "diversity," the discussion turned to different minority groups.

It is interesting that when participants talked about how to reduce minority youth contact with law enforcement, the most common suggestion was to increase the amount of positive contact, through building relationships in the community, and therefore building trust. One participant summed it up:

"If we want to reduce this thing, we don't need less contact...we need more, but it has to be positive. So things like presentations in high school and going to local events is important, I think."

Recommendation: Increase the focus in POST on how to build relationships in the community, particularly in areas with large minorities.

Related Issues

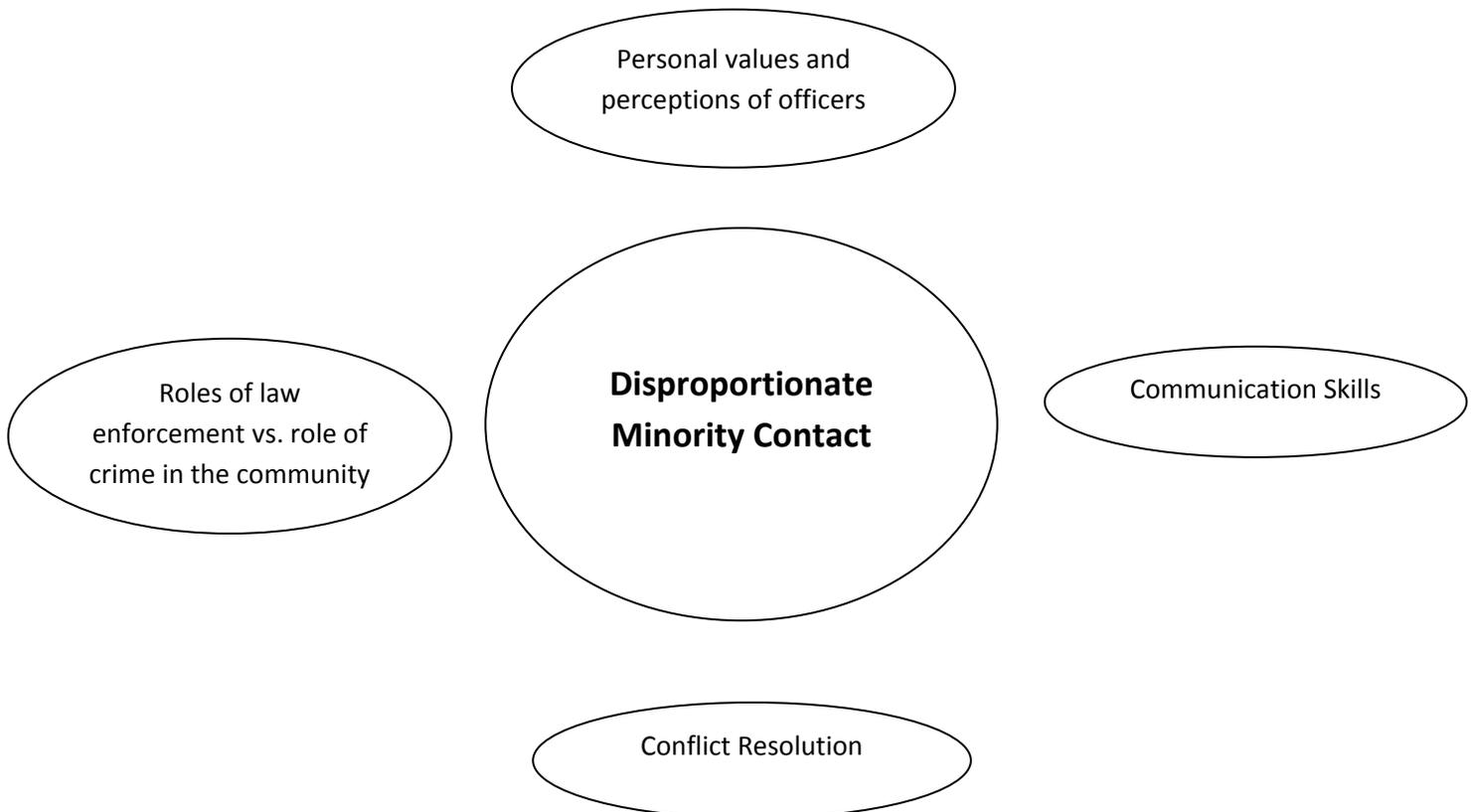
Developing curriculum on community relations is not cut and dried. There are several other issues that are related to this which must be considered, but are not a central part of it. The diagram below illustrates some of the key issues (this is not exhaustive; it is merely what we obtained in focus groups).

First, communication skills in general are important. If good communication is taught, this is applicable across cultures. Second, conflict resolution skills are important. If officers can de-escalate conflicts, they can do this with any culture. Third, there is potential conflict between the roles of law enforcement vs. the community. Officers have a specific role in a community and they must understand the factors that drive people to commit crime, regardless of cultural background or age, or any other factors.

It is important that these issues are considered when implementing any training intervention relating to community relations, culture or diversity.

Diagram 1:

Issues Related to Disproportionate Minority Contact and Training



Recommendations for Future Training Interventions

*"No training program can automatically change attitudes, but, with appropriate education and consistent reinforcement, agencies will encourage a positive change in behavior. Training must develop interpersonal skills, such as active listening, and police personnel must become aware of their own feelings, values, biases, and behaviors. Cultural diversity training, if not conducted properly or supported by changes in the organization, is better left undone. Training for the sake of training can diminish importance, damage morale, and undermine leadership credibility. Further, it wastes time and resources."*³

We started this research with an idea about the direction we'd like to take the training; that is experiential, hands-on learning. The results of the focus groups confirmed that this would be the most effective way to handle cultural relations training for law enforcement officers at POST.

As with any kind of training, there are a variety of different methods that could be used to build curriculum. In the focus groups, we specifically asked participants to tell us about what might work and what might fail, and why. The responses can be divided into four categories: knowledge-based training, experiential learning, introspection, and learning on the job.

Knowledge-Based Training

Knowledge-based training typically includes some kind of reading, discussion, visual media or other passive learning techniques. We asked participants what they thought about this as a technique to decrease negative contact with minority youth and other groups.

Initially, many of the participants said that they wanted a "laundry list" of different cultures and a class on how best to relate to them. Some suggestions for this were to bring in people from different cultures to explain their culture to Cadets, or to have a training video on the topic. This was from the perspective of "knowledge is power," and the Cadets wanting to learn so that they could interact more effectively with people from different cultures and understand and respect them.

³Coderoni, Gary. 2002. "The Relationship Between Multicultural Training for Police and Effective Law Enforcement." FBI Law Enforcement Bulletin, November 2002. Located January 21, 2010 at http://findarticles.com/p/articles/mi_m2194/is_11_71/ai_94873352/?tag=content;col1

Others explained that they thought this would be counter-productive; that this would simply isolate different cultures and reinforce stereotypes. In fact one of the evaluators at POST said that he considered this type of training to be institutionalizing racism, ageism, sexism or other biased behavior. It is important to note that there are issues of credibility and validity at stake. One participant said:

"Please don't give us a white guy with a slide show about African American culture that he got from the internet."

Another said:

"We have to know the background of cultures and different generations so we can relate better, but we have to steer clear of stereotypes."

"Any type of training for officers on cultural relations is going to be the opinion of one person – I think it would be tough to do that. It is drummed into our heads not to profile... isn't this profiling?"

We suggest that in general, we avoid knowledge-based training on this issue, for the reasons given above. In addition, most participants told us that they either learned on the job (seasoned officers) or expect to learn on the job (new officers), and agreed that this was far more effective than a classroom presentation.

Experiential Learning

Although many of the participants immediately suggested that they'd like to receive information on different cultures, when we explored this in more detail, they mostly agreed that experiential learning would be more effective in the long-run. This is because it avoids stereotyping and isolating particular cultures, and also avoids creating a false picture of some cultures.

There are many ways that this could be achieved, but POST already has an excellent range of scenarios in place that test Cadets in a variety of situations, and this is an ideal venue where experiences in cultural relations can take place.

This could be as simple as an assessment of conflict resolution with actors from different cultures, and then a debriefing with POST evaluators about community relations.

Many focus group participants also mentioned that an increase in proactive community relations would be a good way to build trusting relationships with all sections of the community, including minority youth. This can also be tied into experiential learning,

with Cadets being asked to stage community relations interactions, even in scenario training days.

Cadets mentioned that it is very important for interactions and training interventions to be positive. This means "do this" rather than "don't do this." They all told us that it is obvious what they are not supposed to do, but would welcome advice on how to handle certain situations.

Introspection

Introspection is a difficult and sensitive thing to do, but it is beneficial to Officers that experiential learning is complemented by some type of introspection, because some time to reflect on one's own life experiences and perceptions of different cultures is useful to help understand oneself.

David Takacs (2002) in an article entitled "*Positionality, Epistemology and Social Justice in the Classroom*,"⁴ explained the importance of introspection and understanding ourselves and our position in society:

"To work toward a just world – a world where all have equal access to opportunity – means, as a start, opening up heart and mind to the perspectives of others. We must be able to hear each other and to respect and learn from what we hear. We must understand how we are positioned in relation to others...Few things are more difficult than to see outside the bounds of our own perspective – to be able to identify assumptions that we take as universal truths, but that instead have been crafted by our own unique ability and experiences in the world."

An example given by one evaluator about how introspection may help was in a scenario with a Cadet where a woman claimed she had been hit by her partner. Immediately the Cadet assumed that the man had in actual fact hit the woman. He had no evidence of this other than the woman's accusation, yet he went ahead and arrested the man. On further discussion, the evaluator found out that the Cadet had been raised in a home and culture where women are revered, and to have a woman claim she had been hit was abhorrent to him so he automatically believed her. This type of situation may have been avoided had the Cadet examined his own belief system during training. He would at least have been aware of his beliefs and may have been able to keep that in perspective.

⁴ Takacs, David. 2002. "Positionality, Epistemology and Social Justice in the Classroom," *Social Justice*. Vol 29, No. 4, pp168-181.

As one participant said:

"It would be good to understand own prejudices and to do a self-assessment, even though it's very sensitive." "

Time during POST to carry out introspection may bring to light some prejudices or preconceptions, or even just basic lack of knowledge. This would be especially useful for new officers who come from homogenous communities and who have never experienced different cultures, and for those who are unaware of how their own beliefs and values impact on their effectiveness as a law enforcement officer.

Learning on the Job

While experiential learning and introspection assist new officers to learn about community relations, many of the participants we spoke to mentioned how much they either learned or expected to learn on the job. The field training officers (FTOs) explained that this is where most of the "real" learning takes place. It is not until officers are in the field, dealing with real-life decisions, that they can truly learn how they reach to different situations, including those with minority youth.

One of the officers in the CCJJ focus groups said:

"The Academy didn't train much in diversity; this was learned through patrolling the community."

Another said:

"The FTO is a great approach to offer diversity training. They should add more training to the FTOs."

Because of this, it would be beneficial for evaluators and field training officers to include an assessment of cultural relations as part of their evaluation and coaching. It is therefore important that FTOs are included in updates of any training, so that they are able to stay apprised of developments.

Summary and Conclusions

The focus group research allowed us to find out several key issues affecting community relations. These findings assist us with information about how to develop curriculum on the topic of community relations.

The key findings of the focus groups are:

1. While it is useful to increase knowledge about different cultures, this is not the most effective way to teach about community relations. The knowledge can be built more effectively through actual experiences in the field.
2. The issues are specific to youth, not necessarily just minority youth.
3. There is a level of fear among officers over liability issues, including disproportionate minority contact.
4. There are perceptions of law enforcement and issues of trust in different cultures that are difficult to change.
5. Building community relations is important, but there are differences in individual's understanding of what that means.

Based on these findings, we recommend the following:

- Future Cultural Relations training is based on improving skills and changing personal perceptions of officers, and not on building knowledge of specific cultural groups. The knowledge can be built more effectively through actual experiences in the field.
- Work with Schools Resource Officers to improve Officers' skill level in communicating directly with youth, regardless of race or ethnicity.
- Future training interventions on community relations should include some "introspection," where officers are asked to consider their personal beliefs, values and perceptions of differences in communities.
- Future training on Community Relations should include some consideration of how to develop good relationships with the community at large.
- Increase the focus in POST on how to build relationships in the community, particularly in areas with large minorities.

These recommendations can be achieved through several a mix of knowledge-based and experiential learning, introspection and attention to “on the job” training as Officers go out into the field.

It is hoped that the findings and recommendations are useful to the DMC Subcommittee to see where the problem areas are, and that CPPA can now develop training in conjunction with POST staff that addresses these key issues. While it is expected that this intervention may assist in reducing negative contact with minority youth, it should be recognized that this is part of a much wider strategy, and dramatic changes should not be expected. It may also be difficult to isolate the impact of training interventions from other aspects of this program which are designed to reduce disproportionate minority contact.

Next Steps

We see the following steps as necessary to implement these recommendations.

1. Present findings to the DMC Subcommittee and POST representatives, and obtain approval and authorization for implementation.
2. CPPA to work with POST to develop specific curriculum to incorporate into the initial training for new law enforcement officers.
3. CPPA to work with POST to pilot the new curriculum with at least one, but preferably two POST classes.
4. CPPA to work with POST to evaluate the pilot curriculum.
5. CPPA to present the feedback from the pilots to the DMC Subcommittee.
6. POST to obtain approval to implement the curriculum (with changes if necessary) into the permanent training schedule.

CPPA will work closely with the DMC subcommittee and POST to ensure that these steps are followed.