Community-Engaged Law Enforcement: Working Together to Bring About Change

A Capstone Action Project

Submitted to Claremont Lincoln University

in Partial Fulfillment of the Requirements for the

Master of Arts Degree in Peace and Social Justice

Claremont, CA

Leslie Harrell

May 31, 2019
COMMUNITY-ENGAGED LAW ENFORCEMENT

Abstract

Because I valued the safety of my Community (communities of color), I wanted to study the process of working with law enforcement to change the perceptions of how we view law enforcement. Through this capstone project I would learn methods by which we could come together, collaboratively and engage law enforcement to bring about change. In order to improve the relationships with law enforcement in communities of color, I realized that if change was to take place, the community would have to get involved and engage law enforcement. This is where the idea of community-engaged law enforcement comes from. I found that when the community leads the process of community engagement, it empowers us to work with law enforcement. Through this collaboration we could bring about change. It is through these efforts of working together with law enforcement that we will be able to build on the relationships established, and work together to keep our communities safe, clean, and free of crime. To participate in this process, I have asked school officials, teachers, parents, residents, a social worker, and law enforcement, all who are key stakeholders. One of our primary goals would be to eliminate the fear that parents share in communities of color as it relates to their children’s engagement with law enforcement. What we have found is that we all share in these concerns, even law enforcement. In this we will work together to bring about change. Through community-engaged law enforcement we can eliminate some of these fears, as we voice these concerns to the authorities that have sworn to serve and protect our communities.

keywords: community-engaged law enforcement, community policing, collaboration, dialogue, building trust, community relationships with law enforcement, harassment, profiling, change
Acknowledgements

I would like to give special acknowledgement to Visible Men Academy, the Manatee County Sheriff’s Office, all the parents and residents that came out to be a part of this initiative. It was through this collaboration that we were able to come together and learn of the concerns of the community. Special thanks and gratitude go out to my Claremont Lincoln University Family, who encouraged, consoled, listened, and prayed for me as I worked to finish this project so that it could be shared with others to bring about change.

To my wonderful husband, Anthony, who kept me going, and who always encourages me to be more. Most of all I want to acknowledge my Lord and Savior, Jesus Christ. It is through You that I find strength to treat others as I would like to be treated, and to love my neighbor as I would love myself.
Table of Contents

Abstract .................................................................................................................................................. ii
Table of Contents .................................................................................................................................. iv
List of Tables .......................................................................................................................................... vi
List of Figures .......................................................................................................................................... vii
CHAPTER 1 - Introduction to Project ................................................................................................. 1
  Purpose and Scope ................................................................................................................................. 1
  Guiding Values and Project Significance ............................................................................................... 3
  Limitations ............................................................................................................................................. 5
  Definitions of Terms ............................................................................................................................... 6
CHAPTER 2 - Literature Review and Initial Stakeholder Dialogue ...................................................... 8
  Past Perspectives on Community-Engaged Law Enforcement ............................................................ 8
  Current Perspectives on Community-Engaged Law Enforcement ....................................................... 9
  Future Perspectives on Community-Engaged Law Enforcement ....................................................... 10
  Stakeholder Perspectives on Community-Engaged Law Enforcement ............................................. 11
  Conclusion .......................................................................................................................................... 13
CHAPTER 3 - Methods Determined with Participants ......................................................................... 14
  Project Methods Determined by Researcher and Participants ............................................................ 15
  Project Measurements Determined by Researcher and Participants .............................................. 17
CHAPTER 4 - Results: Evidence of Change through Project Implementation ..................................... 19
  Actions Taken by Researcher and Participants .................................................................................. 19
  Measurements of Results ..................................................................................................................... 21
  Communication of Results to Participants ......................................................................................... 24
  Assessment of Goal Achievement ........................................................................................................ 24
CHAPTER 5 – Final Reflections and Recommendations ..................................................................... 25
  Overall Project Summary ..................................................................................................................... 25
  Consistency of Guiding Values ............................................................................................................ 25
  Project Impact on the Researcher .......................................................................................................... 26
  Project Impact on the Participants ........................................................................................................ 26
  Overall Project Assessment ................................................................................................................... 28
  Recommendations for Future Projects ................................................................................................. 28
REFERENCES .......................................................................................................................................... 31
APPENDIX A: Ethical Guidelines ................................................................. 33
APPENDIX B: Stakeholder Collaboration Log ............................................. 35
APPENDIX C: Community Impact Photos .................................................. 36
List of Tables

Table 1: Capstone Activity Log……………………………………………………………………p. 20

Table 2: Measurement of Results Poster………………………………………………………. p. 22
List of Figures

Figure 1: Community Demographics................................................................. p. 2
Figure 2: Gallup Poll Confidence in the Police.................................................. p. 4
Figure 3: Mapping Police Violence................................................................. p. 8
Figure 4: Community Association Event Flyer.................................................. p. 15
CHAPTER 1 - Introduction to Project

Purpose and Scope

Through this capstone project, my plans are to demonstrate how communities can come together and work with law enforcement to change the perception as it relates to communities of color. The change that I hope to see is one that will bring communities and law enforcement together, to work collaboratively through dialogue and change the way in how we view one another. In recent years we have seen the damage of excessive force from law enforcement and how it destroys the trust that is needed to keep our communities safe. From the Black Youth Project Study, "Black youth report the highest rate of harassment by the police (54.5 percent), nearly twice the rates of other young people. Less than half of black youth (44.2 percent) trust the police, compared with 71.5 percent of white youth, 59.6 percent of Latino youth, and 76.1 percent of Asian American youth. Substantially fewer black youth believe the police in their neighborhood are there to protect them (66.1 percent) compared to young people from other racial and ethnic groups (2014). In seeing these numbers and recognizing that the fear of parents is real in communities of color, I knew that we had to work with law enforcement, not only to change the community’s perception, but also to change the mindset of law enforcement as they engaged the youth in communities of color.

With the breakdown of communication and trust that is so needed to keep our communities safe, I realized that something had to be done to change those perceptions and build the trust that we must have. In order to tear down the walls of fear that have become a common place in communities of color, we needed to be able to work together. Because I value the safety of my community, I wanted to engage the community in methods by which the stakeholders
could change the dynamics of community engagement through community-engaged law enforcement. To change the perception, my research question was focused on how can we work collaboratively to improve the relationships of communities of color, and work with law enforcement to bring about that change? In working together, not only will we work to build productive relationships between community stakeholders with law enforcement, but we will work together to keep our communities safe, clean, and free of crime.

**Demographics**

This project will take place in the community that I have found to love and adore. Being born and raised in another community of color, which was predominately African American, I am now a part of a community of many ethnicities. In becoming a transplant in a neighboring community, I never thought that I would ever feel like this would be my home, but the years have shown me different, and now this community has taken my heart and has become such a part of me that I felt that we had to come together to make a difference for the youth of this community. To address the issue of community-engaged law enforcement, I knew that we would need to come together as a community to bring about change.

Figure 1: Community Demographics
Organizational Setting

With this project, we have been very fortunate to have a school that has allowed the stakeholders to utilize its facilities. In partnering with this school, it was their desire to be a gathering place where the community could meet and learn from one another. By participating in this project, the school realized they were a part of the community and as stakeholders, they wanted to be a part of building a healthy community. In participating with this project, teachers, parents, and law enforcement have all gathered to make a difference. In working with the Sheriff’s office, several of its deputies have agreed to participate in a community forum that would address some of the questions that have concerned the community’s residents as we work collaboratively to change the perception of law enforcement in communities of color.

Timeframe For the Project

The timeframe of this project will be in the allotted ten-week period which is the time that we have been given for this project. In this timeframe we will meet with parents, community members, business owners, civic leaders, community organizations, and educators to learn of their feelings towards law enforcement, and how we can work together to continue the dialogue of community-engaged law enforcement. Within this ten-week period the stakeholders will come together and organize a community forum in which the collaborative dialogue method will be used to promote and continue the work of community-engaged law enforcement.

Guiding Values and Project Significance

In recent years we have seen in some communities of color the use of excessive force to restrain citizens more aggressively than we had seen in communities that were predominately white. It was in 2009, that President Barack Obama launched the 21st Century Policing Initiative. In this initiative law enforcement looked at ways to strengthen community engagement
and worked towards building relationships within the community to build trust and change the way that law enforcement would protect its communities (2016). In working with law enforcement for years to build this trust, without the community’s buy-in, it would not be long before engagement of communities of color were straining to trust those who were there to protect.

**How the practitioner identified a gap between those values and their setting**

From a report completed by the Congressional Research Service on Public Trust and Law Enforcement, it revealed that the public confidence in law enforcement was now on the rise. With the Gallup polls releasing this information, in working with communities of color, there was still work yet to be done. With excessive force being exposed and public confidence on the increase, I realized that the community would now need to step in to work with law enforcement so that our children could feel safe when approached. What that would mean is that the community would now have to be proactive rather than reactive when it came to its relationship with law enforcement.

![Figure 2: Gallup Poll Confidence in the Police](image)

**Why This Project is Needed**

This project is needed because it will be through community-engaged law enforcement, that the community will take the initiative to address the issues that concerns its own community.
In working together with law enforcement, the community would lead the initiative in how it would like to have law enforcement work collaboratively to keep its communities safe, clean and free of crime. To

Through

**Project Contribution**

Our hope for this project is that it will change the perception of law enforcement in communities of color, so that our children will feel safe. By working together with law enforcement, we would be able to fill this gap by building healthy and community-oriented relationships. Through youth engagement, community forums, safety workshops and collaborative dialogue, we will be able to utilize these opportunities to bring about change and build a more productive community whereby its residents feel safe and assured that law enforcement is there to help and not to harm.

**Limitations**

With ten weeks to implement the capstone project and prepare the community for dialogue, we knew that we had to act on every opportunity of engagement. By having such a diverse community, we would need to reach out into the community in a way that would communicate the need for community-engaged law enforcement. With that, the school allowed me to share with parents about the project and work together on ways that we could shape the dynamics of community-engaged law enforcement. In introducing this project, not only was time a factor, but there were some language barriers, and community participation efforts that would need to take place to accomplish the goals that were set out before us. Knowing that we would need to have interpreters in place, food to feed the children, and community organizations that
would be able to assist families with resources, the stakeholders went to work so that we would be able to prepare for the work of community-engaged law enforcement.

Though we did not develop a budget for all that we wanted to take place at this initial forum, we know that we would need to look to resources in the community to support us as we continue the process of community-engaged law enforcement.

**Community Buy in**

In looking to stakeholders not wanting to participate due to the history and pain associated with law enforcement, I was very fortunate to have a group of stakeholders that received the vision and ran with it. Through collaborative dialogue, and the community buy in, not only would this capstone project open the door for quarterly community forums, but on the first community wide forum, we will launch the New Pride Park Community Association. With this association, we will be able to have quarterly community forums in which law enforcement will come into the community to share and inform of initiatives involving community engagement. In this, law enforcement will update and educate the community on public safety, and then have a time to engage with the students and community stakeholders. Through community donations and law enforcement engagement, we will work together to raise funds for the quarterly fellowship meals that will benefit the community association.

**Definitions of Terms**

- Community engagement: A way of looking at alternative ideas to address the needs of the community (Community Engagement Partnership, 2015).

- Collaborative Dialogue: Involves opportunities, like community forums to initiate conversations through dialogue. Promoting community engagement opportunities for
members of the community and law enforcement to bring about healthy relationships and building trust through these conversations (World Café, 2017).

- **Law Enforcement**: Entails any system that organizes to enforce the law (Heintze, 2019).
  In this context we will be addressing the following law enforcement agencies: Sheriff Office, and Police Department.

- **Stakeholders**: A stakeholder is a person, group, or organization that has an interest in the issues of concern within a community, its residents, its policies, or its governance (Stakeholder, n.d.).

- **Community Oriented Policing Services (COPS)**: Organization within the Department of Justice that works to advance community policing in our nation, our states, and local agencies of law enforcement through a commitment to build trust and mutual respect between communities and law enforcement (COPS).

- **National League of Cities (NLC)**: The National League of Cities is a resource dedicated as an advocate to cities to help leaders build better communities (NLC, 2019).

- **Citizens Law Enforcement Academy (CLIA)**: Held twice a year by the Manatee County Sheriff’s Office that gives its participants an opportunity to learn about law enforcement and the criminal justice system (CLIA, 2019).
CHAPTER 2 - Literature Review and Initial Stakeholder Dialogue

Introduction to Literature Review

To find the research that I would need to change the perception of how communities of color perceived law enforcement I knew that I would need to study those communities. From my past experiences with law enforcement, I saw firsthand how important it was to build those relationships that bought about mutual respect and trust. So, the question for this project became, how do we get the community to work together with law enforcement to bring about that change? With that question at the heart of the research I began to search the internet to find communities that were engaging with law enforcement. Many of the resources that were displayed came from a law enforcement perspective. It was law enforcement that was engaging, and from this I found that there was not enough community accountability.

The types of literature that I searched came from articles, essays and blogs that dealt with “community, engagement, law enforcement, police, perceptions, excessive force, collaborative dialogue, and building trust.” Through these materials, they helped me to better understand the nature of what community engagement could reveal, and how we could utilize them for the work that was being formulated in our community.

Past Perspectives on Community-Engaged Law Enforcement

Michel Resig, from the School of Criminal Justice back in 1998, stated how law enforcement said that they were engaging the community to change perceptions, but they were not working with the community (1998). Through community policing initiatives it did not change the perception because it was law enforcement that was initiating the change. Resig saw that the community had to be involved in this engagement in order to recognize how the community felt towards law enforcement. To build on this idea, and to strengthen these
relationships, I knew there had to be a coming together, and that would be coming together through community-engaged law enforcement.

In 2013-2017, according to Mapping Police Violence, our nation went through an alarming crisis of police brutality against African Americans, and people of color. In 2015 alone, 30% of the victims injured by law enforcement were African American (2015).

Figure 3: Mapping Police Violence

![Mapping Police Violence](image)

With these alarming numbers, President Barack Obama continued the conversations of bringing law enforcement together to have the dialogue that would be needed to bring awareness of different methods of community policing (2016). From this dialogue he would launch the 21st Century Policing Task Force that would develop strategies for law enforcement to engage communities and strengthen relationships built on trust and respect. In 2016, The National League of Cities would give guidelines as how to plan community engagement opportunities for law enforcement agencies within their communities (2016). With this resource I began to understand what law enforcement was trying to do to change how they would engage communities, but without the community’s input, these efforts would not last.

Current Perspectives on Community-Engaged Law Enforcement

Through the 21st Century policing initiative, law enforcement agencies are working towards establishing opportunities built upon long term community engagement relationships.
Through these relationships they look to establish methods built upon trust and respect. This is important because for communities of color to have a voice in how law enforcement interacts and engages the community, the community must be at the table. According to Heintze, “Many Community Advisory Boards go dormant or lack real community engagement, in part because most are led and informed by police rather than driven in partnership with the community (2019).” With community-engaged law enforcements these efforts could be strengthened and allow the community to develop the methods of collaboration that would bring accountability and build upon the work that law enforcement had already started.

Community-engaged law enforcement must become the strategy by which the community takes the lead in the dialogical process in how law enforcement interacts with communities of color. Since 2014, law enforcement has focused on how and when to use force in communities of color (Police Perspectives, 2016). It is in these moments that the community becomes accountable and establishes a proactive versus reactive response towards incidences of engagement with law enforcement in the local community. According to Heintze the greatest trend that we will see in law enforcement this year will come through transparency and accountability (2019). By being proactive rather than reactive, the stakeholders can engage law enforcement agencies through community-engaged law enforcement. In working collaboratively with these agencies, we can bring awareness through the shared responsibilities of engagement to establish productive partnerships, and with community-engaged law enforcement we can work together with law enforcement to develop strategies based on the needs of the community (2019).

**Recommendations for the Future of Community-Engaged Law Enforcement**

With the current trend of the upcoming year being one of transparency (Heintze, 2019),
we hope to be a part of the process through community-engaged law enforcement. By being proactive we will be able to see how the efforts of community-engaged law enforcement can change the perceptions of how law enforcement is perceived in communities of color.

Through community-engaged law enforcement efforts we will be able to collaborate on the resources needed that will enhance community engagement. In working together, we can work towards accountability. In the article on Building Trust, the National League of Cities showed how law enforcement could use opportunities to encourage youth and assist with locating community resources (2016). With these types of community-engaged opportunities, the stakeholders can feel confident in building long term relationships with law enforcement that will change the way that they engage communities of color. With the opportunity to work together we can create positive dialogue that can bring about change. According to Everyday Democracy, communities need to have a voice in how decisions are made, and therefore regular opportunities for dialogue should be made available (2019). Through community-engaged law enforcement, we look forward to these moments as we work with law enforcement to bring about change.

**Stakeholder Perspectives on Community-Engaged Law Enforcement**

Before implementing this project, I spoke with several key stakeholders as to why they thought community engagement was so key in maintaining relationships of trust within communities of color. When speaking to a friend who participated in numerous community boards, she stated that we must hold law enforcement accountable and continue to bring awareness of any activities in enforcing the law in our community. I was also able to speak with law enforcement officers who recognize the importance of building relationships of trust and respect within the community.
Some of the questions included:

- Why do we need to build relationships with law enforcement?
- How can we keep our communities safe?
- What can law enforcement agencies do to train officers on diversity and de-escalation?
- How can we go about the process of transparency and trust through community-engaged law enforcement?

In gathering this feedback from stakeholders, I knew that something had to be done to bring this project to light.

With each of the stakeholders and the questions that were placed before them, they all had the same concern, and that was for safety of the children in the community, and how we can change the perception of fear that children have grown to associate with law enforcement. I was both honored and blessed to be able to engage this wonderful group of people, and to learn what must be done to work through any hurts that were still displayed by community members. Due to the history and targeted levels of harassment, I would have to open the doors for dialogue to take place between law enforcement and the communities that they pledged to serve.

The literature reviewed lined up with the work that we would proceed to move forward in through community-engaged law enforcement. By engaging law enforcement, the community stakeholders will have the opportunity to move the conversation into areas of working with law enforcement. With the resources that were found from the National League of Cities, we can work with law enforcement to develop the in the following areas:

1. Invite the community to be a part of planning and oversight
2. Review the way law enforcement are trained
3. Engaging and promoting youth development
4. Connecting residents to resources

5. Building personal relationships between law enforcement and community residents

(2016)

Conclusion

From the resources that came from the National League of Cities (NLC), I was able to see a lot of what was discussed with the stakeholders in the area of community engagement. From the NLC, I was able to build a strategic plan in how to approach the issue of community-engaged law enforcement, and work with the stakeholders that would be involved in implementing the strategies of community engagement that would bring about change. It was in listening to the stakeholders that changed the way that this project would be framed. So often organizations come into communities of color to tell them what they need. Through community-engaged law enforcement, the stakeholders will be the ones to initiate how the community will move forward to have this collaborative dialogue. With everyone working to change the perception of how communities of color perceive law enforcement, we will be able to use the tools from the resources in this review to strategize in the efforts of community-engaged law enforcement.
CHAPTER 3 - Methods Determined with Participants

Project Goal Determined by Researcher and Participants

The purpose of this capstone project was to change how law enforcement was perceived in communities of color, and how we could work together to change the perception. With that in mind, I began to focus on how we, as the community could work with law enforcement, not only to change the way that communities of color saw law enforcement, but how law enforcement perceived those that they swore to serve and protect in communities of color. To engage the community, and to initiate these efforts of dialogue, I would need to gain understanding as to how the community felt about law enforcement. To measure this understanding, I would utilize the survey that Community-Oriented Policing Services (COPS, 2014) used to survey law enforcement agencies. With this tool I would be able to measure the experience of engagement that the stakeholders may have had with law enforcement.

In meeting with community members, and potential stakeholders, I found that they were ready to improve community engagement relationships just as much as law enforcement. From these conversations we would work together to develop strategies as to how we could bring about change through community-engaged law enforcement. The method of change that I would introduce and open the door for dialogue with the stakeholders would come through the World Café Method for dialogue. This method of change would bring the stakeholders together in a small setting to listen to one another’s concerns as it dealt with law enforcement. To introduce this project, I was able to work with a charter school that allowed me to introduce the capstone project to the parents of the school. In sitting down with the staff of the school, I was also able to obtain phone numbers to key stakeholders in the community who would also be invited to this
parent meeting. These stakeholders would now include parents, teachers, social worker, residents, and the sheriff’s office. The method of dialogue that was so intricate in listening to this small group of stakeholders came through utilizing the World Café method. What the World Café method does is to bring a small group of participants together to listen and share in ideas (2017). With this method, the plan was to survey the participants to gain an understanding of their experiences with law enforcement and present them with the idea that would lead to a community forum. With this dialogue, we were able to listen to one another with the purpose of moving forward and create an action plan that would be utilized in the community to bring about change.

By utilizing a survey that was used in COPS, we learned of some key concerns that were an issue to the stakeholders of the community. Seven out of nine of the stakeholders that participated in the survey felt they have had little to no communication from law enforcement on a regular basis dealing with concerns of the community. Six out of nine did not feel that they were engaged by law enforcement to solve issues in the local community, and four out nine participants did not feel that they could build a relationship with law enforcement (2014). From these results the stakeholders would schedule another meeting to address the items of concern that would lead to a strategy of community-engaged law enforcement.

**Project Methods Determined by Researcher and Participants**

To develop the strategy of engagement with law enforcement another meeting was scheduled with parents and the school staff members on what they thought would help to bring forth dialogue in the community. It was in this meeting that all those who wanted to participate in the project were asked to sign consents as required for action research. A sample of the informed consent document can be found in Appendix A.
In studying the area through housing and community maps, I learned that the community has a high Hispanic population, therefore we would need to obtain an interpreter. With the community having a large Hispanic community, we had to determine how we would communicate and distribute the invites so that the parents would be able have a translator. Upon addressing the issue of having one of the parents agree to interpret, we then went on to plan the participants for the forum and how we would reach out to business owners in the community. By having the community forum, the stakeholders will be given an opportunity to engage law enforcement and in this, they will become empowered through the community-engaged law enforcement process.

In working with these stakeholders, the school played a major role in communicating to the community about this forum, through them not only did they provide the facility, but they worked with local agencies to develop a fun filled event with childcare, food and entertainment for the youth in the community.
Project Measurements Determined by Researcher and Participants

To make sure that the goals are met and to measure the participant’s role, we have decided to present a survey to law enforcement to see how they feel about community-engaged law enforcement. In this survey we will address the following questions:

- How do you feel about the community-engaged law enforcement concept?
- Would you like to participate in more of these forums?
- On a scale of 1-10, how effective do you feel this type of dialogue will be?

With the continued efforts from the community and in knowing that this work will be ongoing, it was established that this forum would introduce the Pride Park Community Association.
Through this association, we will meet quarterly for continued dialogue and action steps on how to keep our community safe, clean and free of crime. Through community-engaged law enforcement, these efforts will continue as we work together with law enforcement to bring about change.
CHAPTER 4 - Results: Evidence of Change through Project Implementation

Actions Taken by Researcher and Participants

To make this project an effective tool to be used as a model for community-engaged law enforcement, I started talking to members of the community, civic leaders, law enforcement and educators to gain an understanding of what they felt was important about community-engaged law enforcement. It was here that I was directed to the Visible Men Academy, where I was able to meet with the Principal, social worker, teachers, and community engagement coordinator to understand what they dealt every day at the all-boys school. In listening to their concerns for the boys and hearing about the concerns of the parents, we knew that the parents had to be a part of the dialogue that would take place as we worked together on this project. A meeting with the parents would then be scheduled and it was here that the Pride Park Community Association would start to forum.

Present at this meeting that was scheduled to be a parent introduction to the project were the stakeholders, who would be intricate in getting the word out that would bring about our first association forum. There were nine participants that included the parents, educators, residents, law enforcement, and a social worker. It was here that the condensed survey generated from the COPS website was used to measure the stakeholder’s engagement with law enforcement. Once we understood the needs and questions were addressed by law enforcement, we knew that there had to be further dialogue in a community forum setting.

To help me to understand law enforcement and its operations, during this final term I also participated in the Citizens Law Enforcement Academy (CLIA). Through CLIA you learn through a series of classes the workings of law enforcement in the local community and the criminal justice system in how they engage through the local systems of justice.
To log some of the activities that would precede the completion of this capstone project, I have documented the actions taken to get to the results of this project.

Table One:

Capstone Activity Log: Weeks 1-10

<table>
<thead>
<tr>
<th>Date</th>
<th>Participants Involved</th>
<th>Actions Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One</td>
<td>Parents, Teachers, Social Worker, Sheriff Deputy, Law Enforcement Agencies</td>
<td>Held dialogue to understand how the community feels about law enforcement. Encouraged at the response from survey and need to engaged law enforcement in communities of color. Week three of Citizen Law Enforcement Academy (CLIA) added to inform stakeholders of engagement opportunity with law enforcement. CLIA would help me to understand the methods and policies of our local law enforcement agencies.</td>
</tr>
<tr>
<td>Week Two</td>
<td>Met with key stakeholders</td>
<td>Strategized on community forum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Continued CLIA class</td>
</tr>
<tr>
<td>Week Three</td>
<td>Met with Key stakeholders</td>
<td>Confirmed attendees</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Completed Flyers and promotion began</td>
</tr>
<tr>
<td>Week Four</td>
<td>Met with stakeholders</td>
<td>Continued promoting and inviting key community leaders, and local government officials</td>
</tr>
<tr>
<td>Week Five</td>
<td>Spoke with Stakeholders over the phone</td>
<td>Finalized forum</td>
</tr>
<tr>
<td>Week Six</td>
<td>Community and Stakeholders County Sheriff, Friends and Family</td>
<td>Completed CLIA classes with graduation ceremony</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Held first community forum</td>
</tr>
<tr>
<td>Week Seven</td>
<td>Capstone Project coming to life</td>
<td>Working on Capstone Project</td>
</tr>
<tr>
<td>Week Eight</td>
<td>Completing Capstone Project</td>
<td>Working on Capstone Project</td>
</tr>
<tr>
<td>Week Nine</td>
<td>Complete Capstone Project</td>
<td>Work on final draft</td>
</tr>
<tr>
<td>Week Ten</td>
<td>Complete Capstone Project</td>
<td>Submit final draft</td>
</tr>
</tbody>
</table>
Measurements of Results

In measuring the level of the community’s level of engagement with law enforcement, a survey was distributed and completed by the stakeholders that would address the level of engagement. On completing this survey, the stakeholders were able to have dialogue with the deputy that was present at this first meeting to address the level of engagement with law enforcement. About the results. What stuck out to each of us during this dialogue was that seven out of nine of the participants had ever had a conversation with law enforcement. It was in this moment that we knew that there needed to be more communication from law enforcement as to how they would engage our community.

Table two highlights the questions that were asked to measure the level of community engagement with law enforcement. From these questions we were also able to talk about the problems in the community and how the stakeholders could work with law enforcement in the future to address these problems.
Table 2
Community Engagement Survey Report

Seven out of nine participants have not had dialogue with law enforcement in the last 12 months

To Measure the Level of Community Engagement
To measure the level of engagement with law enforcement, there were questions asked of community stakeholders. I have displayed some of the questions and highlighted key results as it dealt with community engagement.

1. To what extent does your law enforcement agency develop relationships with community members (e.g., residents, organizations, and groups)?
2. To what extent does your law enforcement agency regularly communicate with community members (e.g., websites, e-mails, or public meetings)?
3. To what extent does your law enforcement agency make it easy for community members to provide input (e.g., comments, suggestions, and concerns)?
4. To what extent does your law enforcement agency work together with community members to solve local problems?
5. Community policing involves officers in your law enforcement agency working with the community to address the causes of crime to reduce the problems themselves through a wide range of activities. Based on this definition, to what extent do you think your law enforcement agency practices community policing?

These questions were generated through the COPS Community Survey on Public Safety and Law Enforcement.

Top Four Problems in the Community

1. Drugs
2. Residential Burglaries
3. Homelessness
4. Gun Violence

In working together with law enforcement, we can work together to bring about change!
Table 2

Community Engagement Survey Report

Seven out of nine participants have not had dialogue with law enforcement in the last 12 months

To Measure the Level of Community Engagement
To measure the level of engagement with law enforcement, there were questions asked of community stakeholders. I have displayed some of the questions and highlighted key results as it dealt with community engagement.

1. To what extent does your law enforcement agency develop relationships with community members (e.g., residents, organizations, and groups)?

2. To what extent does your law enforcement agency regularly communicate with community members (e.g., websites, e-mails, or public meetings)?

3. To what extent does your law enforcement agency make it easy for community members to provide input (e.g., comments, suggestions, and concerns)?

4. To what extent does your law enforcement agency work together with community members to solve local problems?

5. Community policing involves officers in your law enforcement agency working with the community to address the causes of crime to reduce the problems themselves through a wide range of activities. Based on this definition, to what extent do you think your law enforcement agency practices community policing?

These questions were generated through the COPS Community Survey on Public Safety and Law Enforcement.

Top Four Problems in the Community

1. Drugs
2. Residential Burglaries
3. Homelessness
4. Gun Violence

In working together with law enforcement, we can work together to bring about change!
Communication of Results to Participants

In sitting together through this initial gathering, we were able to go through the results of the questions addressed from the survey with the deputy, who was a major part of this initial dialogue. In addressing the concerns of the community stakeholders, we were able to discuss the next phase of how we could begin the process of community-engaged law enforcement.

Assessment of Goal Achievement

The goal of this survey was to measure the level of engagement and how the stakeholders felt that they could engage law enforcement. Through this dialogue we were able to express how each participant felt about the questions and what we could do to move forward in the process of community-engaged law enforcement. In this we developed the community forum and began the dialogue of who would be at this first community forum.
CHAPTER 5 – Final Reflections and Recommendations

Overall Project Summary

Through this project we were able to bring the community together through community-engaged law enforcement. The idea was to empower the community in ways that they could engage law enforcement through collaborative dialogue. In working together, we were able to organize a community forum whereby the community could have dialogue and learn of strategies of working with law enforcement to change the perception of how law enforcement is viewed in communities of color, give the community a voice, and to engage our children so that they can feel safe and protected by law enforcement. We were able to start this initiative, since the work of community-engaged law enforcement will be ongoing. From this we will be able to work together to keep our community safe, clean, and free from crime.

Consistency of Guiding Values

The guiding value of this project was to change the perception of law enforcement in communities of color. Over the years there have been numerous accounts of the use of excessive force in communities of color at the hands of law enforcement. Through this project we have worked to collaborate with law enforcement to bring about change. In this we were able to accomplish the following:

- Bought key stakeholders together to engage law enforcement through community dialogue.
- We were able to share our concerns with law enforcement and listen to law enforcements concerns for our community.
- The youth of the community were given an opportunity to sit down with law enforcement to eat a meal and engage in dialogue.
• An alliance has been formed and further dialogue will continue to bring about change as we work together to change the perception of law enforcement in communities of color.

This project was under the full operational guise of following the Golden Rule of treating others as you would be treated. In listening to one another, we learn to respect one another. As stated in the COPS e-newsletter, Ready, Set, Engage, it is imperative that we maintain trust and value one another (2015), through community-engaged law enforcement we can maintain this relationship and continue to make a difference as we bring about change.

**Project Impact on the Researcher**

To facilitate this project and to bring about change, I do not know if I would have been able to do if it were not for the core values of Claremont Lincoln University. Through mindfulness, I was able to step aside, and know that I did not have to do or be everything to everyone. It was because of this and in recognizing my strengths and limitations, that I was able to step aside and allow the stakeholders to lead in the working of the logistics that would need to take place to make this project a success. Through dialogue, we were able to listen to one another, and to the concerns that teachers and parents share as they encourage our young men in the community every day.

In talking with law enforcement, they welcomed this type of engagement. To see the community be proactive, rather than reactive helps them to understand the community’s needs. Through this capstone project and in working together through collaborative dialogue, we were able to coordinate a community forum. With community forums, we will be able to continue this work of engagement and work with how law enforcement to change how they are viewed in communities of color. Through this work, we will work collaboratively to bring about change.

**Project Impact on the Participants**
From the participant’s conversations and engagement in the week’s following the project, there was one of great joy. Through community engagement the stakeholder’s have learned that they have a voice in the affairs of how the community is governed. The participants were very encouraged at the level of participation from the community and looked forward to the next community forum. One of the students from the Visible Men Academy Charter School was so impressed with the opportunity to participate in this community forum that he wrote a poem. Emiliano Torres is a fourth-grade student at the Academy, and permission to share this poem was given by Emiliano and his parents.

A Better Neighborhood

By Emiliano Torres

“When I hear about the violence on the streets, I think about the children who may lose their lives. I think about the moms and dads who may die trying to protect their sons and wives. Maybe somebody pulled out a knife or a gun and attacked an innocent man. Then a family will have to hear that relative died. I can picture children crying like raindrops falling from the sky.

Sometimes I’m scared to have children because what happens if he gets shot and there’s no one to help him? Will people just walk away while he lies on the floor? That’s what happens in this cruel world. So, I want to say something to everyone in our community: God gave you purpose to protect and serve each other. Like a great man once said, “I HAVE A DREAM”, my dream is that children have better neighborhoods. Help us make this dream come true!”

Emiliano Torres, 2019

I shared this poem, because this is what our children see in communities of color. With community-engaged law enforcement, we can work with law enforcement so that our children can be a part of the dialogue that brings about change.
Overall Project Assessment

The strengths of this project were that it bought the community together to have a dialogical conversation on how they felt about law enforcement. Through community-engaged law enforcement we will be able to work with law enforcement to develop strategies as to how we can bring about change. Through this dialogue, we can develop the methods by which law enforcement engage in our communities.

The weakness that I saw in this project was that because it was the first community forum, I did not have a way to follow up with the larger community of stakeholders. To gain insight and to be able to participate in further dialogue I will need to develop a way to monitor the success of the project.

The questions for this project was how we could change the perception of law enforcement in communities of color and work together through community-engaged law enforcement to bring about that change. The literature reviewed in chapter two was a great resource and discussed several ways in which we could move towards these efforts to address the questions for this project. To confirm the literature and dialogue of this project, we will continue to implement some of the objects of change as described in the COPS newsletter article titled, Ready, Set, Engage, Ideas and Options for Community Engagement and Partnership Building. Through this newsletter there are methods of community engagement that will lead to further engagement of law enforcement. These methods entail, thinking outside the box to engage and involve the youth in community-engaged law enforcement (2015, June). In thinking outside the box, we will continue the work of community-engaged law enforcement.

Recommendations for Future Projects

To continue the work of community-engaged law enforcement, we have started a
community association that will lead the conversations with law enforcement. Through these conversations, we will utilize the ideas and strategies relevant for the needs of our community. Future recommendations for this project will be to ongoing and to meet the needs we can look for ways to create methods of youth engagement, crime prevention, and community service. With the development of the community association we will be able to address these needs.

We live in a time where now more than ever we must make the decisions that affect our community and how we interact with law enforcement. By beginning the dialogue of community-engaged law enforcement we can change the way in how our community will be served. Through collaborative dialogue, we can work together with law enforcement to promote a clean, healthy, and safe community in which all children can thrive.

**Where to Start?**

For those reading this paper, it starts with you! Invite law enforcement to a community meet and greet forum to hear what concerns you. Another way to start the dialogue is to engage
in a conversation with law enforcement, or just smile and wave. Once you start initiating engagement, you begin the levels of trust that will continue to build.

**How Do I Start?**

Talk to your neighbors, start a community association, and listen to one another. Collaboration brings about services, and when you serve together with law enforcement you bring about change. Community-engaged law enforcement begins with you! Our hope is that other communities will work towards community-engaged law enforcement, in this we can initiate the process. When we do not engage, we become reactive rather than proactive in how law enforcement engages our communities. Through community-engaged law enforcement, we can work together to bring about change.

For more ideas of how you can start the conversation, contact me today at leslie.harrell@claremontlincoln.edu
REFERENCES


Law enforcement. (2019, May 02). Retrieved from
https://en.wikipedia.org/wiki/Law_enforcement#cite_note-1


https://www.point2homes.com/US/Neighborhood/FL/Bradenton-CCD/Oneco-Demographics.html


APPENDIX A: Ethical Guidelines

During this entire capstone project proper steps were taken to protect the confidentiality of the interviews with stakeholders and consent forms were distributed to acknowledge those efforts. To protect the youth that delivered a poem during the community forum, the youth and the parents gave permission to use his name to publish the poem in this research project.

Participant Information and Consent

Invitation

You are being asked to take part in a research/dialogue project. It will explore community-engaged law enforcement. It is being conducted by Leslie Harrell who is studying towards a master’s degree at Claremont Lincoln University.

What Will Happen

You will be working together with the student to have dialogue about the community’s perception of law enforcement and how we can work together through collaboration to bring about change in communities of color.

Through surveys, dialogue and community forums, the data collected will be used to bring about ideas that will be utilized to bring about community-engaged law enforcement strategies. Once this data is collected and research is complete it will be disposed of through shredding and protected through electronic filing.

Potential Risks/Benefits

The potential risks of this project may be that, everyone may not approve of community-engaged law enforcement. The benefits of community-engaged law enforcement are to open the lines of communication as it relates to working in communities of color. In working together, partnerships will be developed to bring about change.

Time Commitment

The time of this project will be formulated within the next seven weeks.

Participants’ Rights/Confidentiality
I will always give priority to your interests. To protect your interests in my final report, I promise the following:

- Your identity will always be protected in my final report unless you give me specific permission to use your name.
- You are free at any time to withdraw from the research project, whereupon I will destroy all data relating to you. I will report that a participant decided to leave the project and reflect on ways the project might have been more conducive to all participants.

Individuals must be 18 years of age or older to participate.

Cost, Reimbursement, and Compensation

Your participation in this study is voluntary. You will NOT receive any compensation, nor will you be asked to pay fees of any kind.

Informed Consent Signature Line

By signing below, you agree that: (1) you have read and understood the Participant Information Sheet, (2) questions about your participation in this study have been answered satisfactorily, and (3) you are taking part in this research study voluntarily (without coercion).

Researcher’s Name ___________________      Date____________________

Minor if Participant (Printed) _______________________________

Participants/Parent of Minor Name (Printed) _______________________________

Signed ____________________      Date ____________________

Follow Up After Completion of the Project

I would like follow-up on this project. Please email me the final report of the CAP.

Do nothing. I absolve the researchers of any obligation to contact me about this project.

NOTE: If at any time you have any questions or concerns about the project, you may contact the Dean of Capstone Studies at Claremont Lincoln University, Dr. Stan Ward. Please contact him by email: sward@claremontlincoln.edu or call the university: 909-667-4400.
### Appendix B: Stakeholder Collaboration Log

*Capstone Class Action Log: Weeks 1-10*

<table>
<thead>
<tr>
<th>Date</th>
<th>Participants</th>
<th>Actions Taken</th>
<th>Results</th>
</tr>
</thead>
</table>
| [Week 1] | Parents, Teachers, Social Worker, Sheriff Deputy, Law Enforcement Agencies | Held dialogue to understand how the community feels about law enforcement. Encouraged at the response from survey and need to engaged law enforcement in communities of color.  
Week three of Citizen Law Enforcement Academy (CLIA) added to inform stakeholders of engagement opportunity with law enforcement. CLIA would help me to understand the methods and policies of our local law enforcement agencies | Began the planning with stakeholders on how to plan for community forum.   
Continued dialogue in this classroom setting. |
| [Week 2] | Met with key stakeholders                                                   | Strategized on community forum  
Continued CLIA class                                                                                                                           | A date was set to host a community forum. This forum will allow community members to ask questions and voice concerns. |
| [Week 3] | Met with Key stakeholders                                                   | Confirmed attendees  
Completed Flyers and promotion began                                                                                                          | This meeting would determine who we wanted on the panel. The flyer was agreed upon and the method of which it would be circulated into |
<table>
<thead>
<tr>
<th>Week</th>
<th>Activity Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 4</td>
<td>Met with stakeholders</td>
<td>Continued promoting and inviting key community leaders, and local government officials. Was able to contact the county commissioner to confirm that she would be present.</td>
</tr>
<tr>
<td>Week 5</td>
<td>Spoke with Stakeholders over the phone</td>
<td>Needed to confirm that food, resource tables and panel guest would be in place for community forum. Final layout for forum was confirmed.</td>
</tr>
<tr>
<td>Week 6</td>
<td>Community and Stakeholders County Sheriff, Friends and Family</td>
<td>Completed CLIA classes with graduation ceremony. Graduation certificate and dinner was provided by Manatee County Sheriff’s office. Community forum turned out to be a great success.</td>
</tr>
<tr>
<td>Week 7</td>
<td>Spoke with stakeholders</td>
<td>Capstone project coming to life. Submitted chapters four and five.</td>
</tr>
<tr>
<td>Week 8</td>
<td></td>
<td>Completing Capstone Project</td>
</tr>
<tr>
<td>Week 9</td>
<td></td>
<td>Working on Final Draft of Capstone project</td>
</tr>
<tr>
<td>Week 10</td>
<td></td>
<td>Capstone Project Complete</td>
</tr>
</tbody>
</table>
Appendix C: Community Meet and Greet Photos

To share in the joy and experience of the first Pride Park Community Association Meet and Greet these photos are some of the families and stakeholders that were change by this project.