

THE

Systems Approach

To
Community Crime
Prevention

132541

IMPLEMENTATION GUIDE

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**THE SYSTEMS APPROACH
TO
COMMUNITY
CRIME AND DRUG PREVENTION
PROGRAM IMPLEMENTATION GUIDE**

**KNOXVILLE POLICE DEPARTMENT
CRIME PREVENTION UNIT
JULY 1991**

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Note: Throughout this document we refer to municipal and city officers and police departments; however, the same Systems Approach is readily adaptable to county and state governments and law enforcement agencies, i.e: Sheriff and State Police.

FOREWORD

In February 1986, through open competition, the Knoxville Police Department was one of four sites selected by the Bureau of Justice Assistance, Community Crime Prevention Programs, to receive federal funding for the development of a systems approach to community crime prevention. The other three agencies selected to demonstrate this program are: Tucson Police Department, New Haven Department of Police Services and Jacksonville Florida Sheriff's Office.

The Knoxville Police Department has designed and implemented an integrated service delivery system, whereby the Systems Approach model is utilized to bring about desired results and to develop an ongoing partnership with other governmental agencies and the general citizenry at large.

A Systems Approach to Crime Prevention has shown success in Knoxville based primarily on the commitment of governmental officials, community leaders and a working model that is simple, straightforward and transferable in its applications. The Systems Approach concept is predicated on the development of community wide profiles followed by the development of working strategies, both short and long term, to bring about change for the community. Often times these changes were not directly the traditional police responsibility but rather a service requirement for other governmental or social agencies.

The basic design of the model allows for the clear delineation of roles and responsibilities of all participating partners. This partnership response to problems identifies individual specified responsibilities of all participants and requires input and participation for planned outcomes. The model process utilized promotes wide spread strategic thinking, while at the same time is in a continuous state of evolution as the various environments and conditions of our society change.

Some examples of our success include:

- ❖ A local public housing area had a street called "Deal Street" where 1200 cars came through to deal drugs daily - driving through like they would at a fast food restaurant. Through carefully planned teamwork, we used CPTED techniques to put in speed breakers and close streets. Additional lighting was put into place. Trash was picked up. The traffic came to a screeching halt. Now only 50 cars per day come into the neighborhood and children are outside playing once again.
- ❖ One community was known for having a high level of prostitution activity, and of course the accompanying drug, armed robbery and theft problems. Working as a team, we closed a local motel that was the headquarters for the prostitution ring, and arranged additional surveillance. The number of prostitutes has decreased by 75%.

The crime prevention initiative being utilized in Knoxville can be used to develop a coordinated and comprehensive program targeting crime and drug prevention in your community, too. This Implementation Guide with the accompanying video tape will assist you in the development of a similar strategy as utilized by the Knoxville Police Department.

Phil E. Keith
Chief of Police
Knoxville, Tennessee

ACKNOWLEDGEMENT

Many people have contributed a great deal of time and effort in developing and implementing the Systems Approach To Crime and Druge Prevention. It is impossible to mention all of the people individually that contributed, though their contributions were invaluable and have not been forgotten.

We would like to thank our program managers at the Bureau of Justice, Community Crime Prevention Programs: Ronald J. Trethric and Ronad Steger, Former Directors of Community Crime Prevention Programs; Maggie Heisler, Project Manager, and Bob Brown, Project Manager. These individuals provided encouragement, assistance and substantive input throughout the development and implementation of this program.

We are especially grateful to Chief of the Knoxville Police Department, Phil E. Keith for his leadership, guidance, encouragement and input into the development of this program from its inception. Chief Keith was a motivating force behind the development of this program and has offered continued support and encouragement that resulted in the success of the concepts and program strategies in the City of Knoxville.

Thanks are due to several members of the Knoxville Police Department: Judith Martin, Planning and Operations Manager; Paul Fish, Operations Division; Sgt. Ron Key, Director of the Crime Prevention Unit; the Crime Prevention staff; Ken Fralick, Crime Prevention Officer; Phil Garland, Crime Prevention Officer; and Crime Prevention Specialists - Antha Steele, Arlene Trusley, Sharon Dalton, Tammie Beckner and Marilyn Davis.

Special thanks to Nancy Friedrich who has devoted a great deal of time, energy and skill into writing this implementation manual.

Finally we offer thanks to the many police officers, city officials, business leaders and the numerous community members that have participated in this program.

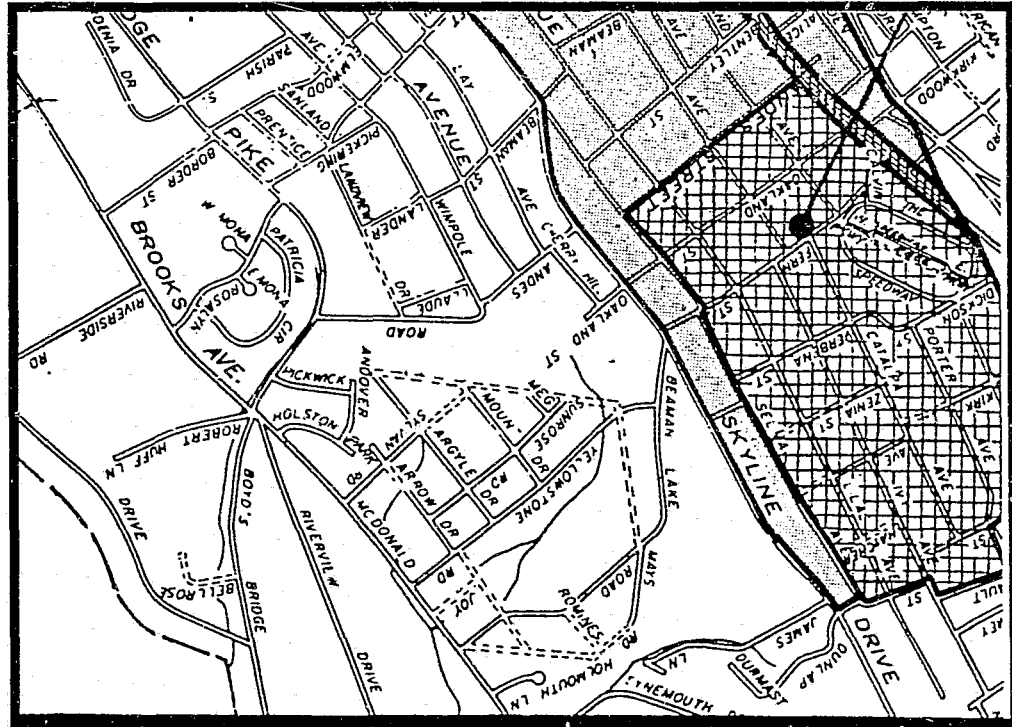
Sgt. Ron Key
Crime Prevention Unit
Knoxville Police Department

Environmental Info.

- Street Conditions
 - Access
 - Exit
- Lighting
- Parks
- Tree/Shrub Conditions
- Housing Conditions
- Pedestrian Flow
- Natural Barriers

Police Workload

- Calls for Service
- Consumed Time



NEIGHBORHOOD PROFILE

Community Information

School Incident

- Victimization
- Vandalism
- Crime
- Abuse
- Violence
- Gangs

Neighborhood

- Housing Type
- Treatment Centers
- Churches
- Mass Transportation
- Community Org.

Offender Information

- Serious Habitual Off.
 - Juvenile
 - Adult
- Known Offender
- Probation

Crime Information

- Part I
- Part II
- Arrest Data
- Suspect Data

STRATEGY FOR CHANGE

Intervention

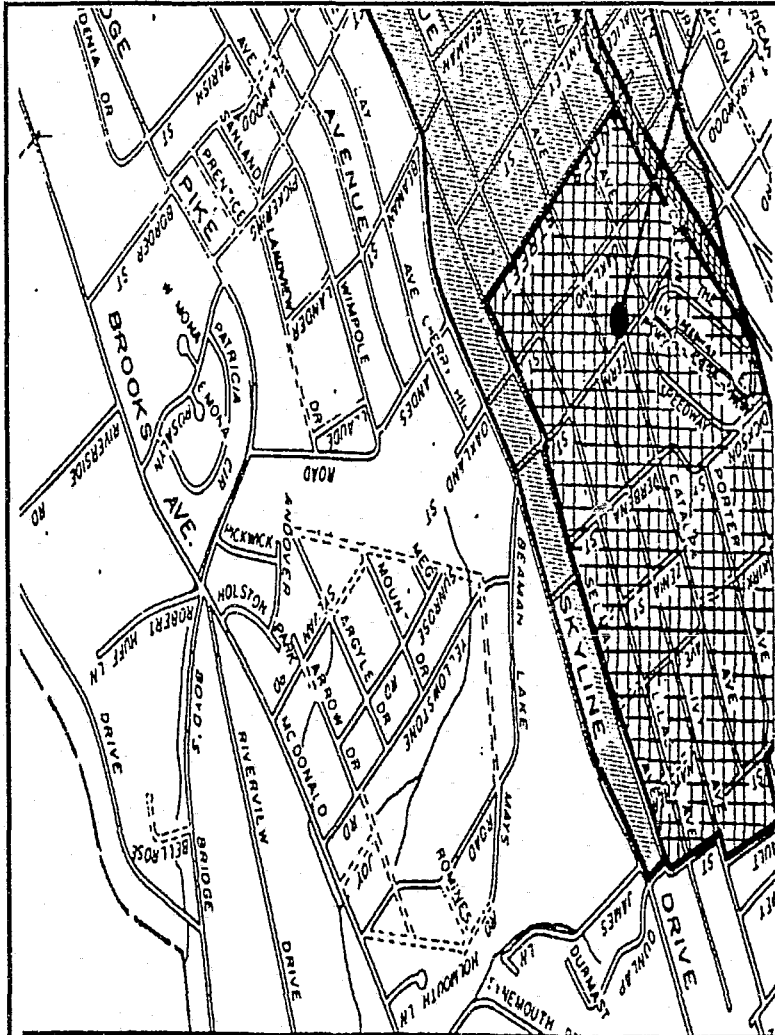
- Abuse
- Runaway

Education and Awareness

- Public Education
- Police
- Schools
- Community
- Media Community
- Drug Abuse

Resource Coordination

- Police
- Social Services
- Urban Planning
- Code Enforcement
- Traffic Engineering



Program Development

- New Initiatives

Reduction of Opportunity

- C.P.T. E. D.
- Neighborhood Watch
- Housing Surveys
- Code Enforcement
- Business Initiatives

Apprehension

- Serious Habitual Juvenile Offender
- Directed Patrol
- Offender Targeting
- Warrant Services
- Special Operations

CRIME PREVENTION PROGRAM MODEL



P A R T N E R S H I P		Mgt. Review Team	Profile Team	Community Action Team
	Police	Chief/Designee Div. Heads - Patrol - Investigations - Com Relations - Program Mgr.	Program Mgr. - Crime Prev. Specialist - Crime Analysis - Patrol Beat Off. - Investigative Officer	Program Manager - Prevention Spec. - Community Relation - Patrol - Investigations
	Multi-Agency	Policy Maker - Schools - Social Services - Probation - Recreation - Comm. Development - Comm. Relations	Representative (area) - Information Sharing - Program Input	Rep. Serv. Group (area) - Manager/Supervisor - Field Personnel
	Community Agencies	Community Leader (formal) - Churches - Clubs - Associations	Representative (area) - Information Sharing - Program Input	Community/Neigh. Representative - Formal - Informal
	Private Sector	Business Leaders (formal) - Chamber - Jr. Chamber - Civic Clubs - Retail Association - Trade Groups	Representative (area) - Information Sharing - Program Input	Neighborhood Businesses - Local Businessmen

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Cover Design and Graphics by:

Sgt. Ron Key, Director
Crime Prevention Unit
Knoxville Police Department

INTRODUCTION

THE SYSTEMS APPROACH TO COMMUNITY CRIME AND DRUG PREVENTION

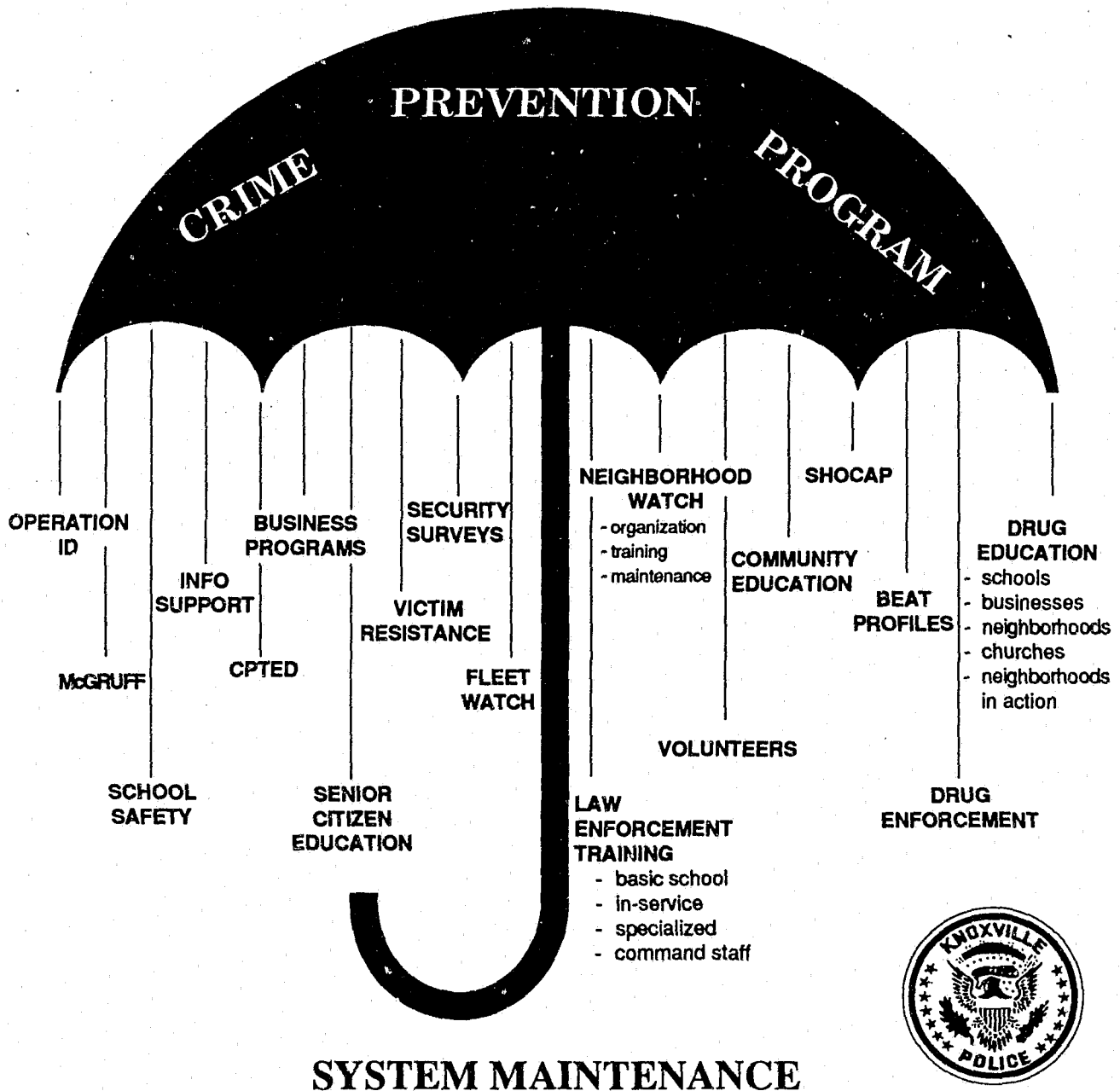
Policing is an evolutionary process dictated by the changing needs of society. Until very recently, policing has been "traditional", or *reactive*, responding to illegal incidents and calls for service. Today, more and more law enforcement agencies are utilizing a *proactive* approach - preventing crime by working with the community to solve the basic problems that generate crime. By directly addressing the problem of criminal activity in an area, the citizen's fear of crime is also addressed - which leads to a sense of well being.

The Systems Approach to Community Crime and Drug Prevention is a three-phase process:

1. Integrating crime and drug prevention principles into all law enforcement operations;
2. Developing a working partnership with other governmental agencies, community agencies, community groups and schools; and,
3. Coordinating the delivery of services to meet specific neighborhood or community needs for crime and drug prevention.

As with the definition of "system" - *separate units interacting to form a whole* - this approach incorporates community and interagency partnerships to achieve the goals of not only reducing crime and drug abuse, but also the fear of crime and of being victimized. It succeeds by elevating crime and drug prevention to the level of other policing activities (i.e., patrol and investigations). It also succeeds by expanding the philosophy and techniques of crime and drug prevention through leaders and representatives from a complete cross section of the community: law enforcement, churches, citizen groups, schools, health professionals, businesses, municipal agencies, elected officials, and neighborhood residents *all working together to improve the communities quality of life.*

Program Management



By utilizing the Systems Approach, police no longer have to resolve all community crime and drug problems themselves, rather, they can mobilize the community to solve its own problems, or they can enlist the services of other public and governmental agencies. Another very significant by-product of the Systems Approach is the elimination of costly duplication of limited resources.

The Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice has identified a framework necessary to successfully incorporate crime and drug prevention into law enforcement services and the community:



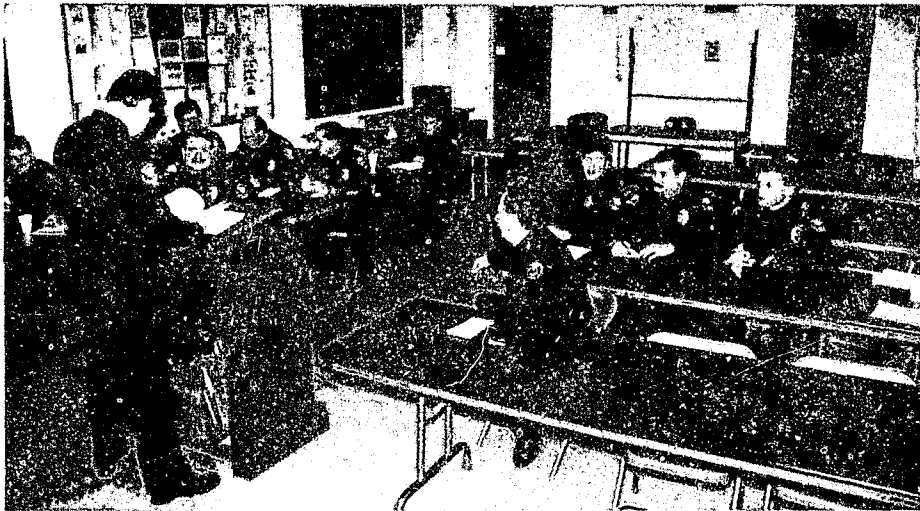
- Institutionalize crime and drug prevention principles and activities throughout the department;
- Change command initiatives and departmental structure to promote crime and drug prevention as a high priority police activity;
- Develop policing strategies oriented to provide effective community services;
- Increase the role of uniformed officers in crime and drug prevention;
- Provide crime and drug prevention training to all law enforcement personnel;
- Establish a multi-disciplinary planning team that will be responsible for managing and coordinating community crime and drug prevention initiatives;
- Use expanded crime and community data and crime analysis to enhance crime prevention efforts and communicate crime-related information to community residents;
- Encourage and support citizen involvement in crime and drug prevention; and,
- Integrate the principles of crime and drug prevention, e.g., CPTED (Crime Prevention Through Environmental Design), into city planning, zoning, urban renewal, and construction projects.

The Systems Approach strives to bring about organizational and attitudinal changes within law enforcement that will make crime and drug prevention a routine part of daily operations. It also encourages the entire community to think about crime and drug prevention. Although the police are the catalysts for the process, other city agencies - and the entire community - share responsibility for carrying the momentum. The Systems Approach is not a "program" to be implemented during one chief's tenure; rather, it is a process and method of resource allocation which elected and appointed officials, city agencies, and the community should conduct daily business, with an emphasis on resolving community concerns.

Benefits of the Systems Approach

The Systems Approach To Community Crime and Drug Prevention offers measurable benefits for law enforcement, local government officials, municipal agencies, community groups and residents.

For law enforcement, involvement with this process means:



1. Emphasizing a proactive response toward residents' fear of crime and victimization;
2. Developing police strategies based on research findings — rather than belief or myth - that verify the effects of community involvement on levels of fear and victimization. Many principles of community- and problem-oriented policing are found in the Systems Approach;
3. Enriching line officers' jobs with greater community interaction;
4. Emphasizing the police officer's role as partner in a general human service network rather than as someone who appears only when there is a problem;

5. Sharing the burden of solving neighborhood problems with other community agencies and community groups;

6. Improving citizen/police interaction;

7. Expanding the scope of traditional crime prevention activities;

8. Elevating the professional stature of crime prevention activities; and,



9. Providing a simple, straight forward process to effect systematic improvements in the delivery of services.

After the process is institutionalized, or integrated, into departmental operations, the Systems Approach will provide greater control of the calls to the police department for service and increase organizational competency, productivity and community impact. Citizens will learn how to resolve community problems themselves or how to call other agencies for non-emergency matters. As problems in high-crime areas are resolved, emergency calls will be reduced.

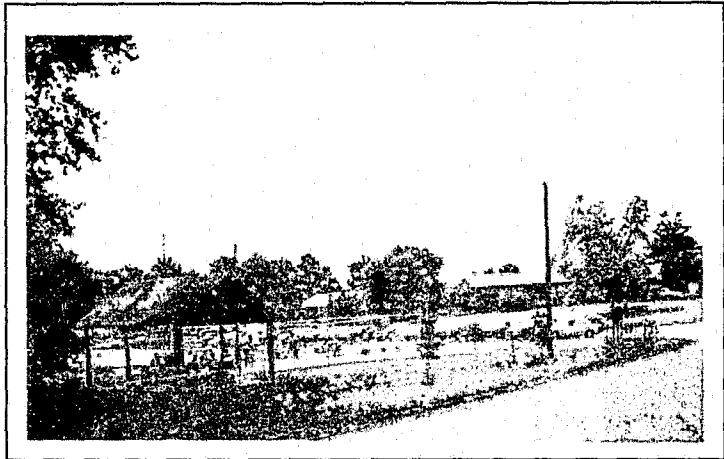
Other agencies and local government representatives, such as planners, department and agency heads, and elected officials, benefit because:

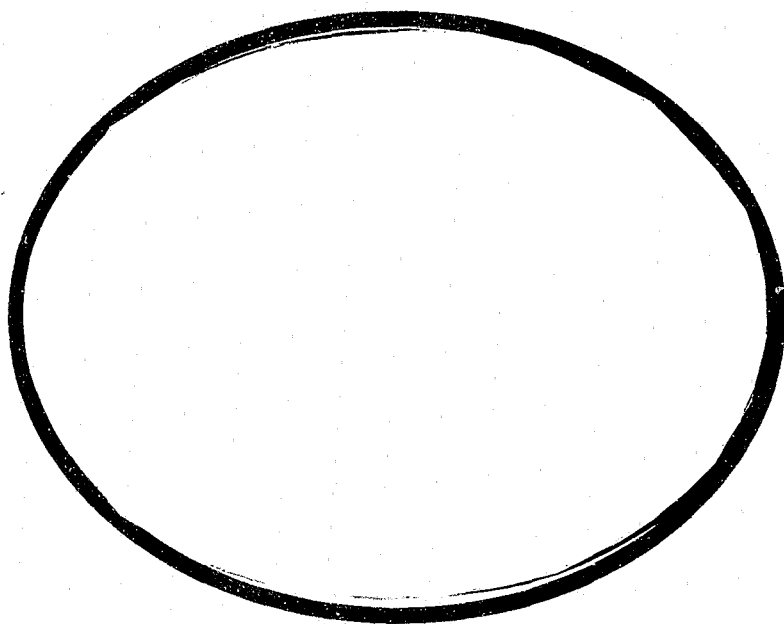
1. Their problems are addressed as part of the partnership process. The cooperation engendered by the Systems Approach promotes teamwork among local agencies. The process demonstrates that social problems are often clustered in neighborhoods, and joint efforts to resolve them are more likely to succeed than individual efforts.
2. Their perspectives help shape intervention policies and strategies.
3. Agencies will coordinate efforts, avoiding costly - and often ineffective - duplication.
4. Rivalries between agencies will be reduced.

5. Problems can be resolved by reallocating existing resources rather than by seeking new funding.
6. Fear of crime and victimization is reduced, resulting in a more satisfied community.

Perhaps most importantly, the citizens of the community benefit because:

1. They are empowered as partners in solutions for their own neighborhoods instead of being passive objects of intervention policies.
2. Their quality of life is improved with the reduction of crime and fear of crime.
3. Neighborhood interventions are more effective because they are developed from broad-based data.
4. They develop more confidence in knowing which agency to call for non-emergency matters.
5. They establish self-help networks in the community.





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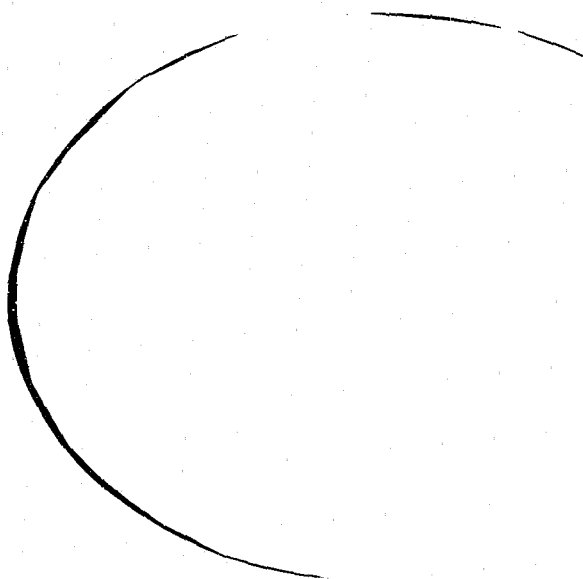
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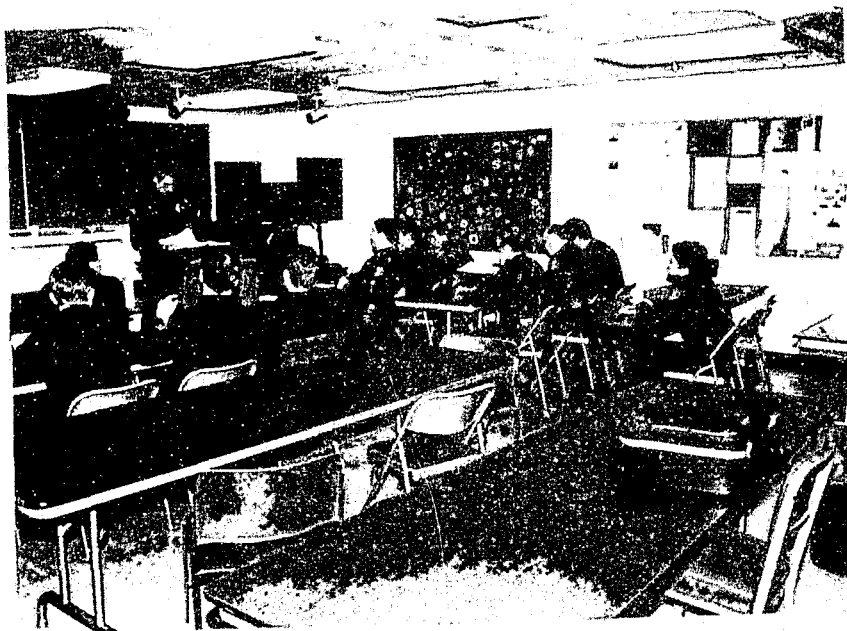
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**INSTITUTIONALIZATION OF CRIME
PREVENTION THROUGHOUT THE
LAW ENFORCEMENT AGENCY**



**INITIATING AND MAINTAINING
NEIGHBORHOOD WATCH**

**TRAINING OFFICERS AND COMMUNITY
LEADERS**

**ESTABLISH COMPREHENSIVE
DATA BASE AND CRIME ANALYSIS
CAPABILITIES**

PHASE I

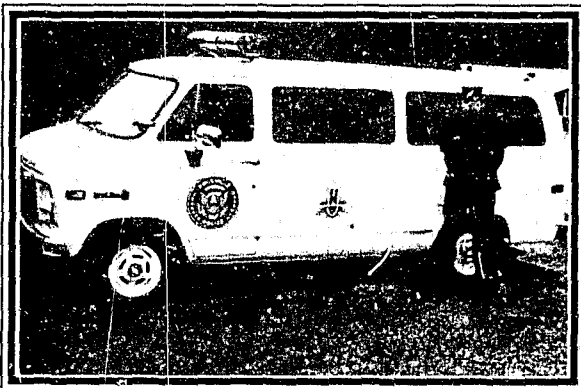
INTEGRATING CRIME PREVENTION THROUGHOUT THE LAW ENFORCEMENT AGENCY

Integrating = to make into a whole by bringing all parts together; to unify.

Traditionally, a police department will have a Crime Prevention Unit", a relatively small group of officers and staff dedicated to preventing crime. In today's society, this is not feasible. A small group cannot handle crime prevention single handedly. A team approach is essential to successfully integrate proven crime prevention technology and strategies.

The Team Approach

As with any other community program, success cannot be achieved unless there is agreement and cooperation among the players. Phase I in the Systems Approach to Crime Prevention uses a team approach and **integrates** crime prevention throughout the law enforcement agency. Crime prevention must be a part of the day to day life and activities of the *entire* agency: from the Chief of Police, to the clerical staff, to the officer on the street.



The Systems Approach offers flexibility, enabling each department to support the Crime Prevention program in the following ways:

- ◆ Support and involvement in leadership programs;
- ◆ Participation in crime and drug prevention training for officers and staff;
- ◆ Develop departmental reward and incentive programs that reflect the importance of crime and drug prevention;
- ◆ Expand crime analysis and data management; and
- ◆ Provide easy access to neighborhood and community information.

It's Not Always Easy

Supporting the Systems Approach to Crime Prevention is not always going to be easy. Changes and emphasis may occur within your department that can alter your efforts, such as:

- ❖ **Personnel shortages**, which limit officers' ability to carry out crime and drug prevention activities. This issue is historical in nature and must be confronted with an understanding that the entire service delivery system must be examined to effectively improve police services;
- ❖ **Departmental activities**, or any internal activities or emphasis that shift the emphasis from crime and drug prevention to something else and;
- ❖ **Traditional attitudes**, attitudes that view crime prevention as a very specialized, perhaps "cushy" job. These attitudes were not formed overnight and will not be changed quickly.

MANAGEMENT AND COMMAND LEADERSHIP

Support From The Top

The support of top management is critical to the success of the Systems Approach to Crime Prevention, it **requires** enthusiastic support from the top down. This support and commitment cannot be passive; it must be visible, active and constant — from the police chief, the command staff plus municipal policy makers and managers.



MAYOR ♦ POLICE CHIEF ♦ COMMAND STAFF
CITY POLICY MAKERS and CITY MANAGERS

Executive Order

An Executive Order from the Mayor or Chief is a first step in the right direction. By issuing an official document or declaration, such as an Executive Order, there is a visible and documented commitment to the Systems Approach to Crime Prevention.

This commitment is critical because the mayor or chief leads the department in making policy and operational changes to integrate crime and drug prevention into routine duties. The chief must affirm the goals of the Systems Approach program and commit the necessary resources, and assign the appropriate personnel to key positions to support the crime and drug prevention efforts. The command staff, in turn, must reflect the chief executive's commitment through its' daily program operations.

Below is a sample Executive Order:

Executive Order

The City of _____ is implementing a Systems Approach to Crime Prevention on a citywide basis to improve the quality of life and to reduce criminal opportunity through environmental designs. Implementation of the Systems Approach will involve all City agencies and departments.

Crime is a community-wide problem that impacts all citizens of our city, whereby Crime Prevention must become the focus of all resources within the City government and the community.

Each City agency and department will be expected to designate a representative to participate on the Systems Approach to the Crime Prevention A-Team in order to achieve the project goals. The representative designated by each department will be expected to provide meaningful input in the development of the community-wide assessment.

A representative from the Crime Prevention Task Force will be in contact with each department to establish a meeting schedule.



Signature
Title

In summary, the mayor or chief demonstrates support through:

1. Making policy and operational changes to integrate crime and drug prevention into routine duties;
2. Committing necessary resources;
3. Assigning appropriate personnel to key positions;
4. Promote strategic thinking and planning; and
5. Marketing of strategies to political leaders and other governmental and social agencies.

TRAINING

Training - Laying A Good Foundation

In order for personnel to understand the philosophy and principles behind the Systems Approach to Crime Prevention, training is essential. Proper training enables officers and supervisors to integrate crime and drug prevention activities into their day to day duties.

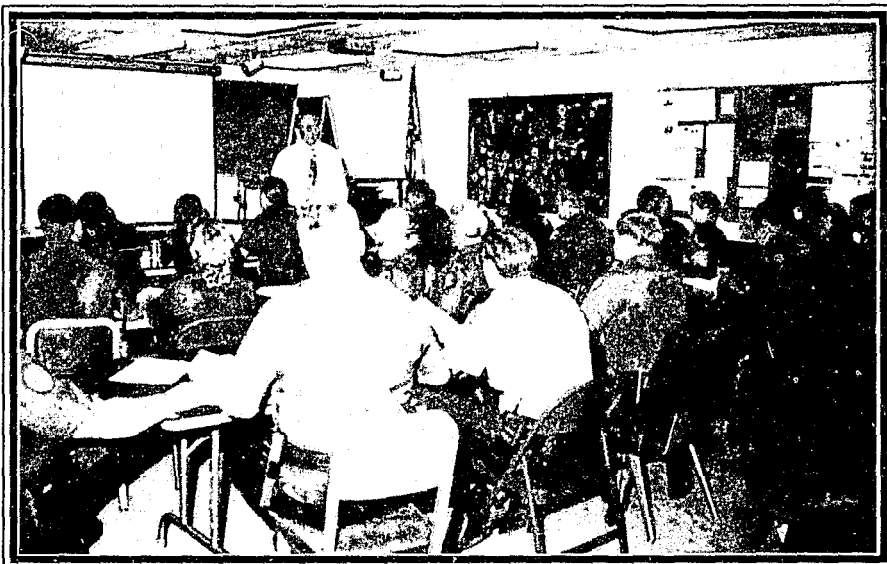
The entire law enforcement agency — and that means **everyone** — should have a basic orientation to crime and drug prevention principles and techniques. Each department should assign one person as the “crime and drug prevention specialist”. This person should receive advanced training and play a supportive role in the training and implementation of programs for all personnel. Most law enforcement agencies have subject matter experts and traditionally agencies have designated firearms instructors, chief investigators, computer specialists, bomb specialists, etc. Crime prevention is no different. Developing a prevention specialist can assist in the broadening of the understanding in techniques and concepts of crime prevention.

Crime and drug prevention training should be incorporated into all annual in-service training sessions and classes for recruits. In-house training is important, yet additional classes may be necessary by outside subject matter experts, providing different perspectives, strategies, and insight on crime and drug prevention.

Training For The Police Officers

The National Crime Prevention Institute, University of Louisville, offers a 40 hour course of basic crime prevention core courses, including locks, lighting, alarms, security surveys, and other crime prevention ideas as they pertain to robbery, burglary, larceny, etc. This basic training promoted conceptual understanding and broadens the base of skill levels among line level officers. Other programs exist at various institutions, the purpose of the training is for establishing an organization foundation.

By training all officers, crime prevention is decentralized from a specialized unit and provides the basic foundation necessary for law enforcement. All officers will be able to respond to the request for services for their beat or district. This enables officers to help the citizens of the community in which they are working. Officers can provide information on crime prevention to the community members during routine delivery of services.



Training For Key Community Leaders

Don't forget key community leaders. Know who the decision makers and leaders are, and what role they play in the community. Communicating with these people is critical to the success of a crime prevention program. Each of these leaders should be included in a special community leaders' training class on crime and drug prevention. The more leaders are involved, the more support will be gained for the prevention programs. Plus, these leaders often have many good ideas to strengthen the program. Be sure to contact:

Chief of Police
Mayor
Fire Chief
Housing Director
Juvenile Judge(s)

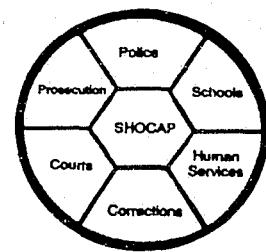
City Council Members
School Board Members
Neighborhood leaders
Community Action Group leaders
School Resource Officers

Specialized Training

Expanding the basic training to offer classes on specialized programs will enhance the organizational knowledge and skill base. Carefully planned specialized training will provide continuous reinforcement of the commitment to crime prevention.

Example: Offer a training course on Crime Prevention Through Environmental Design (CPTED). The training will provide the concepts relative to the environment and how various agencies can work with the law enforcement agency to make changes as part of an overall, integrated effort to reduce crime in a particular area. The National Crime Prevention Institute offers a class in CPTED.

Example: Offer a training course on (SHOCAP). The training for Serious Habitual Offenders Comprehensive Action Plan (SHOCAP) will provide basic concepts to increase the awareness and seriousness of juvenile offenders, offering ideas on how integrated efforts can reduce the problems associated with these young offenders. (#15)



Example: Office of Juvenile Justice and Delinquency Prevention (OJJDP). The training for OJJDP comes from several different courses and seminars, including:

1. **Policy I - Policy Operations Leading to Improved Children and Youth Services.** This 4 1/2 day class covers juvenile justice perspectives, managing the response to juvenile law enforcement matters, referral management, serious juvenile offenders, drug abuse problems, custody issues, missing children, school and law enforcement partnerships, and resource development.
2. **Policy II - Policy Operations Leading to Improved Children and Youth Services.** This 4 1/2 day class builds on Policy I and teaches management principles, step by step implementation principles, policy and procedure development and training.
3. **Managing Juvenile Operations -** a 5 day course provides police executives with simple, yet effective methods to increase departmental efficiency and effectiveness by integrating juvenile services into the mainstream of police activity, improves managers' skills and unit's ability to deliver juvenile services, given limited budgets, staff, and resources.
4. **SAFE Policy - School Administrators For Effective Police, Prosecution and Probation Operations Leading to Improved Children and Youth Services Training Program.** This 4 day seminar covers statistical profiles of problems shared by community agencies in dealing with troubled, problem and delinquent youth, results of habitual juvenile offender programs, legal considerations, successful program model strategies and implementation planning and change management concepts and methods.
5. **Gang and Drug Policy -** an innovative and results oriented 5-day seminar presents a collaborative and cooperative interagency process leading to improved public and private gang and/or drug prevention, intervention and suppression strategies. A multidisciplinary and multiprofessional approach is used. The seminar is sponsored by the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice, and Federal Law Enforcement Training Center.



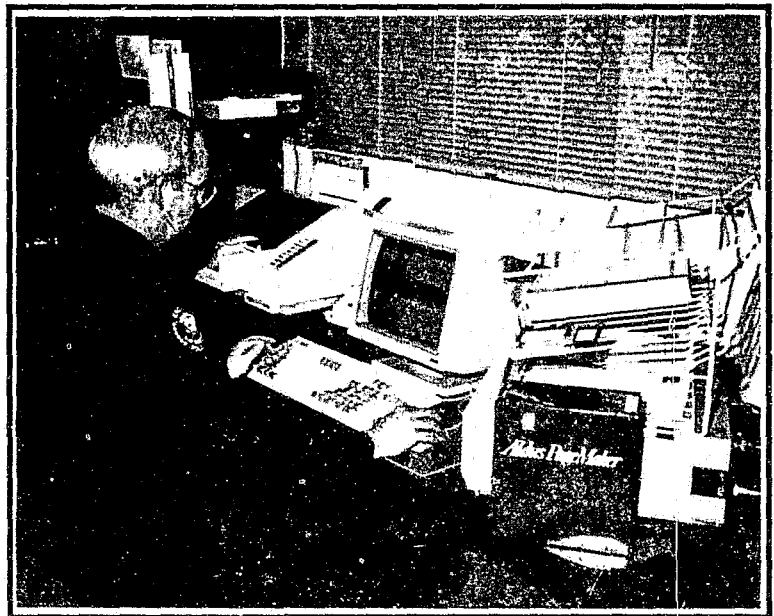
ESTABLISH COMPREHENSIVE DATABASE AND CRIME ANALYSIS CAPABILITIES

One of the most basic needs in the effectiveness of the Systems Approach to Crime Prevention is the collection, flow and analysis of information. The information must come from a full range of community sources: fire, police, department of human services, telephone, utilities, community development corporation, schools, metropolitan planning commission, codes enforcement, and the public and private sector. Effective collection of data provides a descriptive profile of communities, and thus the design of prescriptive action plans.

Expanded Crime Analysis Database

Traditional crime analysis, such as incident reports, trends and patterns — is part of the Systems Approach, but there is more. Analysis is extended to include neighborhood data, such as:

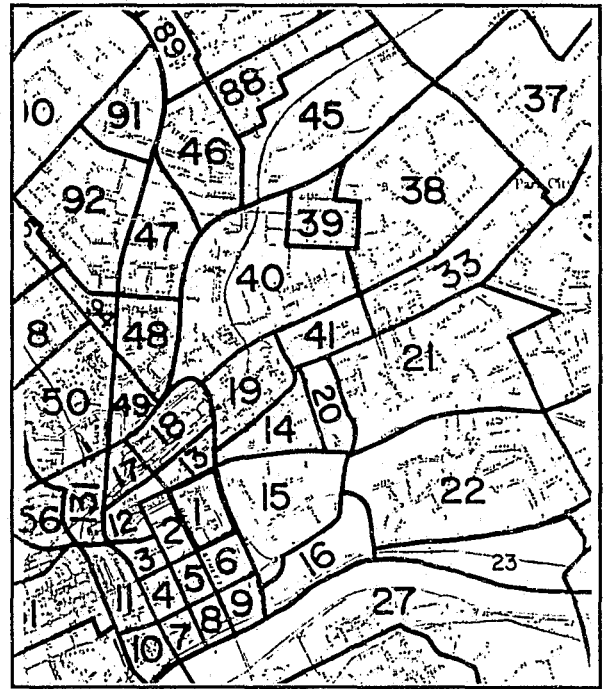
- ❖ **crime rates and offender information**
- ❖ **information on physical features**
 - street conditions
 - lighting
 - recreational areas
 - building conditions
- ❖ **school data**
 - truancy
 - drop-out rate
 - vandalism
 - violence
- ❖ **social service information**
 - children and families at risk
 - poverty levels
 - welfare
- ❖ **community information**
 - underreporting of crime
 - neighborhood concerns
 - social service needs
 - juvenile problems
- ❖ **demographic information**
- ❖ **land use information**



Collecting Data

Profile Package

A Profile Package, consisting of a variety of information, should be developed for each neighborhood. This information should be three-fold: Traffic Zone Profiling, Small Area Profiling and a Community Survey.



Traffic Zone Profiling Reporting Areas - This profile should be with a map of the specific profile area. The traffic zone area should be consistent with census data and other demographic information. Then, general information should be gathered, including a listing and description of: churches, parks, fire halls, hospitals, police beats, post offices, libraries, zip codes and telephone prefix. Descriptive information is needed on the council district, the census tract and the police beat. School data is also critical for the traffic zone profiling, listing not only the obvious accounting of schools, number of students, principals names and phone numbers, but also a listing of truancy, drop outs, annual vandalism costs, and unreported crime rate.

Also within the traffic zone profile, collect all the crime data and police department workload data - numbers and percentages of homicides, sexual assaults, robberies, arsons, vandalism, weapons, drugs, fraud, etc.

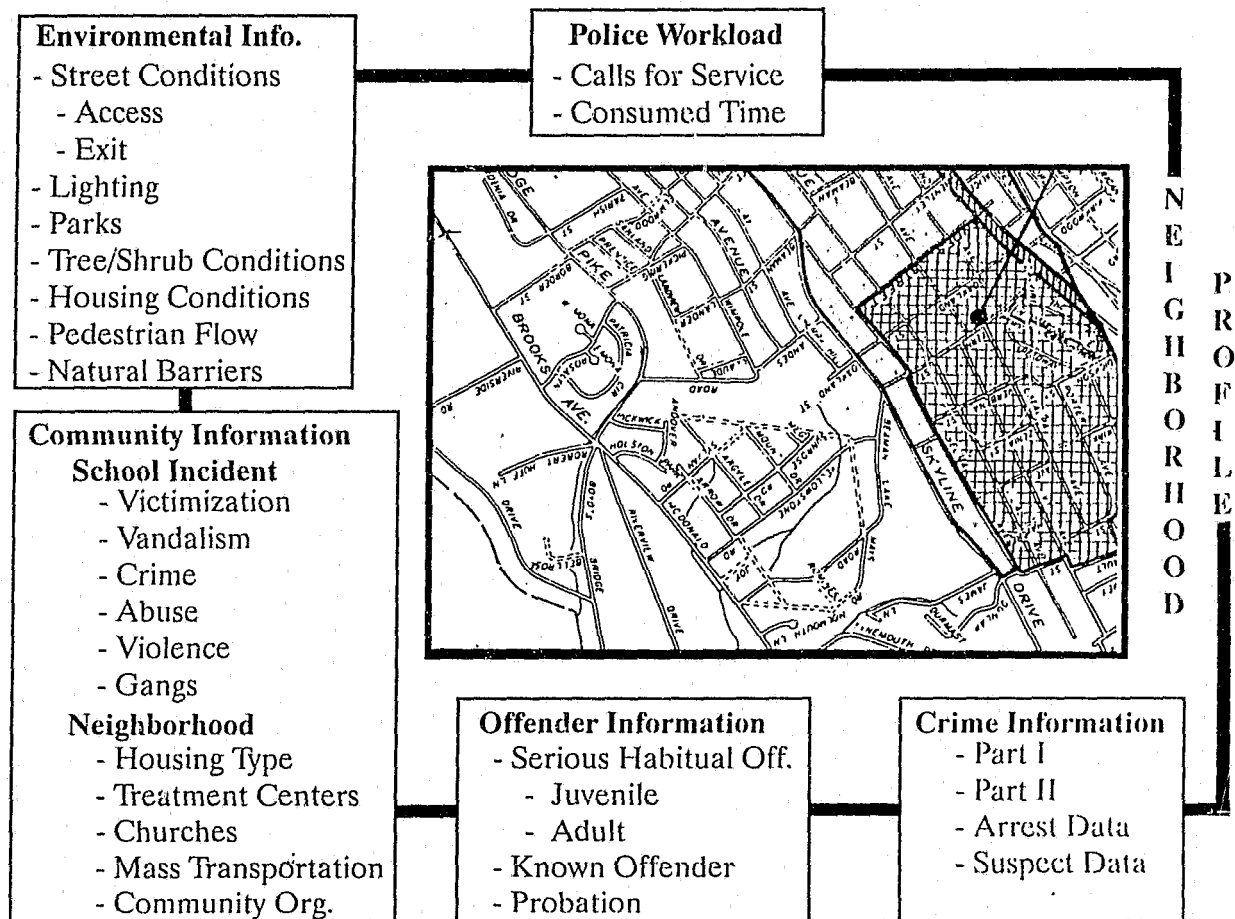
Small Area Profiling - This profile should include descriptive and historical information on the area being profiled. Population statistics should be compiled to include census totals, population age, sex and race. Any other demographic information should be inserted here. This data is most beneficial when compared historically to the past 20 - 30 years. Watch for trends.

Community Survey - A complete survey should be distributed to the residents of the area being profiled. The survey should include a general background on the individual completing the survey (age, sex, race, marital status, education, family income, etc.). One section of the survey should allow the respondents to comment on their "Fear and Perception" of their neighborhood asking about feeling safe, going out at night, etc. Another section should ask specifically about crimes that have taken place in their neighborhood, the respondent's relationship with the victim, and police response to the crime.

A sample of all forms and surveys that comprise the Profile Package can be found in **Appendix A** of this booklet.

Access to Neighborhood and Community Information

As previously stated, information collection, flow and accessibility is an essential ingredient of the Systems Approach. Data from neighborhoods and schools throughout the community must be easily accessible and comprehensible. A system must be in place for neighborhoods to provide information, because their perception of criminal and drug activity must be taken into consideration when defining the problem. Therefore, to accompany the Profile Package, a simple survey to all citizens of the neighborhood should be taken (see **Appendix B**). Also, a school survey should be conducted, one that includes both students and staff (see **Appendix C**).



The neighborhood and school surveys, along with all other information, must be dispensed to everyone within the department, providing ongoing, timely and accurate information. This helps officers (and basically everyone in the department) to do their job well and to feel they are an integrated member of the Crime and Drug Prevention team.

This expanded information process or system enables officers, city personnel and community leaders to diagnose and resolve problems that often generate crime or perceptions of criminal activity. Participants have a process to routinely provide timely and pertinent information relative to crime trends, patterns and correlations, as well as quality of life emphasis. Additionally, the cumulative information is critical to policy makers, as the information will promote more informed decision making.

Evaluate Existing Programs and Resources

Growth and positive results can best be achieved through periodic evaluation of the programs - both new and old. It is necessary to look at existing crime and drug prevention programs, as well as other existing resources in the community. Knowing what programs already exist — what they do and what resources are allocated — will help identify complementary programs that can be integrated into the total crime and drug prevention program for the area.

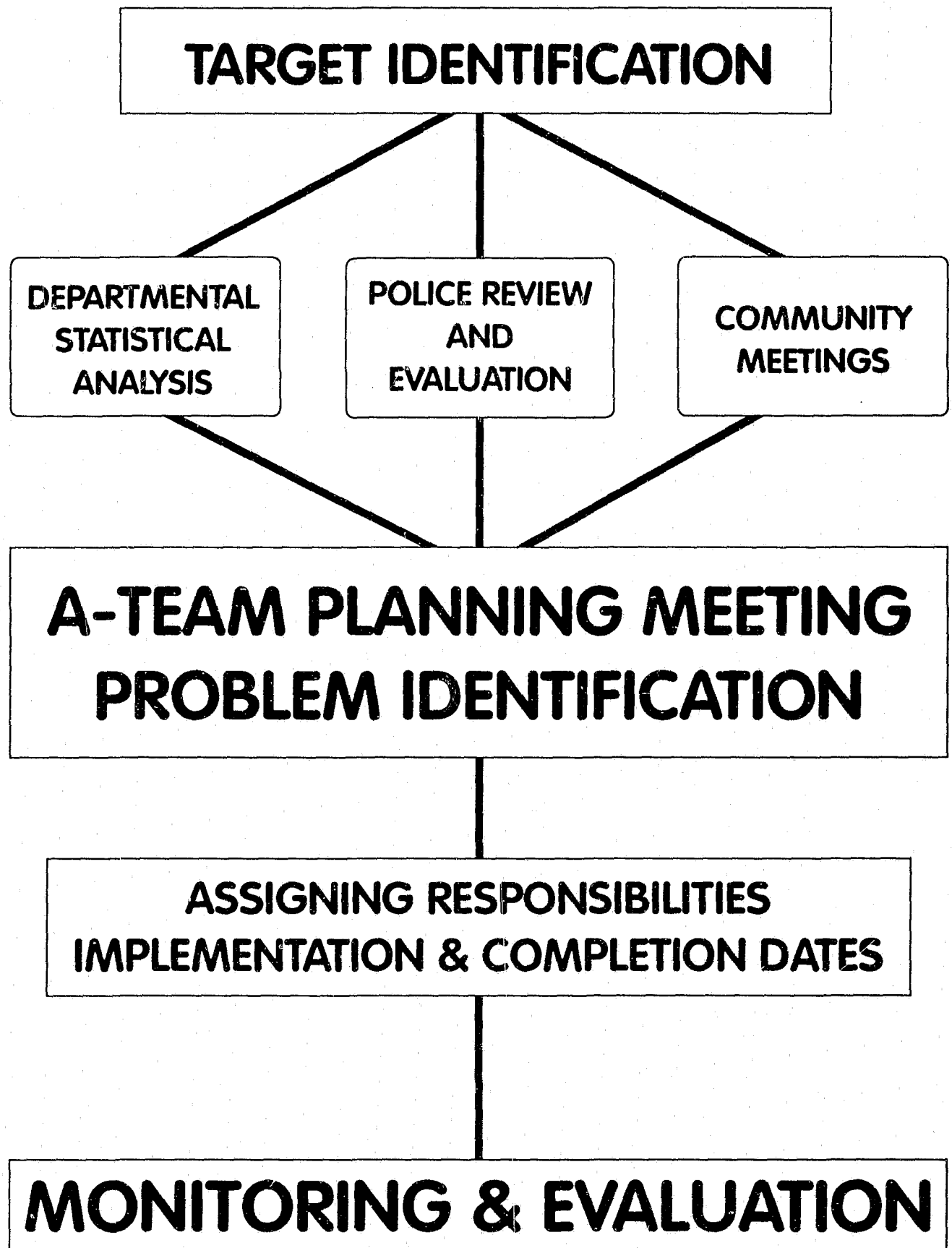
The net benefit is a number of coordinated, integrated programs that are most beneficial for the neighborhood and the entire community.

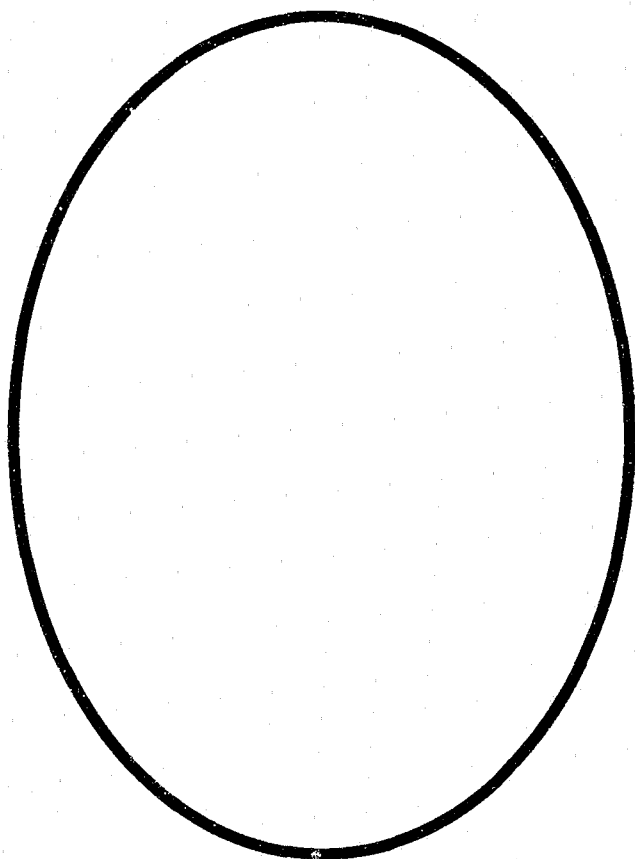
Periodic evaluation prevents the re-inventing of the wheel each time a new program is available. Through evaluation an area knows its strengths and weaknesses and can build on existing programs and resources. By supporting and complementing existing programs, the area is provided with a comprehensive drug and crime prevention program with no wasted resources.

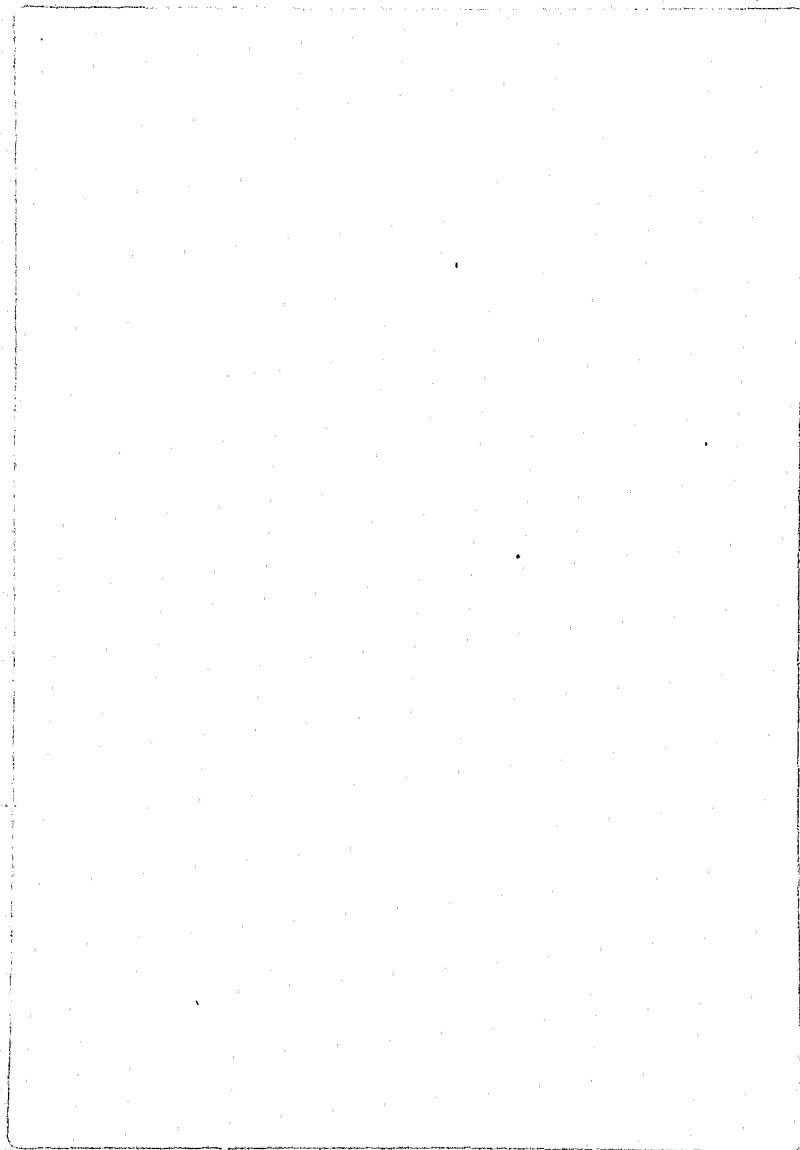
An On-going Effort

The gathering of information, and the periodic evaluation does not just occur at the beginning of the program. It is an on-going process — forever — in the efforts to curb crime and drug problems.

Per the chart below, for the target identification the following must take place: departmental statistical analysis, police review and evaluation and community meetings. Then the A-Team will meet to identify the problems, assign duties and responsibilities and then follow up with monitoring and evaluation.







**DEVELOPING PARTNERSHIPS WITH
THE COMMUNITY AND WITH OTHER AGENCIES**



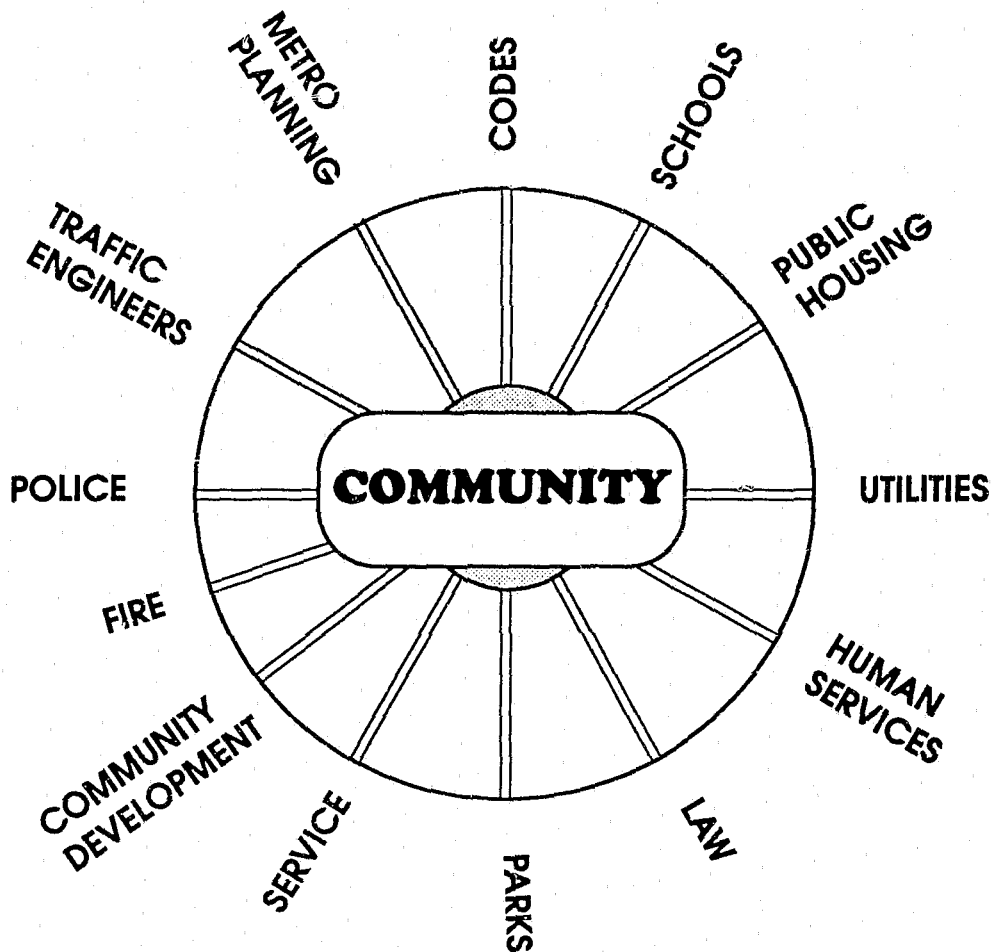
**EXPANDING CRIME ANALYSIS TO
INCLUDE NEIGHBORHOOD PROFILES**

**CRIME PREVENTION THROUGH
ENVIRONMENTAL DESIGN (C.P.T.E.D.)**

PHASE 2

EXPANDING TO THE COMMUNITY

At Phase 2 of the Systems Approach to Crime Prevention, all the information has been collected and incorporated into an expanded crime analysis data base. Now it's time for community involvement.



For effective crime and drug prevention to take place, there must be a strong partnership between law enforcement and the community, plus there must be input and cooperation from a wide variety of community sectors, including, but not limited to:

- all local municipal agencies such as:
 - schools, fire, police, telephone, utilities, housing, juvenile courts,
 - traffic engineering, community development, and others
- citizens
- political leaders
- non-profit organizations
- grass roots citizen's groups
- informal community leaders
- private sector

These segments of the community must be partners in the full range of Systems Approach activities, from development of the database to the design and implementation of programs. The importance of the participation of community representatives cannot be over emphasized. Members of the community are most familiar with the problems and needs of their area; therefore their input is vital. The most difficult task will be in identifying spokespersons for those citizens/neighborhoods who feel left out (disenfranchised), and have never participated in decision making for their neighborhoods in the past.

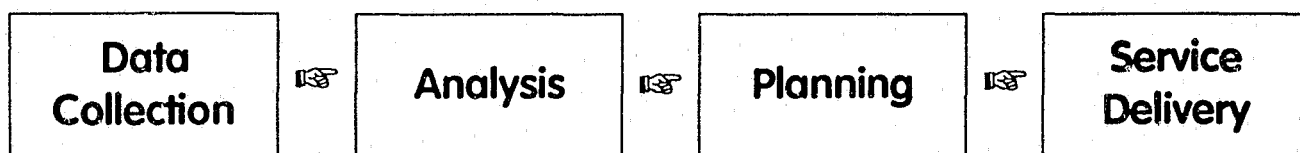
PLANNING AND MANAGEMENT TEAMS

Now it is time to establish a mechanism to bring the various data, agencies, individuals and organizations together.

Task Force

Initially, a Task Force must be established. The Task Force membership should reflect the multidisciplinary nature of the Systems Approach to Crime and Drug Prevention. It is important that the Task Force not be labeled as a "police program" or "The Mayor's program." Rather, it should be recognized as an interdisciplinary and broad based group of individuals all interested in preventing community crime. Responsibility — and credit — for the program should be shared by all participants on the Task Force.

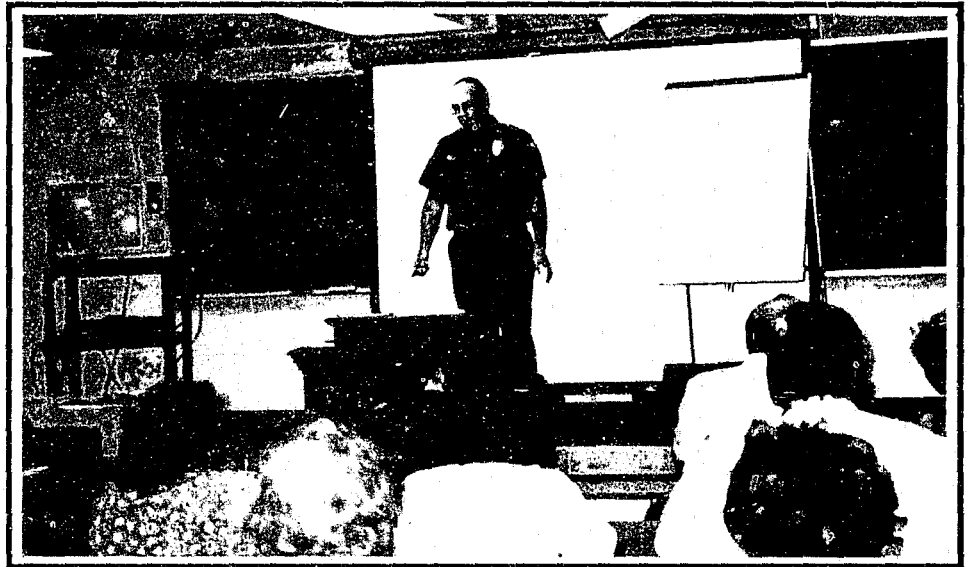
A very simple process must be established that includes these four key components:



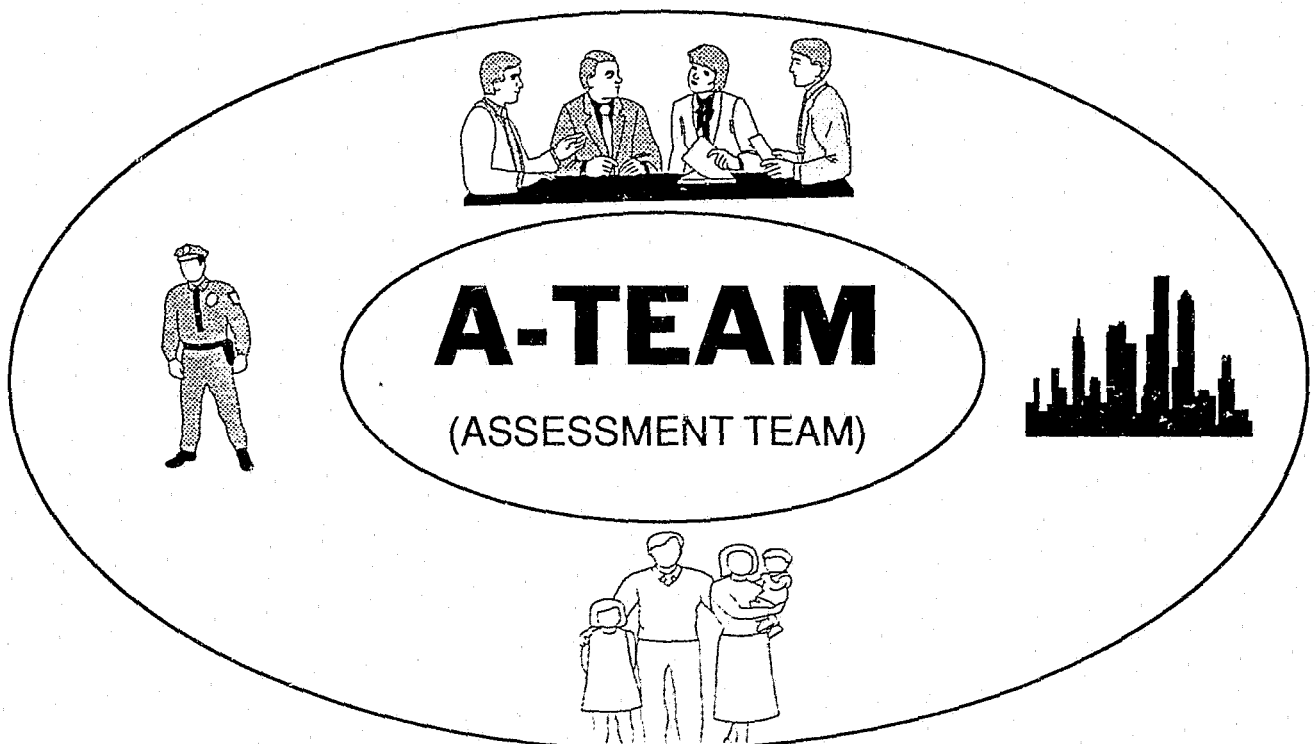
Each element of the community — police, interagencies, citizens and private sector organizations — must be actively involved in each one of the components listed above, based on their respective ability and capacity.

The Assessment Team

Following the formation of the Task Force, an Assessment Team (A-Team) should be formed. The A-Team is a group of individuals acting as a clearinghouse for community problems. The A-Team members include representatives from all city agencies (i.e. schools, fire, codes, traffic engineering, service, police recreations), as well as from other appropriate



agencies (i.e. metropolitan planning commission, department of corrections, juvenile court, community development, utilities, telephone), community members, and others interested in crime prevention activities. It is necessary to convince these organizations that crime and drug prevention is **everyone's** problem.



It usually is fairly easy to recognize the leadership and decision makers within city departments and organizations, but finding the right representation can be a challenging task. The following provides tips on finding the proper community spokesman:

Community Representatives - Draw community representatives from various settings in order to obtain a variety of resources. Initially work within existing community structures and identify the key leaders. At the same time work to gain the participation of those citizens that remain outside of formal associations or organizations.

1. *Religious Groups* - Churches and religious groups have a traditional link to the community, thus becoming an excellent vehicle to mobilize citizen participation.

2. *Community Groups and Clubs* - Rotary Club, Junior League, Kiwanis - these groups are generally well organized and often have programs in actions that may be utilized with the Systems Approach to Crime and Drug Prevention. Groups experienced with organized efforts will be most beneficial.

3. *Schools* - Convenient focal point of community. Parent-Teacher groups, athletic teams and adult education classes contain people with an active, demonstrated commitment. Take advantage of it.

4. *Senior Citizens* - This group is often the victim of criminal activities or most susceptible to fear of crime. Yet this group also offers the greatest support, experience and knowledge. Due to their longevity in the community they have many contacts, many offer excellent leadership skills, and since many are retired, they can volunteer their time and talents. Their support should be actively encouraged.

5. *Youth Groups* - Often youth are included only after adults do all the planning. This group should be encouraged to take part in the decision making concerning youth programs. Look to the YMCA, YWCA, Boy Scouts, Girl Scouts and other organizations.



These are just a few of the many community groups whose resources can be tapped when enlisting community participation.

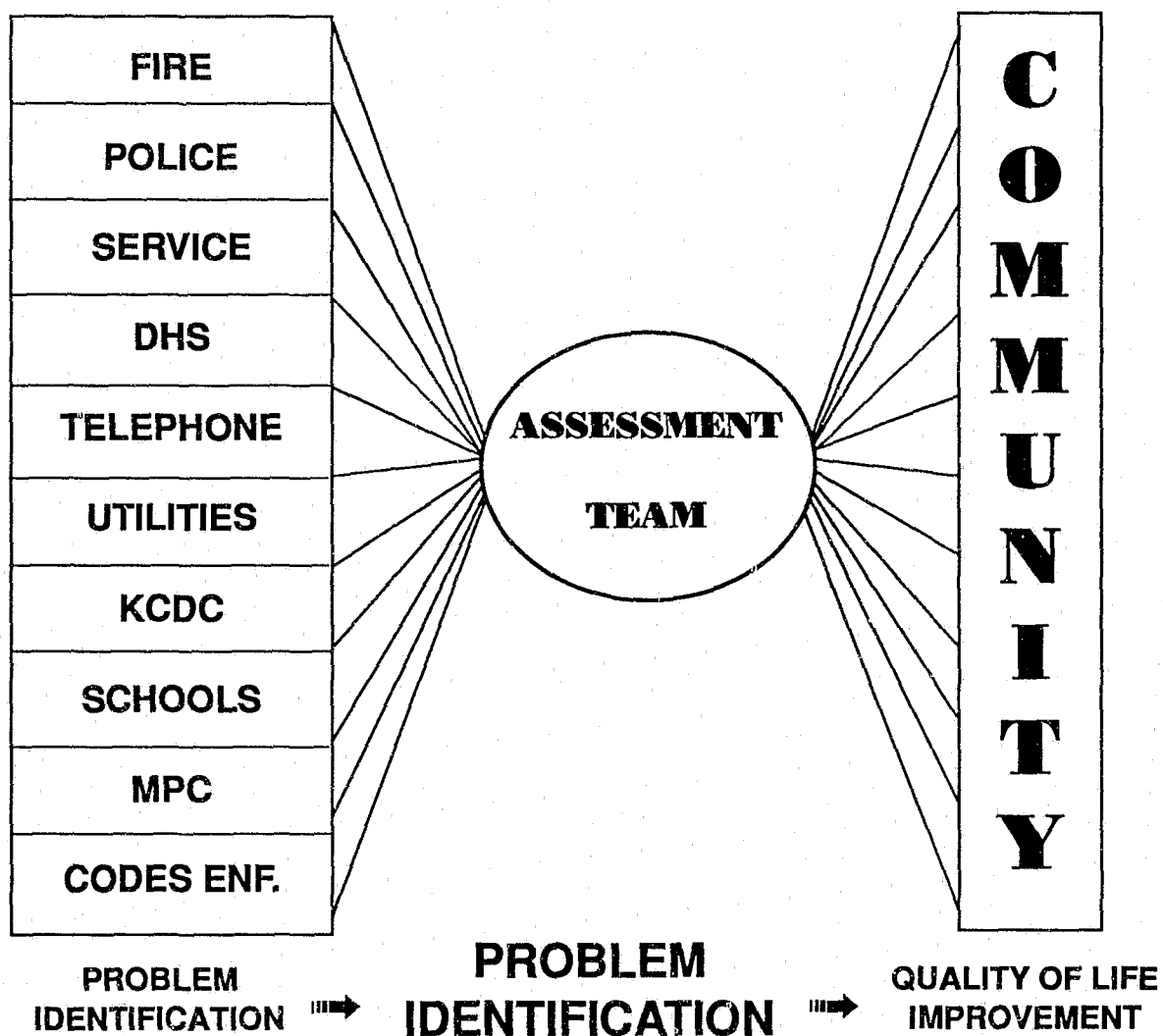
A-Team Tasks

Segmenting The City

The first task of the A-Team is to segment, or divide, the city into manageable (small) areas or neighborhoods. Each year, three or four neighborhoods should be the key focus of the A-Team and the overall Systems Approach to Crime Prevention. (The actual number of target areas will depend on the city's financial and human resources dedicated to the Systems Approach program.)

Basic Statistics

Each department or coordinating agency must complete a baseline statistical study of each targeted areas. These statistics are forwarded to the A-Team for evaluation (see Appendices A, B and C for information to be collected).



The Role of the A-Team

The A-Team reviews the incoming data to identify problems and determine needs within individual neighborhoods, primarily the targeted areas. The A-Team determines what types of A-Team participant interaction is necessary and recommends several solutions. A timetable for implementation is developed to coincide with each recommendation.

During an A-Team meeting, responsibilities and deadlines are assigned to each of the departments and agencies involved. By doing this, everyone is aware of everyone else's responsibilities, thereby enhancing the teamwork and integration of the entire program.

Benefits

The Systems Approach to Crime Prevention, utilizing the A-Team, provides a desirable method of improving the quality of life for communities and neighborhoods. In addition to that, there are positive results in the cooperative relationships that develop between the departments and agencies involved. Agency partnerships will be formed and will continue to grow through the years.

NEIGHBORHOOD EVALUATION

Neighborhood Database

The information collected on each neighborhood results in a comprehensive picture that is not limited to traditional crime analysis. Information is included on:

- ❖ victimization patterns,
- ❖ nature of public services
- ❖ environmental issues
- ❖ social structure
- ❖ physical features
- ❖ population characteristics
- ❖ school data
- ❖ vandalism
- ❖ gang activity
- ❖ land use
- ❖ delinquent tax records
- ❖ crime trends
- ❖ much more — see Appendices A, B, and C for additional information on this.)

The database may be developed on a citywide basis, with profiles on each defined area. Or it may be developed just for the target neighborhoods.

In either case, the planning and management teams (A-Team) will analyze the information and determine the type of intervention that is needed. Some neighborhoods will need little intervention — perhaps simply trash clean up, or a stronger Neighborhood Watch program. Others may require extensive intervention - such as increased overhead lighting, demolition of abandoned housing, altered traffic patterns, school drug education programs, safe recreation areas, and more.

Target Neighborhoods

Target neighborhoods are those neighborhoods identified for intervention by the A-Team — based on the information collected, including: calls for service, crime rates, or other known problems. It is important to keep the area small enough in order for manageable programs to be implemented and results tracked effectively,

COMMUNITY INVOLVEMENT AND SUPPORT

Before the Systems Approach programs move into the target area, the acceptance and cooperation of the residents is a must. This acceptance may require overcoming years of adversity and distrust for law enforcement. Every effort to improve the police-community relationship must be made. For this to be achieved, neighborhoods must be included in the process early and in a meaningful way. They must be an active, participating part of the process, not just a target.

Gaining Community Support

Community support can be generated in several ways, including:

- Encourage community involvement — have residents on the planning and management team;
- Conduct a household survey to gather information;

- Discuss the goals of the programs with the formal and informal leaders - invite their participation;
- Conduct a media campaign to attract attention to the community's efforts toward crime prevention; and/or
- Hold town meetings to enlist the support and assistance of all members of the community.

CPTED

CRIME PREVENTION THROUGH ENVIRONMENTAL DESIGN (CPTED)

Crime Prevention Through Environmental Design (CPTED) is a program built on the premise that through proper design and effective use of the environment, there can be a reduction in the incidence and fear of crime, and an improvement in the quality of life.

For years, the idea behind crime prevention was that the police need the help of citizens and the community to provide extra eyes. Not only must the community help, but also other agencies within the municipal government and the private sector. **The CPTED concept is an integral part of the Systems Approach to Crime Prevention.**

CPTED involves the design or redesign of living and recreation areas to produce a defined community with natural and constructed barriers. CPTED techniques can reduce criminal opportunities in several simple, yet key ways: street redesign (this includes street closure, development of cul-de-sacs and the addition of barriers - to eliminate drive through drug dealings), improved lighting, building remodeling, protective fencing, spacial definitions, and territorial definitions.

Additionally, by incorporation the principles of CPTED into new structures and housing developments, a city can prevent crime and drug problems from occurring.



The bottom line is that CPTED can increase the resident's feelings of security by enabling them to clearly see their surroundings and ongoing activities, as well as being protected by safe boundaries. Rather than feeling isolated, individual residents of a housing project feel they are part of a neighborhood for the first time in their lives.

With the Systems Approach a variety of agencies and organizations are working together to solve the problems and use environmental design to prevent crime. The following organizations must be included in the CPTED process:

- ✎ city housing officials
- ✎ urban planners
- ✎ policy planners
- ✎ law enforcement
- ✎ fire
- ✎ city policy makers
- ✎ traffic engineering
- ✎ others

An Example of CPTED Teamwork

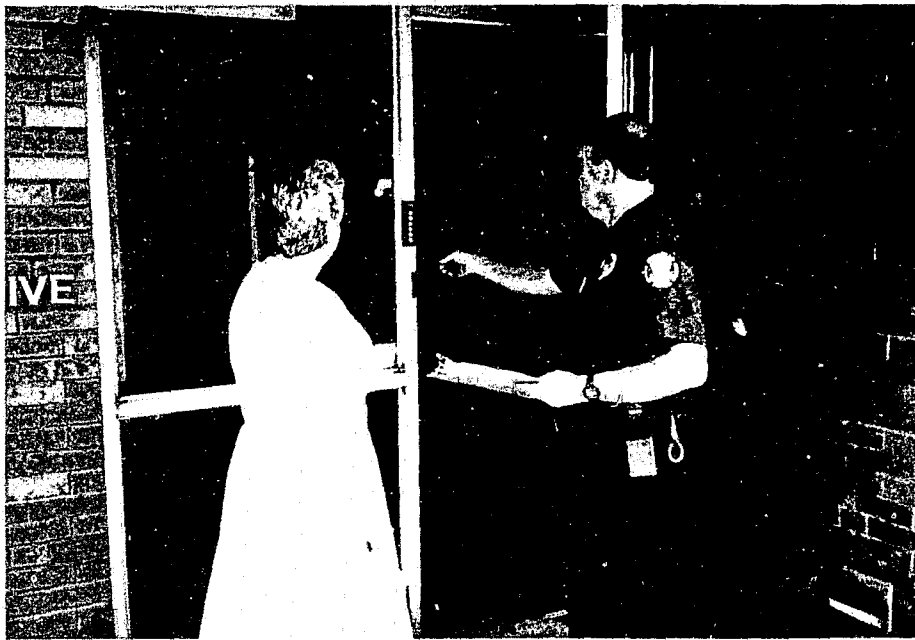
* A **police department** was experiencing a large amount of drug trafficking in a particular area. Police enforcement efforts alone were futile, as the drug pushers observed increased police activity in one area, they would simply move to another street and continue business. The Systems Approach to Crime Prevention — utilizing the CPTED concept — involved, and mobilized other agencies to take action.

* **Service department** picked up piles of garbage and debris; it also replaced burned and shot out street lamps.

- * **Traffic engineers** changed the traffic flow, and designated areas to be closed, or to become cul-de-sacs, and added speed bumps and barriers as needed.
- * **Codes Enforcement** personnel determined which codes were being violated and acted on them.
- * **Fire Department** made sure that with all the various changes in place, they could still reach all the apartments.

CPTED Helps More Than Just Housing Projects

CPTED does not apply just to housing projects. Environmental design strategies are concerned with crime prevention in shopping malls, parking lots, and business districts, just to name a few. Some examples of what can be involved with CPTED:



- ❖ Implement programs and train volunteers to conduct security inspections of homes and businesses, and provide appropriate followup;
- ❖ Install, free of charge, or at a reduced rate, security hardware for disadvantaged groups;
- ❖ Provide low-interest loans for security improvements;

- ❖ Train police officers to work with builders, architects, and planners to provide security advice.
- ❖ Strictly enforce public safety codes for building owners.
- ❖ Mandate parking lot owners meet security specifications;
- ❖ Improve opportunities for surveillance by physical design. Provide well-lighted pedestrian corridors that are channeled for good natural surveillance. In selected neighborhoods, close off certain streets to restrict access.
- ❖ Survey lighting requirements. Supplement or replace existing street and alley lights as required.
- ❖ Encourage residents to improve alleyways and remove obstacles to surveillance around their residence.
- ❖ Conduct workshops for neighborhood associations to explain CPTED and how its concepts can be incorporated into residential areas.

D

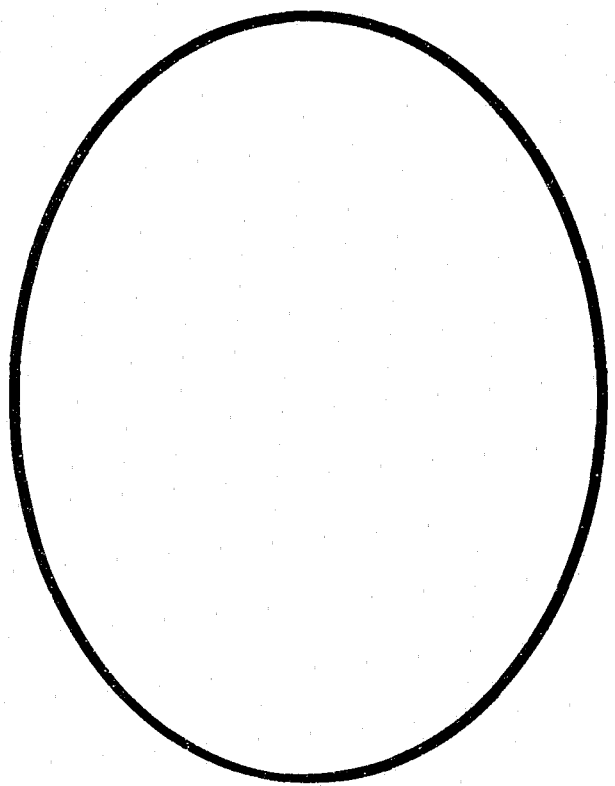
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DRUG PREVENTION



MEDIA USE

**SERIOUS HABITUAL OFFENDER
COMPREHENSIVE ACTION PROGRAM
(S.H.O.C.A.P.)**

PHASE 3

COORDINATE DELIVERY OF SERVICES AND TARGET DRUG PREVENTION

Support from all elected and appointed officials is necessary to initiate and sustain a community-wide process. Cooperation among all levels of municipal service is gained primarily through the planning and management team, as indicated in Phase 1 of the Systems Approach. As members of the team become familiar with the process, the team (A-Team) directs **a coordinated delivery of services to the target area.**

INTERAGENCY NETWORK

Social problems tend to cluster in identifiable areas of a community. Neighborhoods with high rates of criminal victimization have poor housing, high drug activity, a weakened infrastructure, high infant mortality, and poor general health. Public officials begin to see that they share problems and solutions with other local service agencies; therefore, proactive interventions are likely to be more successful if they are implemented in an integrated fashion, rather than each agency working in isolation.

The interagency network includes (but is not limited to):

- ❖ Police
- ❖ Fire
- ❖ Traffic
- ❖ Engineering
- ❖ Housing
- ❖ Urban Affairs
- ❖ Building Inspection
- ❖ Law

- ❖ Parks
- ❖ Recreation
- ❖ Finance
- ❖ Planning
- ❖ Information
- ❖ Transportation
- ❖ Public Affairs
- ❖ Human Services

INTERVENTION SERVICES

In addition to Crime Prevention Through Environmental Design, a wide range of intervention activities has grown out of the Systems Approach:

- Directed neighborhood patrols
- School drug education
- Special patrols of high risk areas
- Redesigned traffic routes
- Neighborhood crime and drug prevention training by specialists, such as Neighborhoods in Action
- Neighborhood improvement projects, such as new street signs, revitalized parks and recreation areas, plus installation of street lighting
- Citizen based organizations such as Neighborhood Watch groups or tenant associations



- Business and Retail watch groups
- School education and athletic programs
- Anonymous reporting systems
- Quarterly newsletter reporting information from neighborhood watch groups.

The Systems Approach encourages communities to train and educate their residents to request needed city services, and provide specific activities, such as youth-run hot lines or parenting classes. These changes improve the quality of life of a community, leaving it less vulnerable to crime and drug activity.

MAINTAINING THE SYSTEMS APPROACH

In order for the Systems Approach to be maintained over a long period of time, it is important for each targeted neighborhood, or the community at large, to assume responsibility for maintaining momentum in the police/community/city agency partnership through a formal community-based action organization. This organization has ready access to the planning and management team, knows how to access agency services as needed, and continue to operate as the community's crime prevention vehicle.

FOCUS ON DRUG PREVENTION

Drug abuse prevention and demand reduction activities are the special focus of the Systems Approach during Phase 3 of the program. The techniques and intervention strategies developed in Phases I and 2 can be applied to most local drug problems. Specific strategies can include a school drug education program, such as **D.A.R.E.** (Drug Abuse Resistance Education); drug-free school zones; alternatives for youth, such as police athletic leagues; peer counseling; drug "tip" reporting; city-wide anti-drug coalitions; programs in public housing projects; and drug hotlines. The police department should work with the Metropolitan Drug Commission and the Governor's Alliance for a Drug-Free state program if they exist.

Project SAF-T (Safe Action for Teens) is a youth alcohol safety project educating youth to the dangers of drinking and driving, while supplying alternatives to alcohol. And **Project Safe Place**, designed to supply youth with help in crisis situations such as runaways, substance abuse, and sexual

abuse and neglect.

A police department also can join forces with organizations such as Parent- to-Parent, Families in Action, and Neighborhoods in Action to educate residents about parenting skills and adolescent drug problems. Schools are requesting that they be part of a drug-free school zone program, with stiff enforcement penalties for drug activity within the zoned area.

Examples of Drug Prevention Programs

SHOCAP

During the data assessment process in Phase 2, it is often found that the trouble spots for police are often the problem areas for other agencies, too. When tracking the adult and juvenile offenders on probation or parole, they often live in close proximity to each other. National and local research has shown that a small percentage of juvenile repeat offenders are responsible for a disproportionate amount of crime.



The **Serious Habitual Offender Comprehensive Action Program (SHOCAP)** model calls for the development of a systematic approach to the juvenile problem and is an extension of the **Serious Habitual Offender/Drug Involved (SHO/DI)** program and the **Habitual Serious and Violent Juvenile Offender (HSVJO)** program — both of which have been implemented in several major cities across the United States. The Public Administration Service (PAS) of McLean, Virginia is encouraging cities to adopt the SHOCAP program and will provide technical assistance to help begin the program.

The SHOCAP program encompasses eight key areas:

- * Establishing a data base
- * Defining criteria for habitual status
- * Developing procedures for early identification
- * Providing special crime analysis capabilities
- * Creating a smooth lineage and flow of information
- * Establishing special criminal justice procedures
- * Gathering interagency and community support
- * Developing and coordinating technical resources

To begin, a SHOCAP Task Force must be created, made up of representatives from the following agencies: law enforcement, courts, prosecution, schools, corrections and human services. These representatives must agree to the concept of the SHOCAP program and be willing to work toward implementing it. Following the eight key areas listed above, the Task Force identifies a preliminary list of youthful offenders. Each agency also submits a list of their juvenile offenders. The Task Force develops the criteria for defining the Serious Habitual Offender (SHO). All lists are compared and a final listing of SHOs is made.

As resources allow, law enforcement should assign an officer or investigator to work directly with the SHOCAP program. The investigator is responsible for the development and maintenance of the SHOCAP records for law enforcement agencies and acts as a liaison with the Juvenile Court system. The Juvenile Courts should assign one counselor to be directly responsible for the SHOCAP offenders. The counselor and investigator work together to provide intense supervision and control over those SHOs in the program.

See Appendix E for samples of the following support documents:

- ❖ Agency letter of agreement
- ❖ Site level implementation plan
- ❖ Interagency SHOCAP criteria
- ❖ Court Order for releast of information.

D.A.R.E.

Drug Abuse Resistance Education (DARE) focuses special attention on students in fifth grade who are not yet likely to have experimeneted with alcohol, tobacco, and drugs. The highly structured DARE curriculum was developed by law enforcement and school personnel in Los Angeles in 1983. A uniformed police officer is chosen and must complete 80 hours of intensive training before he can receive the title of DARE Officer and be able to teach the curriculum in the elementary schools. The DARE Officer is assigned to five schools where he teachers up to four fifth grade classes a day for a total of 17 weeks.



The objectives of DARE are to provide information about drugs and alcohol, teach decision making skills, show how to resist peer pressure, give alternatives to drug use, increase self esteem, teach stress management, and develop a more positive relationship with police officers.

Neighborhoods In Action

Neighborhoods in Action (NIA) is a drug abuse prevention program developed by the Scott Newman Center. The focus is on preventing drug abuse through education.

NIA educates community members of effective methods for preventing the illegal use of drugs by minors in their homes and neighborhoods. A course is taught to the community members, in cooperation with law enforcement, local community groups and lay people. NIA participants learn how drugs affect their community, signs and symptoms of drug use, methods to prevent drug use in families, and community resources.

To implement a Neighborhood In Action program:

1. Develop Local Networks

Introduce Neighborhoods In Action to various local organizations and businesses to build both financial and community support.

2. Identify Community Facilitators

Law enforcement, church leaders, counselors, educators, lay people.

3. Schedule Facilitator Training

One full day training session featuring program materials, content, and specific goals. During this time actual community implementation strategies are planned.

4. Through The Media, Build Community Support

Keep local media informed on the development of your Neighborhoods In Action program. Plan a KickOff Press Conference just prior to the facilitator training.

5. Community Implementation

Assist facilitators in implementing NIA throughout the community. Organize: Lay enforcement officers, prevention specialists, chemical dependency experts, meeting locations, program materials, and specific community resources.



Parent-to-Parent

Parent To Parent is a program for parents of preteens and teens. Its goal is to train the participants in the skills, attitudes and abilities they may need to get their children through the adolescent years without significant drug or alcohol use. In the event that their child does develop an alcohol or drug problem, the participant is presented with a framework for recognizing the problem and dealing with it effectively.

UTILIZE THE MEDIA

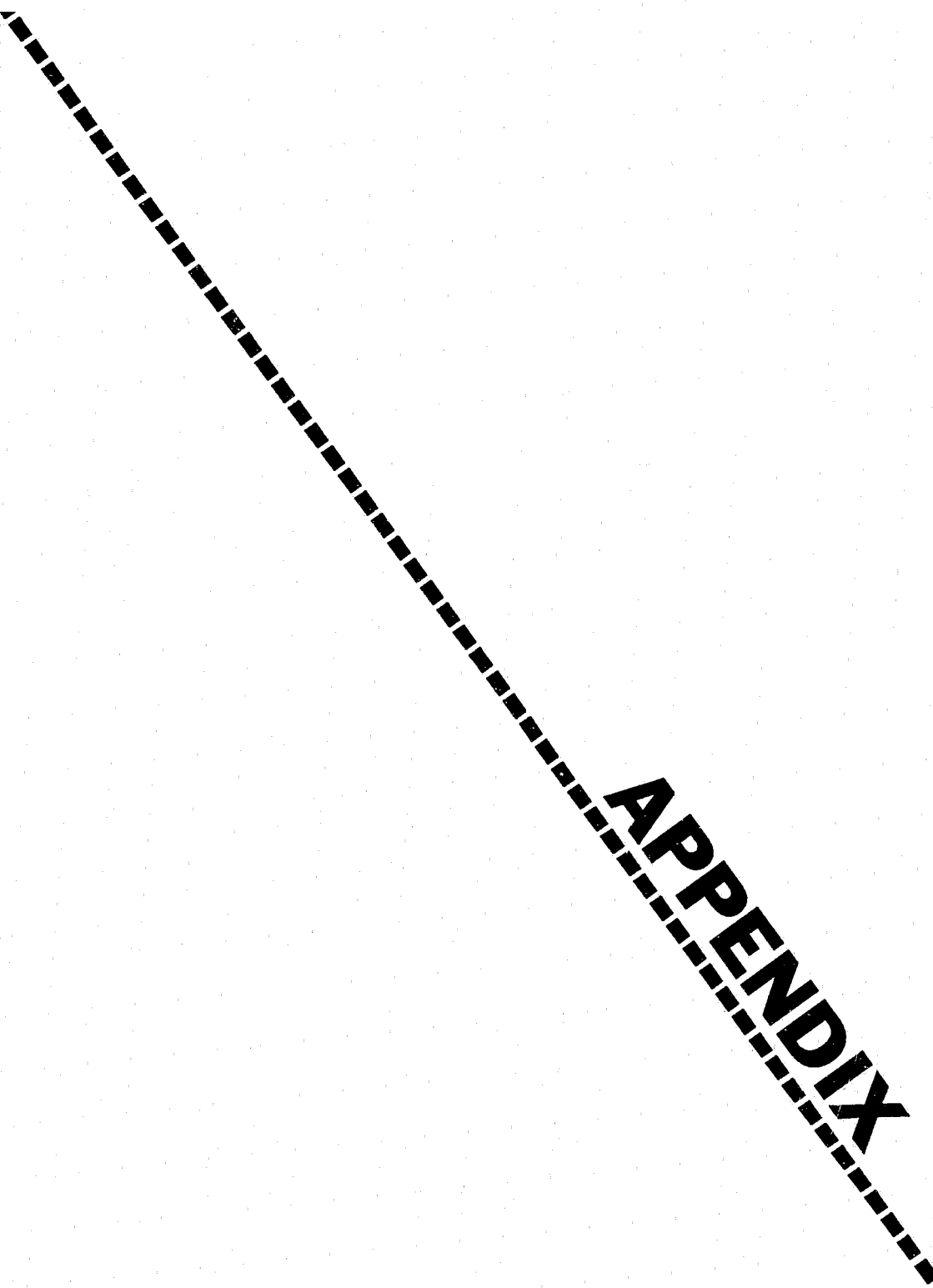


The cooperation of local media - newspapers, radio and television - should be enlisted to promote (at no charge) the efforts that are being enacted to fight the war on drugs. It is essential that the Systems Approach program receive wide and continuing publicity. This ensures that the community at large is aware that the problem is being acted on and receiving priority attention. As a result of this publicity, each citizen should be better informed and thus more interested in actively working toward the program goals.

RESOURCES

The Systems Approach requires substantial resources, but it **does not need new funds**. Rather, it requires the careful allocation of limited municipal funds to the areas of the city most in need. It requires that personnel time and capital expenditures be thoroughly examined and assigned according to the prescriptive plan designed by the planning and management team.

Few cities are able to change or enlarge agency budgets easily. Early intervention plans may have to be delayed or reduced until funding is secured or reallocated. Other sources of funding for specific projects can be sought, such as community business sponsorship of increased community activity in crime prevention. Community participation and volunteerism often expands the amount of available resources and can result in the prevention of costly problems.



APPENDIX

A

**TRAFFIC ZONE
PROFILING FORMS**

TRAFFIC ZONE PROFILE COVER PAGE & CHECK LIST

TZ. _____

ATTACHED	SHEET NAME	COMMENTS
	Map	
	General Information	
	Descriptive Information	
	Physical Inventory	
	Neighborhood Profiles	
	Census Data	
	School Data	
	School Incident Data	
	City Agency Data	
	MPC Data	
	Crime Data	
	KFD Workload Data	
	Probation and Suspect Data	
	Law Enforcement Intelligence	
	SHO/DI Profile	
	Community Survey Data	
	Victimization Survey Data	
	School Survey Data	
	Crime Prevention Unit Data	

GENERAL INFORMATION

UPDATE _____

BY _____

SOURCE _____

NEIGHBORHOODS -

NAMES :

DESCRIPTION OF BOUNDARIES :

CHURCHES :

COMMUNITY ORGANIZATIONS :

TREATMENT CENTERS :

MASS TRANSPORTATION :

PARKS :

FIRE HALLS :

HOSPITALS :

POLICE BEATS :

SENIOR CITIZENS CENTERS :

POST OFFICES :

ZIP CODES :

TELEPHONE PREFIX :

LIBRARIES :

TRAFFIC ZONE PROFILE SHEET

TZ _____

PAGE _____ OF _____ PAGES

UPDATE _____

BY _____

SOURCE _____

DESCRIPTIVE INFORMATION

COUNCIL MATRIC DISTRICT _____ CENSUS TRACT _____ POLICE BEAT _____

SCHOOL DATA

FOR SCHOOL YEAR _____

SCHOOL NAME : _____

ADDRESS :

PHONE NUMBER :

CLASSIFICATION :

PRINCIPAL :

ENROLLMENT :

SHO/DI'S

TOTAL #

CPU SHO/DI #

SCHOOL INCIDENT DATA

FOR SCHOOL YEAR _____

SCHOOL NAME : _____

VANDALISM COST :

TRUANCY :

UNREPORTED CRIME :

P :

V :

O :

DROPOUTS :

SHO/DI'S

TOTAL :

SHO/DI'S # :

DHS INFO.

A/N :

P/C :

CITY AGENCY DATA

UPDATE _____

BY _____

CODES ENFORCEMENT :

PUBLIC SERVICE DEPARTMENT :

TRAFFIC ENGINEERING :

KCDC :

FIRE DEPARTMENT :

M P C DATA

UPDATE _____

BY _____

SOURCE _____

ZONING MAP :

ONE YEAR PLAN MAP :

MAJOR THOROUGHFARE PLAN :

FREEWAY :

ARTERIAL :

COLLECTOR :

LOCAL :

BUILDING PERMITS :

STREET ADDRESS :

VALUE :

TRAFFIC ZONE PROFILE SHEET

TZ _____

CRIME DATA

PAGE ____ OF ____ PAGES

FOR TIME PERIOD _____

UPDATE _____

CRIMES REPORTED:

BY _____

PART I	PART II (OTHER CRIMES)	TRAFFIC	ORDER
Homicide : _____	Vandalism : _____	45's _____	26's _____
Sexual Assault : _____	Weapons : _____	46's _____	35's _____
Robbery : _____	Drugs : _____	54's _____	43's _____
Assault : _____	Fraud : _____	24's _____	56's _____
Arson : _____	Kidnapping : _____		59's _____
Burglary : _____	P.D. : _____		82's _____
Larceny : _____	88's : _____		83's _____
Stolen Vehicle : _____	93's : _____		84's _____
			85's _____
			87's _____
			89's _____
			90's _____
			95's _____
			96's _____
TOTALS : _____		_____	_____

SUSPECT INFORMATION	NAME	ADDRESS	CHARGES
---------------------	------	---------	---------

PROBATION	NAME	ADDRESS	CHARGES
-----------	------	---------	---------

KPD WORKLOAD DATA**FOR TIME PERIOD _____**

POPULATION : _____

TOTAL CALLS FOR SERVICE (CFS) _____

	TOTAL CFS BY TYPE	% OF TOTAL	RATE / 1,000	CITY RATE
PART 1 :	_____	_____	_____	_____
PART 2 :	_____	_____	_____	_____
TRAFFIC :	_____	_____	_____	_____
OTHER :	_____	_____	_____	_____

PAGE ____ OF ____ PAGES

UPDATE _____

BY _____

SOURCE _____

LAW ENFORCEMENT INTELLIGENCE

DRUGS (Known Offenders, Addresses, Distribution Patterns, etc.)

Prostitution and Commercialized Vice (Known Offenders, Addresses, Bootleggers,
Adult Book Stores, Bawdy House, etc.)

Fencing Operations/Pawn Shops/Flea Markets (Known Offenders, Addresses, etc.)

Hot Spots (Bars, Gathering Places, etc.)

Gangs (Names, Addresses, etc.)

SUPPLEMENTAL FORM

FOR TIME PERIOD _____

SAS NAME _____

ATTACHED	SHEET NAME	COMMENTS
	Map	
	General Information	
	Descriptive Information	
	Historical Information	
	Census Data	
	Total Population	
	Population by Age	
	Population by Sex	
	Population by Race	
	School Data	
	School Incident Data	
	City Agency Data	
	MPC Data	
	Crime Data	
	KPD Workload Data	
	Probation and Suspect Data	
	Law Enforcement Intelligence	
	SHOCAP Profile	
	Community Survey Data	
	Victimization Survey Data	
	School Survey Data	
	Crime Prevention Unit Data	

GENERAL INFORMATION

NEIGHBORHOOD NAMES :

DESCRIPTION OF BOUNDARIES :

CHURCHES :

COMMUNITY ORGANIZATIONS :

TREATMENT CENTERS :

MASS TRANSPORTATION :

PARKS :

FIRE HALLS :

HOSPITALS :

POLICE BEATS :

SENIOR CITIZENS CENTERS :

POST OFFICES :

ZIP CODES :

TELEPHONE PREFIX :

LIBRARIES :

***SMALL AREA STUDY (SAS) PROFILE SHEET**

SAS NAME _____

UPDATE _____

BY _____

PAGE ____ **OF** ____ **PAGES**

SUPPLEMENTAL FORM

FOR TIME PERIOD: _____

SMALL AREA STUDY (SAS) PROFILE SHEET

SAS NAME _____

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BY _____

PAGE ____ OF ____ PAGES

DESCRIPTIVE INFORMATION

COUNCILMANIC DISTRICT(S) _____ POLICE BEAT(S) _____ TRAFFIC ZONE(S) _____

_____ CENSUS TRACT(S) _____

SMALL AREA STUDY (SAS) PROFILE SHEET

SAS NAME _____

UPDATE _____

BY _____

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HISTORICAL INFORMATION

CENSUS DATA

SEE ATTACHED

SMALL AREA STUDY (SAS) PROFILE SHEET

SAS NAME _____

UPDATE _____

BY _____

PAGE ____ OF ____ PAGES

TOTAL POPULATION

	1960	1970	1980	% OF CHANGE
CITY POPULATION	_____	_____	_____	_____
COUNTY POPULATION	_____	_____	_____	_____

SMALL AREA (SA) TOTAL POPULATION

_____ SA

	1960	1970	1980	% OF CHANGE
	_____	_____	_____	_____

CENSUS TRACTS (CT) TOTAL POPULATION

CT _____

	1960	1970	1980	% OF CHANGE
	_____	_____	_____	_____

CT _____

	1960	1970	1980	% OF CHANGE
	_____	_____	_____	_____

SMALL AREA STUDY (SAS) PROFILE SHEET

SAS NAME _____

UPDATE _____

BY _____

PAGE ____ OF ____ PAGES

TOTAL POPULATION

CENSUS TRACTS (CT) TOTAL POPULATION

CT _____

1960	1970	1980	% OF CHANGE
_____	_____	_____	_____
_____	_____	_____	_____

CT _____

1960	1970	1980	% OF CHANGE
_____	_____	_____	_____

CT _____

1960	1970	1980	% OF CHANGE
_____	_____	_____	_____

SMALL AREA STUDY (SAS) PROFILE SHEET

SAS NAME _____

UPDATE _____

BY _____

PAGE ____ OF ____ PAGES

POPULATION BY AGE**SAS POPULATION BY AGE**

	UNDER 5	5-9	10-14	15-19	20-24	25-34	35-64	65+	TOTAL
1970	_____	_____	_____	_____	_____	_____	_____	_____	_____
1980	_____	_____	_____	_____	_____	_____	_____	_____	_____
% OF CHANGE	_____	_____	_____	_____	_____	_____	_____	_____	_____

CENSUS TRACTS (CT) POPULATION BY AGE

____ CT

1970	_____	_____	_____	_____	_____	_____	_____	_____	_____
1980	_____	_____	_____	_____	_____	_____	_____	_____	_____
% OF CHANGE	_____	_____	_____	_____	_____	_____	_____	_____	_____

____ CT

1970	_____	_____	_____	_____	_____	_____	_____	_____	_____
1980	_____	_____	_____	_____	_____	_____	_____	_____	_____
% OF CHANGE	_____	_____	_____	_____	_____	_____	_____	_____	_____

____ CT

1970	_____	_____	_____	_____	_____	_____	_____	_____	_____
1980	_____	_____	_____	_____	_____	_____	_____	_____	_____
% OF CHANGE	_____	_____	_____	_____	_____	_____	_____	_____	_____

POPULATION BY AGE**CENSUS TRACTS (CT) POPULATION BY AGE**

____ CT	UNDER 5	5-9	10-14	15-19	20-24	25-34	35-64	65+	TOTAL
1970	_____	_____	_____	_____	_____	_____	_____	_____	_____
1980	_____	_____	_____	_____	_____	_____	_____	_____	_____
% OF CHANGE	_____	_____	_____	_____	_____	_____	_____	_____	_____

____ CT									
1970	_____	_____	_____	_____	_____	_____	_____	_____	_____
1980	_____	_____	_____	_____	_____	_____	_____	_____	_____
% OF CHANGE	_____	_____	_____	_____	_____	_____	_____	_____	_____

____ CT									
1970	_____	_____	_____	_____	_____	_____	_____	_____	_____
1980	_____	_____	_____	_____	_____	_____	_____	_____	_____
% OF CHANGE	_____	_____	_____	_____	_____	_____	_____	_____	_____

SMALL AREA STUDY (SAS) PROFILE SHEET

SAS NAME _____

UPDATE _____

BY _____

PAGE ____ OF ____ PAGES

POPULATION BY SEX

SAS POPULATION BY SEX

	MALE	FEMALE
1970	_____	_____
1980	_____	_____
% OF CHANGE	_____	_____

CENSUS TRACTS (CT) POPULATION BY SEX

CT_____

1970	_____	_____
1980	_____	_____
% OF CHANGE	_____	_____

CT_____

1970	_____	_____
1980	_____	_____
% OF CHANGE	_____	_____

CT_____

1970	_____	_____
1980	_____	_____
% OF CHANGE	_____	_____

SMALL AREA STUDY (SAS) PROFILE SHEET

SAS NAME _____

UPDATE _____

BY _____

PAGE ____ OF ____ PAGES

POPULATION BY SEX

CENSUS TRACTS (CT) POPULATION BY SEX

	MALE	FEMALE
1970	_____	_____
1980	_____	_____
% OF CHANGE	_____	_____

CT _____

1970	_____	_____
1980	_____	_____
% OF CHANGE	_____	_____

CT _____

1970	_____	_____
1980	_____	_____
% OF CHANGE	_____	_____

SMALL AREA STUDY (SAS) PROFILE SHEET

SAS NAME _____

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BY _____

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POPULATION BY RACE

SAS POPULATION BY RACE

	WHITE	% OF TRACT	BLACK	% OF TRACT	OTHER	% OF TRACT
1970	_____	_____	_____	_____	_____	_____
1980	_____	_____	_____	_____	_____	_____
% OF CHANGE	_____	_____	_____	_____	_____	_____

CENSUS TRACTS (CT) POPULATION BY RACE

CT_____

1970	_____	_____	_____	_____	_____	_____
1980	_____	_____	_____	_____	_____	_____
% OF CHANGE	_____	_____	_____	_____	_____	_____

CT_____

1970	_____	_____	_____	_____	_____	_____
1980	_____	_____	_____	_____	_____	_____
% OF CHANGE	_____	_____	_____	_____	_____	_____

CT_____

1970	_____	_____	_____	_____	_____	_____
1980	_____	_____	_____	_____	_____	_____
% OF CHANGE	_____	_____	_____	_____	_____	_____

SMALL AREA STUDY (SAS) PROFILE SHEET

SAS NAME _____

UPDATE _____

BY _____

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POPULATION BY RACE**CENSUS TRACTS (CT) POPULATION BY RACE**

	WHITE	% OF TRACT	BLACK	% OF TRACT	OTHER	% OF TRACT
1970	_____	_____	_____	_____	_____	_____
1980	_____	_____	_____	_____	_____	_____
% OF CHANGE	_____	_____	_____	_____	_____	_____

CT _____

1970	_____	_____	_____	_____	_____	_____
1980	_____	_____	_____	_____	_____	_____
% OF CHANGE	_____	_____	_____	_____	_____	_____

CT _____

1970	_____	_____	_____	_____	_____	_____
1980	_____	_____	_____	_____	_____	_____
% OF CHANGE	_____	_____	_____	_____	_____	_____

SCHOOL DATA

FOR SCHOOL YEAR _____

SCHOOL NAME : _____

ADDRESS :

PHONE NUMBER :

CLASSIFICATION :

PRINCIPAL :

ENROLLMENT :

SHO/DI'S

TOTAL #

CPU SHO/DI #

CRIME/DEMOGRAPHICS SUMMARY

POPULATION : _____ % WHITE

RANK ORDER : _____ OF 33 _____ % BLACK

_____ % OTHER

AGE : _____ UNDER 10

_____ 11-19

_____ 20-64

_____ OVER 65

LAND AREA : _____ SQUARE MILES

RANK ORDER : _____ OF 33

POPULATION PER SQUARE MILE : _____

RANK ORDER : _____ OF 33

HOUSING : _____ UNITS _____ % OF CITY

_____ DENSITY RATING (POPULATION DIVIDED BY HOUSING UNITS)

CRIME :

RANK ORDER

_____ % OF PART 1 CFS

_____ PART 1 CRIMES PER 1,000 _____ OF 33

_____ PART 1 VIOLENT CRIMES PER 1,000 _____ OF 33

_____ PART 1 PROPERTY CRIMES PER 1,000 _____ OF 33

_____ % OF CITY PART 1 CRIMES

_____ CFS PER 1,000 _____ OF 33

CFS/PART ONE CRIME DATA**FOR TIME PERIOD** _____

UPDATE _____

BY _____

PAGE ____ OF ____ PAGES

CFS :

TOTAL _____

% PART 1 VIOLENT _____

% ASSIST _____

% PART 1 PROPERTY _____

% TRAFFIC ENFORCEMENT _____

% ORDER MAINTENANCE _____

% TRAFFIC ACCIDENT W/O INJ _____

% CRISIS _____

% TRAFFIC ACCIDENT W/INJ _____

% SUSPICIOUS PERSON _____

% HIT AND RUN ACCIDENT _____

% ALARM _____

% ADMINISTRATIVE _____

PART 1 (P1) CRIME :

P1 VIOLENT CRIMES REPORTED _____

% OF VIOLENT CRIME CFS _____

P1 PROPERTY CRIME REPORTED _____

% OF PROPERTY CRIME CFS _____

P1 TOTAL _____

% OF P1 CFS _____

CITY RATE RANK ORDER

P1 CRIMES PER 1000 _____

_____ OF 33

P1 VIOLENT CRIMES PER 1000 _____

_____ OF 33

P1 PROPERTY CRIMES PER 1000 _____

_____ OF 33

% OF CITY P1 CRIMES

TOTAL CFS PER 1000 _____

_____ OF 33

SMALL AREA STUDY (SAS) PROFILE SHEET

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TRAFFIC PROBLEM AREAS

FOR TIME PERIOD _____

1986 HIGHEST TRAFFIC ACCIDENTS AT INTERSECTIONS :

1986 HIGHEST TRAFFIC ACCIDENTS NEAR AN INTERSECTION :

1986 HIGHEST ALCOHOL RELATED ACCIDENTS :

SUPPLEMENTAL FORM

FOR TIME PERIOD: _____

Notes

APPENDIX

B

CRIME PREVENTION SURVEY - CPS-01

GENERAL BACKGROUND

1. Sex

☐ (1) Male

☐ (2) Female

2. Race

☐ (1) White

☐ (2) Black

☐ (3) Hispanic

☐ (4) Other (Specify) _____

3. Age

☐ (1) Under 25

☐ (2) 25-40

☐ (3) 41-65

☐ (4) Over 65

4. Marital Status

- ☐ (1) Single
- ☐ (2) Married
- ☐ (3) Divorced
- ☐ (4) Widow(er)

5. Education

- ☐ (1) 8th Grade or Less
- ☐ (2) 9-11.9
- ☐ (3) High School Diploma
- ☐ (4) Some College
- ☐ (5) College Degree
- ☐ (6) College Degree - Plus
- ☐ (7) Graduate Degree

6. Family Income

- ☐ (1) 0-10,000
- ☐ (2) 10,000-20,000
- ☐ (3) 20,000-30,000
- ☐ (4) 30,000-40,000
- ☐ (5) 40,000-50,000
- ☐ (6) Over 50,000

7. Are you employed?

☐ (1) Yes (*answer question 8*)

☐ (2) No (*go to question 9*)

8. If employed, is it:

☐ (1) Full Time

☐ (2) Part Time

9. How many adults are in your household?

☐ (1) 1

☐ (2) 2

☐ (3) 3

☐ (4) 4

☐ (5) 5

☐ (6) More than 5

10. How many children are in your household?

☐ (1) 0

☐ (2) 1

☐ (3) 2

☐ (4) 3

☐ (5) 4

☐ (6) 5 or more

11. How long have you lived at your current address?

☐ (1) Less than one year

☐ (2) 1-2 years

☐ (3) 3-5 years

☐ (4) Over 5 years

12. Do you live in a

☐ (1) House (*if so, answer question 13*)

☐ (2) Mobile Home (*if so, go to question 14*)

☐ (3) Apartment (*if so, go to question 14*)

☐ (4) Condo (*if so, go to question 14*)

☐ (5) Other (*if so, go to question 14*)

13. In regards to your residence, do you

☐ (1) Own

☐ (2) Rent

☐ (3) Other

14. Why did you move to this particular neighborhood (*multiple answers*)

- ☐ (1) Nice neighborhood
- ☐ (2) Good schools
- ☐ (3) Safe from crime
- ☐ (4) Only place we could find
- ☐ (5) Price was right
- ☐ (6) Location
- ☐ (7) House characteristics
- ☐ (8) Always lived in this neighborhood
- ☐ (9) Other (work, school, etc.)_____

15. Prior to your current residence, did you live

- ☐ (1) In the city
- ☐ (2) In Knox County
- ☐ (3) Elsewhere in Tennessee
- ☐ (4) Outside Tennessee

16. Why did you move from your old neighborhood?

- ☐ (1) Prefer this location
- ☐ (2) House characteristics
- ☐ (3) Wanted better housing
- ☐ (4) Wanted less expensive
- ☐ (5) Had no choice
- ☐ (6) Change in living arrangements
- ☐ (7) Didn't like neighborhood
- ☐ (8) Crime, or fear of crime
- ☐ (9) Other_____

17. Is there anything you do not like about the neighborhood where you current live?

- ☐ (1) Traffic, parking
- ☐ (2) Environment
- ☐ (3) Crime, or fear of crime
- ☐ (4) Inadequate schools, shopping, etc.
- ☐ (5) Bad elements moving in
- ☐ (6) Problems with neighbors
- ☐ (7) Mostly no problems
- ☐ (8) Other (describe)_____

FEAR AND PERCEPTION

18. How often do you go out in the evening?

- ☐ (1) Once a week or more
- ☐ (2) Less than once a week/more than once a month
- ☐ (3) About once a month
- ☐ (4) 2-3 times per year
- ☐ (5) Less than 2-3 times per year

19. Do you go out more or less than you did a year ago?

- ☐ (1) More
- ☐ (2) Less
- ☐ (3) About the same (skip question 20)

20. If you are going out more or less than you did a year ago, is it because of:
(multiple answers)

- ☐ (1) Money
- ☐ (2) Health
- ☐ (3) Transportation
- ☐ (4) Age
- ☐ (5) Family Reasons
- ☐ (6) Crime or fear of crime
- ☐ (7) Other - Specify _____

21. When you go out in the evening, is it usually in the City or out of the City?
- ☐ (1) In the city
- ☐ (2) Outside the city
- ☐ (3) About equal
22. Are there some parts of the city where you would not go during the day because of fear of crime?
- ☐ (1) Yes
- ☐ (2) No
23. Can you name any locations? _____
24. Are there some parts of the city where you would not go during the night because of fear of crime?
- ☐ (1) Yes
- ☐ (2) No
25. Can you name any locations? _____
26. Have you limited or changed your activities in the past five years for fear of crime?
- ☐ (1) Yes
- ☐ (2) No
- ☐ (3) Don't know

27. Within the past year, do you think the crime in Knoxville has:

☐ (1) Increased (*if so, answer question 28*)

☐ (2) Decreased

☐ (3) Remained the same

☐ (4) Don't know

28. Were you thinking about any particular crime when you said that crime in Knoxville had increased?

☐ (1) No

☐ (2) Yes

If yes, what crime? _____

29. Within the past year, do you think crime in your neighborhood has:

☐ (1) Increased (*answer question 30*)

☐ (2) Decreased

☐ (3) Remained the same

☐ (4) Don't know

30. Were you thinking about any specific crime?

☐ (4) No

☐ (5) Yes

If yes, what type of crime? _____

31. Do you think the crimes in your neighborhood are committed by:

☐ (1) People in the neighborhood

☐ (2) Outsiders

☐ (3) Equally by both

☐ (4) Don't know

32. What crime most concerns you within your neighborhood?

33. How safe do you feel in your neighborhood at night?

☐ (1) Very safe

☐ (2) Safe

☐ (3) Unsafe

34. Is your neighborhood dangerous enough to make you want to move elsewhere?

☐ (1) Yes

☐ (2) No

35. How do you think crime in your neighborhood compares with other parts of the City?

☐ (1) More dangerous

☐ (2) About the same

☐ (3) Less dangerous

36. Would you say that in the past five years your chance of being robbed or attacked in your neighborhood have:

- ☐ (1) Gone up
- ☐ (2) Gone down
- ☐ (3) Remained the same
- ☐ (4) Don't know

37. Which statement do you agree with most?

- ☐ (1) Crime is less serious than the newspapers and tv report.
- ☐ (2) Crime is more serious than the newspapers and tv report.

38. Do you think people in general have limited or changed their activities in the past five years due to fear of crime?

- ☐ (1) Yes
- ☐ (2) No
- ☐ (3) Don't know

39. Do you think that people in your neighborhood have limited or changed their activities in the past five years due to fear of crime?

- ☐ (1) Yes
- ☐ (2) No
- ☐ (3) Don't know

VICTIM OFFENDER RELATIONSHIP

40. During the past year have you been the victim of a crime?

☐ (1) Yes (*if yes, go to question 41*)

☐ (2) No (*if no, skip to question 68*)

41. Did you report the crime to the police department?

☐ (1) Yes

☐ (2) No (*If no, skip to question 68*)

42. During the past year, has anyone broken into your residence or another building on your property?

☐ (1) No

☐ (2) Yes - How many times? _____

43. In the last year, did you find a door jimmed, a lock forced, or any other signs of an attempted break-in?

☐ (1) No

☐ (2) Yes - How many times? _____

44. During the past year, has anything been stolen from outside your home, such as a bicycle, garden hose, or lawn furniture?

☐ (1) No

☐ (2) Yes - How many times? _____

45. How many different motor vehicles, (cars, trucks, motorcycles, etc.) are owned by you or any other members of your household during the past year?

☐ (1) None

☐ (2) One

☐ (3) Two

☐ (4) Three

☐ (5) Four or more

46. During the past year, has anyone stolen or tried to steal or use any of these vehicles without permission?

☐ (1) No

☐ (2) Yes - How many times? _____

47. During the past year, has anyone stolen or tried to steal parts attached to any of these vehicles such as batteries, hubcaps, etc.?

☐ (1) No

☐ (2) Yes - How many times? _____

48. During the past year did anyone take something directly from you by using force, such as by a stick-up, mugging, purse snatching, etc.?

☐ (1) No

☐ (2) Yes - How many times? _____

49. Did anyone try to rob you by using force or threatening to harm you within the past year?

☐ (1) No

☐ (2) Yes - How many times? _____

50. Did anyone beat you up, attack you, or hit you with something, such as a rock or bottle within the past year?

☐ (1) No

☐ (2) Yes - How many times? _____

51. Within the past year, were you knifed, shot at, or attacked with some other weapon by anyone?

☐ (1) No

☐ (2) Yes - How many times? _____

If questions 40 through 51 were yes, ask the following questions concerning the offender:

52. Was the crime committed by only one or more than one person?

☐ (1) Only one (***answer questions 53 thru 58***)

☐ (2) More than one (***answer questions 59-67***)

☐ (3) Don't know (***skip to question 68***)

SINGLE OFFENDER

53. Was this person male or female?

- ☐ (1) Male
- ☐ (2) Female
- ☐ (3) Don't know

54. How old would you say the person was?

- ☐ (1) Under 12
- ☐ (2) 12-14
- ☐ (3) 15-17
- ☐ (4) 18-20
- ☐ (5) 21-29
- ☐ (6) Over 30
- ☐ (7) Don't know

55. Was the person someone you knew or a stranger you had never seen before?

- ☐ (1) Known (*answer question 56-58*)
- ☐ (2) Stranger (*skip to question 58*)
- ☐ (3) Don't know (*skip to question 68*)

56. How well did you know the person - by sight only, casual acquaintance, or well known?

- ☐ (1) Sight only
- ☐ (2) Casual acquaintance
- ☐ (3) Well known

57. What was the person's relationship to you?

- ☐ (1) Spouse
- ☐ (2) Ex-spouse
- ☐ (3) Parent
- ☐ (4) Own child
- ☐ (5) Brother/sister
- ☐ (6) Other relative
- ☐ (7) Boyfriend/girlfriend
- ☐ (8) Friend/ex-friend
- ☐ (9) Other non-relative

58. Was he/she white, black or some other race?

- ☐ (1) White
- ☐ (2) Black
- ☐ (3) Other
- ☐ (4) Don't know

MULTIPLE OFFENDER

59. How many persons?

☐ (1) Actual number

☐ (2) Don't know

60. Were they male or female?

☐ (1) All male

☐ (2) All female

☐ (3) Don't know sex of any offenders

☐ (4) Both male and female

61. How old would you say the youngest was?

☐ (1) Under 12

☐ (2) 12-14

☐ (3) 15-17

☐ (4) 18-20

☐ (5) 21-29

☐ (6) 30 or over

☐ (7) Don't know

62. How old would you say the oldest was?

- ☐ (1) Under 12
- ☐ (2) 12-14
- ☐ (3) 15-17
- ☐ (4) 18-20
- ☐ (5) 21-29
- ☐ (6) 30 or over
- ☐ (7) Don't know

63. Were any of the persons known to you or were they all strangers you had never seen before?

- ☐ (1) All known (*answer questions 64-67*)
- ☐ (2) Some known (*answer questions 64-67*)
- ☐ (3) All strangers (*skip to question 66*)
- ☐ (4) Don't know (*skip to question 66*)

64. How well did you know the person(s) - by sight only, casual acquaintance or well known?

- ☐ (1) Sight only (*skip to question 66*)
- ☐ (2) Casual acquaintance (*skip to question 66*)
- ☐ (3) Well known (*answer question 65*)

65. What was the well known person's relationship to you?

- ☐ (1) Spouse
- ☐ (2) Ex-spouse
- ☐ (3) Parent
- ☐ (4) Own child
- ☐ (5) Brother/sister
- ☐ (6) Other relative
- ☐ (7) Boyfriend/ex-boyfriend
- ☐ (8) Girlfriend/ex-girlfriend
- ☐ (9) Friend/ex-friend
- ☐ (10) Other non-relative

66. Were the offenders white, black, or some other race?

- ☐ (1) White
- ☐ (2) Black
- ☐ (3) Other
- ☐ (4) Don't know

(if more than one is marked in question 66, answer question 67)

67. What race were most of the offenders?

- ☐ (1) Mostly white
- ☐ (2) Mostly black
- ☐ (3) Mostly some other race
- ☐ (4) Evenly divided
- ☐ (5) Don't know

POLICE SERVICES

68. Would you say that the Knoxville Police Department is doing a -

- ☐ (1) Excellent job
- ☐ (2) Above average job
- ☐ (3) Average job
- ☐ (4) Fair job
- ☐ (5) Poor job

69. In what ways could the Knoxville Police Department improve (*multiple answers*) ?

- ☐ (1) Be more courteous
- ☐ (2) Concentrate on serious crimes
- ☐ (3) Don't discriminate
- ☐ (4) Improve training
- ☐ (5) Hire more officers
- ☐ (6) More community involvement
- ☐ (7) Concern with minor crimes/vandalism
- ☐ (8) More traffic enforcement:

(8a) ☐ Speeding

(8c) ☐ Reckless Driving

(8b) ☐ DWI

(8d) ☐ Other, specify _____

70. Have you called the police during the last year to report something that happened to you which you thought was a crime?

- ☐ (1) Yes
- ☐ (2) No (*if no, skip to question 78*)

71. The last time you called the Knoxville Police Department, considering the nature of the call, do you feel that the response time was adequate?

- ☐ (1) Yes
- ☐ (2) No

72. Do you feel satisfied with the service provided by the 1st officer to arrive?

☐ (1) Yes

☐ (2) No

73. Was a Detective assigned to investigate your case?

☐ (1) Yes (*if yes, answer question 74*)

☐ (2) No (*skip to question 75*)

74. If yes, were you satisfied with the detective's performance?

☐ (1) Yes

☐ (2) No

75. Have you ever had a complaint handled over the telephone?

☐ (1) Yes

☐ (2) No

76. If so, were you satisfied with the service provided?

☐ (1) Yes

☐ (2) No

77. Do you feel that it is necessary to send an officer to every complaint - rather than taking some reports over the phone (i.e., vandalisms, stolen auto, etc.)?

☐ (1) Yes

☐ (2) No

☐ (3) Don't know

78. Are you aware of the Crime Prevention Programs offered by the Knoxville Police Department?

☐ (1) Yes (continue with survey)

☐ (2) No (end of survey)

79. How did you learn about these Crime Prevention services
(*multiple answers*)?

☐ (1) Newspaper

☐ (2) Radio

☐ (3) TV

☐ (4) Relative

☐ (5) Crime Prevention Signs

☐ (6) Neighborhood Meetings

☐ (7) Schools

☐ (8) Police Officer

☐ (10) Other - Specify _____

80. Have you used any of the services provided by the Crime Prevention Unit?

☐ (1) No

☐ (2) Yes

81. Have you ever used (*multiple answers*)

- ☐ (1) Neighborhood Watch
- ☐ (2) Security Survey/Operation Identification
- ☐ (3) Child Fingerprint Program
- ☐ (4) Senior Citizen Programs
- ☐ (5) Fleet-watch Programs
- ☐ (6) Retailing or business surveys
- ☐ (7) School programs
- ☐ (8) Other - specify _____

Notes

Notes



APPENDIX

C

DURING SCHOOL HOURS/SOCIAL FUNCTIONS ONLY

1. GRADE _____

2. SEX

MALE _____

FEMALE _____

3. RACE

WHITE _____

BLACK _____

HISPANIC _____

ASIAN _____

OTHER _____

4. HAS ANYTHING HAPPENED TO YOU DURING THIS SCHOOL YEAR WHICH YOU THOUGHT WAS A CRIME BUT DID NOT REPORT TO SCHOOL OFFICIALS OR THE POLICE?

YES _____

NO _____

5. IF THE INCIDENT WAS NOT REPORTED TO SCHOOL OFFICIALS OR THE POLICE, WHAT WAS THE REASON?

_____ Nothing could be done.

_____ Did not think it was important enough.

_____ School officials/police wouldn't want to be bothered.

_____ Did not want to take time - too inconvenient.

_____ Private or personal matter - did not want to report it.

_____ Did not want to get involved.

_____ Afraid of person getting even.

_____ Reported to someone else.

_____ Other (specify) _____

6. DURING THIS SCHOOL YEAR, HAS ANYONE THREATENED TO BEAT YOU UP?

YES _____

NO _____ (If "No", go to question number 10).

7. DID YOU KNOW THE PERSON WHO THREATENED TO BEAT YOU UP?

YES _____

NO _____ (If "No", go to question number 9).

8. WAS THE PERSON WHO THREATENED TO BEAT YOU UP A:

Boyfriend _____

Girlfriend _____

Ex-Boyfriend _____

Ex-Girlfriend _____

Friend _____

Acquaintance _____

Family Member _____

Stranger _____

9. WAS THE PERSON WHO THREATENED TO BEAT YOU UP USING DRUGS OR ALCOHOL AT THE TIME?

_____ YES (if yes, specify *Drugs or Alcohol*)

DRUGS _____

ALCOHOL _____

_____ NO

10. DURING THIS SCHOOL YEAR, HAS ANYONE THREATENED YOU WITH A KNIFE, GUN, OR SOME OTHER WEAPON?

_____ YES

Gun _____

Knife _____

Other _____

_____ NO (*If "No", go to question number 14*)

11. DID YOU KNOW THE PERSON WHO THREATENED YOU WITH A KNIFE, GUN, OR SOME OTHER WEAPON?

_____ YES

_____ NO (*If "No", go to question number 13*)

12. WAS THE PERSON WHO THREATENED YOU WITH A KNIFE, GUN OR SOME OTHER WEAPON A:

Boyfriend _____

Girlfriend _____

Ex-Boyfriend _____

Ex-Girlfriend _____

Friend _____

Acquaintance _____

Family Member _____

Stranger _____

13. WAS THE PERSON WHO THREATENED YOU WITH A KNIFE, GUN OR SOME OTHER WEAPON USING DRUGS OR ALCOHOL AT THE TIME?

_____ YES

Drugs _____

Alcohol _____

_____ NO

14. DURING THIS SCHOOL YEAR, HAS ANYONE ACTUALLY BEATEN YOU UP, ATTACKED YOU OR HIT YOU WITH SOMETHING, SUCH AS A ROCK OR BOTTLE?

_____ YES

_____ NO (*If "No", go to question number 18*)

15. DID YOU KNOW THE PERSON WHO ACTUALLY BEAT YOU UP, ATTACKED YOU OR HIT YOU WITH SOMETHING, SUCH AS A ROCK OR BOTTLE?

YES

NO (*If "No", go to question number 17*)

16. WAS THE PERSON WHO ACTUALLY BEAT YOU UP, ATTACKED YOU OR HIT YOU WITH SOMETHING, SUCH AS A ROCK OR BOTTLE, A:

Boyfriend _____

Girlfriend _____

Ex-Boyfriend _____

Ex-Girlfriend _____

Friend _____

Acquaintance _____

Family Member _____

Stranger _____

17. WAS THE PERSON WHO ACTUALLY BEAT YOU UP, ATTACKED YOU OR HIT YOU WITH SOMETHING, SUCH AS A ROCK OR BOTTLE, USING DRUGS OR ALCOHOL AT THE TIME?

YES _____

Drugs _____

Alcohol _____

NO _____

WERE YOU HURT?

YES _____

NO _____ (If "No", go to question number 18).

IF YOU WERE HURT, WHAT WERE YOUR INJURIES?

Knife or gunshot wounds _____

Broken bones or teeth knocked out _____

Internal injuries, or knocked unconscious _____

Bruises, blackeye, cuts, scratches, or swelling _____

Other _____

18. DURING THIS SCHOOL YEAR, HAS ANYONE TRIED TO ROB YOU BY USING FORCE OR MAKING THREATS?

YES _____

NO _____ (If "No", go to question number 22).

19. DID YOU KNOW THE PERSON WHO TRIED TO ROB YOU BY USING FORCE OR MAKING THREATS?

YES _____

NO _____ (If "No", go to question 21).

20. WAS THE PERSON WHO TRIED TO ROB YOU BY USING FORCE OR MAKING THREATS A:

Boyfriend _____

Girlfriend _____

Ex-Boyfriend _____

Ex-Girlfriend _____

Friend _____

Acquaintance _____

Family Member _____

Stranger _____

21. WAS THE PERSON WHO TRIED TO ROB YOU BY USING FORCE OR BY MAKING THREATS USING DRUGS OR ALCOHOL AT THE TIME?

YES _____

Drugs _____

Alcohol _____

NO _____

WERE YOU HURT?

YES _____

NO _____ (*If "No", go to question 22*)

IF YOU WERE HURT, WHAT WERE YOUR INJURIES?

Knife or gunshot wounds _____

Broken bones or teeth knocked out _____

Internal injuries, or knocked unconscious _____

Bruises, blackeye, cuts, scratches, or swelling _____

Other _____

22. DURING THIS SCHOOL, HAS ANYONE ACTUALLY TAKEN SOMETHING DIRECTLY FROM YOU BY USING FORCE OR BY MAKING THREATS?

YES _____

NO _____ (*If "No", go to question number 26*)

23. DID YOU KNOW THE PERSON WHO ACTUALLY TOOK SOMETHING DIRECTLY FROM YOU BY USING FORCE OR BY MAKING THREATS?

YES _____

NO _____ (*If "No", go to question number 25*)

24. WAS THE PERSON WHO ACTUALLY TOOK SOMETHING DIRECTLY FROM YOU BY USING FORCE OR BY MAKING THREATS A:

Boyfriend _____

Girlfriend _____

Ex-Boyfriend _____

Ex-Girlfriend _____

Friend _____

Acquaintance _____

Family Member _____

Stranger _____

25. WAS THE PERSON WHO ACTUALLY TOOK SOMETHING DIRECTLY FROM YOU BY USING FORCE OR BY MAKING THREATS USING DRUGS OR ALCOHOL AT THE TIME?

YES _____

Drugs _____

Alcohol _____

NO _____ (*If "No", go to question number 26*)

WERE YOU HURT?

YES _____

NO _____

IF YOU WERE HURT, WHAT WERE YOUR INJURIES?

Knife or gunshot wounds _____

Broken bones or teeth knocked out _____

Internal injuries, or knocked unconscious _____

Bruises, blackeye, cuts, scratches, or swelling _____

Other _____

26. DURING THIS SCHOOL YEAR, HAVE YOU BEEN A VICTIM OR A CRIME
GOING TO SCHOOL OR COMING HOME FROM SCHOOL?

YES _____

NO _____ *(If "No", go to question number 27)*

IF "YES", WHERE DID THE CRIME HAPPEN?

While walking to school _____

While riding the school bus _____

While riding a bicycle to school _____

While riding in a car _____

Other _____

IF "YES", DID YOU REPORT THIS CRIME TO ANYONE?

YES _____

To Whom?

Parents _____

School Officials _____

Police _____

Other _____

NO _____

27. DURING THIS SCHOOL YEAR, HAVE YOU BEEN A VICTIM OF A SEX CRIME AT HOME?

YES _____

NO _____ (*If "No", go to question number 28*)

If "Yes", did you report it?

YES _____

NO _____

If "Yes", to whom did you report it?

School Officials _____

Police _____

Parent _____

Other Family Member _____

Other _____

28. DURING THIS SCHOOL YEAR, HAVE YOU BEEN A VICTIM OF A SEX CRIME AT SCHOOL?

YES _____

NO _____ (*If "No", go to question number 29*)

If "Yes", did you report it?

YES _____

NO _____

If "Yes", to whom did you report it?

School Officials _____

Police _____

Parent _____

Other Family Member _____

Other _____

29. DO YOU USE DRUGS OR ALCOHOL?

YES _____

Drugs _____

Alcohol _____

NO _____

If "Yes", do you use drugs on a regular basis?

YES _____

NO _____

30. HOW OFTEN DO YOU USE DRUGS?

Everyday _____

Once a week _____

Several Times a Week _____

Weekends Only _____

Once a Month _____

31. HAVE YOU EVER TRIED DRUGS?

YES _____

NO _____

If "Yes", what kind of drugs have you tried?

Marijuana _____

Cocaine _____

"Uppers" _____

"Downers" _____

Other _____

32. DO YOU SELL DRUGS?

YES _____

NO _____

If "Yes", what kind of drugs do you sell?

Marijuana _____

Cocaine _____

"Uppers" _____

"Downers" _____

Other _____

33. HAVE YOU EVER SOLD ANYTHING THAT YOU PASSED OFF AS DRUGS?

YES _____

NO _____

34. HAVE YOU EVER SOLD A LOOK-ALIKE DRUG?

YES _____

NO _____

35. DO YOU USE ALCOHOL ON A REGULAR BASIS?

YES _____

NO _____

36. HOW OFTEN DO YOU USE ALCOHOL?

Everyday _____

Once a week _____

Several Times a Week _____

Weekends Only _____

Once a Month _____

37. DO YOU THINK THAT SCHOOL OFFICIALS AND/OR THE POLICE ARE
ABLE TO SOLVE CRIME PROBLEMS IN YOU SCHOOL?

YES _____

NO _____

DON'T KNOW _____

38. ARE YOU AWARE OF THE CRIME PREVENTION PROGRAMS AND
SERVICES OFFERED BY THE KNOXVILLE POLICE DEPARTMENT?
(EXAMPLE: McGRUFF, NEIGHBORHOOD WATCH, OPERATION
IDENTIFICATION, ETC.)

YES _____

NO _____

39. HAVE YOU OR YOUR FAMILY USED ANY OF THE SERVICES OR TAKEN PART IN ANY OF THE PROGRAMS OFFERED BY THE CRIME PREVENTION UNIT?

YES _____

NO _____

DON'T KNOW _____

If Yes, which programs or services?

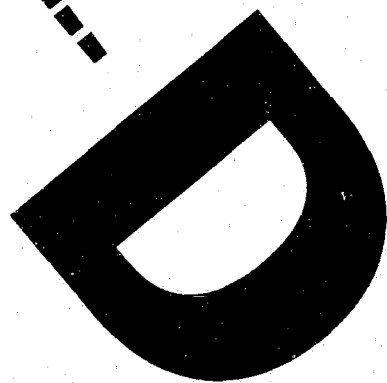
Operation Identification _____

Neighborhood Watch _____

McGruff Programs _____

Other (Specify) _____

APPENDIX



SHOCAP TRAINING AND TECHNICAL ASSISTANCE PROJECT

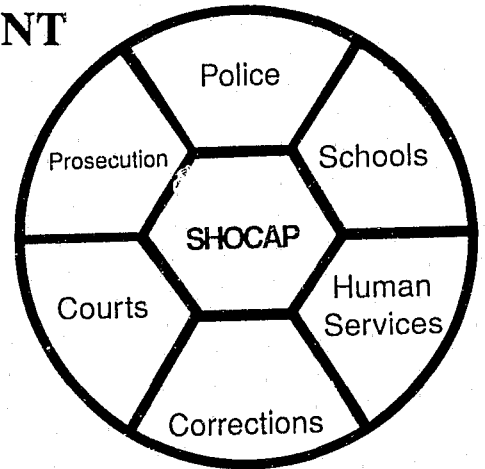
Preliminary Site Level Implementation Plan

Phases and Tasks		Persons Responsible	Target Date
PHASE I: PROJECT MOBILIZATION			
Task 1:	Determine the agency to be responsible for program coordination		
Task 2:	Develop and adopt an inter-agency agreement to establish an inter-agency planning committee and to share information for project planning purposes		
Task 3:	Hold planning committee meetings for pre-training planning		
PHASE II: INCIDENT AND OFFENDER ANALYSIS			
Task 1:	Conduct an analysis of criminal arrests and other incidents that make up the profiles of current "chronic" juvenile offenders		
Task 2:	Determine case flow rates for various SHO Criteria options		
Task 3:	Conduct meetings of the Inter-agency Planning Committee to evaluate alternative criteria		
Task 4:	Develop and adopt an Inter-agency Agreement that defines the criteria to be used for designating offenders as SHO's		
Task 5:	Determine enhancements in the crime analysis function that are necessary for developing SHO profiles		

Phases and Tasks	Persons Responsible	Target Date
<p>PHASE V: ESTABLISH PROCEDURES FOR IDENTIFYING SHO'S AND MONITORING THEIR ACTIVITIES</p> <p>Task 1: Adopt an inter-agency agreement that specifies each agency's responsibilities for joint processing of SHO's</p> <p>Task 2: Adopt an inter-agency agreement that identifies information to be shared by agencies on a regular basis</p> <p>Task 3: Establish an instantaneous status check system in police communications for use by police personnel</p> <p>Task 4: Provide administrators of schools, probation and social service agencies with SHO lists on a regular basis</p> <p>Task 5: Develop and implement an agency level and inter-agency management information system for monitoring case flow and program activities</p>		
<p>PHASE VI: DETERMINE THE APPROPRIATE AGENCY SERVICES TO BE FOCUSED ON SHO'S</p> <p>Task 1: Assess the range and type of services provided by each agency at each level of custody or control</p> <p>Task 2: Establish strategies for placement of SHO's</p> <p>Task 3: Identify unmet requirements for programs and/or services necessary to deal with problems that arise in SHO profiles</p>		

LETTER OF AGREEMENT

**KNOX COUNTY SCHOOL BOARD
KNOX COUNTY ATTORNEY GENERAL'S OFFICE
TENNESSEE DEPARTMENT OF HUMAN SERVICES
KNOX COUNTY JUVENILE COURT
TENNESSEE DEPARTMENT OF CORRECTIONS
KNOXVILLE POLICE DEPARTMENT**



This letter of agreement is made by and between the Knox County School Board, Knox County Attorney General's Office, Tennessee Department of Human Services, Knox County Juvenile Court, Tennessee Department of Corrections, and the Knoxville Police Department to take effect July 7, 1987.

The parties, acting cooperatively, have mutual concerns in the identification of the serious habitual juvenile offender and to further apprehend, prosecute, incarcerate, and interdict the habitual offender cycle. The success of this interagency effort is predicated on the mutual agreement to meet regularly for the purpose of discussing at the policy-making level issues, concerns, and strategies to address the complexities associated with controlling the growth of the serious habitual juvenile offender and improving the strategies and responses of the juvenile justice system. The involved parties agree to commit policy-making persons to represent their agencies in the development and implementations of operational strategies and policies to improve the juvenile justice system through emphasis on the serious habitual juvenile offender. This process will involve and include the following strategies:

- ☆ the identification of services being provided by the agencies involved to the juvenile population;
- ☆ the identification of duplication of services being provided by agencies involved and the reduction of such duplication;
- ☆ the coordination of services provided by the involved agencies;
- ☆ the coordination and networking of information to assist each agency in providing effective and efficient service to juvenile related services;
- ☆ enhance the communication between the agencies in the coordination and delivery of services, which are directed toward improving the juvenile justice system and the responses therein;
- ☆ assist each agency in making timely and effective responses to the needs of the citizens of Knox County.

We the undersigned agree and commit to identifying services available from our respective agencies; to specifying policy-making personnel to serve as an interagency contact person and interagency representative to meet regularly for the purpose as prescribed above; to sharing of data and information where permissible; and to maintaining an ongoing communications network, allowing for more effective intervention in community problems related to juveniles and the juvenile justice system. We further agree the mutual and coordinated effort will provide the citizens served a more efficient service and a renewed level of confidence in our respective agencies.

INTERAGENCY AGREEMENT FOR THE SHOCAP CRITERIA

Having researched and studied the areas for selecting a candidate for the Knoxville Serious Habitual Offender Comprehensive Action Program (SHOCAP), the SHOCAP Task Force composed of the Knoxville Police Department, the Knox County Sheriff's Office, the Attorney General's Office, Knox County Juvenile Court, Tennessee Department of Corrections, Tennessee Department of Human Services, and the Knox County Schools, agree to the following criteria summary:

A juvenile offender will be selected as a Serious Habitual Offender based on a point system and an evaluation of the more serious and/or violent activities. A juvenile offender may remain in the Serious Habitual Offender program as long as the Juvenile Court maintains jurisdiction or control of the offender.

The point criteria based on frequency and seriousness of the crime is as follows:

- 40 points for a Violent Felony adjudication (people crimes)
- 30 points for a Property Felony adjudication
- 30 points for a Drug Felony adjudication
- 10 points for Other Offense adjudication.

There must be one felony adjudication in the juvenile offender's history. Juvenile offenders with 50 or more accumulated points and one felony adjudication will be designated a Serious Habitual Offender.

If there are multiple case reports/victims in one location, they are counted as separate points; however, if multiple offenses are committed against a single victim, only the highest charge is counted (e.g. the charges of burglary (30 points), theft (30 points), and criminal mischief (10 points) in a single location/case report would be counted as 30 points. The only exception to this multiple offense rule is in the case of a sexual assault charge. Each charge of this nature regardless of the number of victims/reports will be counted separately.

Each juvenile offender will accumulate 5 points for each arrest and/or charge. When the juvenile offender reaches 20 points, the offender's cumulative record will be flagged and alert the counselor to the fact that this child is a potential or at-risk candidate for the Serious Habitual Offender program.

Amendments or adjustments to the above criteria can/will be made if and only if all SHOCAP Task Force agencies listed above and who's representatives signatures appear below are in agreement with such changes. The SHOCAP Task Force may, however, also designate an alternate or subcommittee to review any suggested changes to be considered.

This agreement duly signed by the agency representative listed below.

_____ Knoxville Police Department	_____ Date
_____ Knox County Sheriff's Office	_____ Date
_____ District Attorney General's Office	_____ Date
_____ Knox County Juvenile Court	_____ Date
_____ Tennessee Department of Corrections	_____ Date
_____ Tennessee Department of Human Services	_____ Date
_____ Knox County Schools	_____ Date

**ORDER AUTHORIZING THE RELEASE AND EXCHANGE
OF INFORMATION AMONG GOVERNMENTAL
AGENCIES PARTICIPATING IN THE SERIOUS HABITUAL
OFFENDER COMPREHENSIVE ACTION PROGRAM**

Inasmuch as the Serious Habitual Offender Comprehensive Action Program focuses on an interagency response to chronic, serious juvenile offenders; and inasmuch as it is a case management program on the part of law enforcement including the Knoxville Police Department and Knox County Sheriff's Department, and the State of Tennessee law enforcement agencies, Knox County Juvenile Court, Tennessee Department of Correction, Tennessee Department of Human Services, Tennessee Department of Mental Health, Knox County Public Schools and the Knox County District Attorney General that enables them to give additional focused attention to juveniles who repeatedly commit serious crimes; and inasmuch as this necessary sharing of information among authorized agencies is in the best interest of the juvenile and the public, and will reflect consideration of the facts, needs and limitations of the child, strengths and weaknesses of the family and also reflect consideration of the protection of the public safety; therefore pursuant to the authority vested in the agencies and the Knox County Juvenile Court by the Federal and State Statutes and regulations, it is hereby:

ORDERED that the Juvenile records of the above-stated Governmental agencies shall be shared with each other pursuant to the statutes, and regulations governing each agency in order to establish Serious Habitual Offender Comprehensive Action Program criteria, certification and case management.

DONE AND ORDERED this the _____ day of _____, 19_____.

JUVENILE COURT JUDGE