

INTRODUCED: March 27, 2017

AN ORDINANCE No. 2017-075

To authorize the Chief Administrative Officer to accept funds in the amount of \$74,852 from the United States Department of Justice, Office of Community Oriented Policing Services; to amend the Fiscal Year 2016-2017 Special Fund Budget by creating a new special fund for the Department of Police called the Law Enforcement Intervention Focusing on Education (LIFE) Program Special Fund; and to appropriate the grant funds received to the Fiscal Year 2016-2017 Special Fund Budget by increasing estimated revenues and the amount appropriated to the Department of Police’s Law Enforcement Intervention Focusing on Education (LIFE) Program Special Fund by \$74,852 for the purpose of providing prevention and intervention services, resources, and programs to assist in the diversion of youth from the criminal justice system.

\_\_\_\_\_  
Patron – Mayor Stoney

\_\_\_\_\_  
Approved as to form and legality  
by the City Attorney  
\_\_\_\_\_

PUBLIC HEARING: APR 10 2017 AT 6 P.M.

THE CITY OF RICHMOND HEREBY ORDAINS:

§ 1. That the Chief Administrative Officer is authorized to accept funds for the City of Richmond in the amount of \$74,852 from the United States Department of Justice, Office of Community Oriented Policing Services for the purpose of providing prevention and intervention services, resources, and programs to assist in the diversion of youth from the criminal justice system.

AYES:            8            NOES:            0            ABSTAIN: \_\_\_\_\_

ADOPTED: APR 10 2017 REJECTED: \_\_\_\_\_ STRICKEN: \_\_\_\_\_

§ 2. That Ordinance No. 2016-048, adopted May 13, 2016, which adopted a Special Fund Budget for the fiscal year commencing July 1, 2016, and ending June 30, 2017, and made appropriations pursuant thereto, be and is hereby amended by creating a new special fund for the Department of Police called the Law Enforcement Intervention Focusing on Education (LIFE) Program Special Fund for the purpose of providing prevention and intervention services, resources, and programs to assist in the diversion of youth from the criminal justice system.

§ 3. That Ordinance No. 2016-048, adopted May 13, 2016, which adopted a Special Fund Budget for the fiscal year commencing July 1, 2016, and ending June 30, 2017, and made appropriations pursuant thereto, be and is hereby amended by increasing revenues from the funds accepted pursuant to section 1 of this ordinance by \$74,852 and increasing the amount appropriated to the Department of Police's Law Enforcement Intervention Focusing on Education (LIFE) Program Special Fund by \$74,852 for the purpose of providing prevention and intervention services, resources, and programs to assist in the diversion of youth from the criminal justice system.

§ 4. This ordinance shall be in force and effect upon adoption.



CITY OF RICHMOND
INTRACITY CORRESPONDENCE

Received
MAR 3 2017
4-6306
Office of the
Chief Administrative Officer

O&R REQUEST

DATE: March 2, 2017 EDITION: 1

TO: The Honorable Members of City Council

THROUGH: The Honorable Levar Stoney, Mayor [Signature]

THROUGH: Selena Cuffee-Glenn, Chief Administrative Officer [Signature]

THROUGH: Lenora Reid, DCAO Finance and Administration [Signature]

THROUGH: Jay A. Brown, Ph.D., Director of Budget and Strategic Planning [Signature]

FROM: Alfred Durham, Chief of Police [Signature]

RE: Acceptance of funds to support the LIFE (Law Enforcement Intervention Focusing on Education) Program

RECEIVED
MAR 15 2017
OFFICE OF CITY ATTORNEY

ORD. OR RES. No. \_\_\_\_\_

PURPOSE: To authorize the Chief Administrative Officer and/or the Richmond Police Department (RPD) Police Chief to accept the grant award from the Community Oriented Policing Services (COPS) U.S. Department of Justice in the amount of \$74,852.00 and appropriate the increase to the Richmond Police Department Special Fund Budget for the fiscal year 2017 to support the Richmond Police Department's Law Enforcement Intervention Focusing on Education (LIFE) Program. This grant award does not require a cash match.

REASON: The City of Richmond Police Department seeks approval for funds in the amount of \$74,852.00 awarded by COPS. The official statement of the grant award/acceptance has been received and all funds should be appropriated to the Richmond Police Department Special Funds Budget. The grant funds will provide the Richmond Police Department \$74,852.00 to support the RPD's LIFE Program.

RECOMMENDATION: It is recommended that this funding is accepted and appropriated to the Richmond Police Department Special Fund Budget fiscal year (FY) 2017.

BACKGROUND: Community Oriented Policing Services (COPS) will provide funding for selected prevention and intervention services, resources and programs to assist in the diversion of youth from the criminal justice system. COPS, in partnership with the Richmond Police Department and Virginia Commonwealth University (VCU), will collaboratively work to significantly 1) reduce the number of in-school juvenile arrests; 2) provide participants with resources that will help youth lead healthy and successful lives; 3) develop positive relationships between students, police and school staff; and 4) increase student success through positive behaviors.

To achieve each of the four goals, several strategies will be used. First, the LIFE program is designed to divert youth from the criminal justice system. Students who complete each session will have their charges dropped and the incident will be removed from their records. Second, every participant will be provided a number of resources through the program. Participants will also receive educational, social, emotional and psychological support from the Richmond Police Department, Richmond Public Schools, Mental Health Professionals, Mentors and community partners to assist each participant with becoming a productive adult. Third, students will develop positive and transparent relationships with school resource officers, school staff, and volunteers from community organizations. Fourth, each participant's school attendance, grades, classroom behavior and school involvement will be monitored during the LIFE program to increase the likelihood that students will succeed in school.

The CITY will confer with participating agencies, including schools, juvenile courts, law enforcement officials, probation officers, government agencies, local elected officials, faith-based, grassroots groups and connect individuals with preventive and intervention services, including community/school opportunities for pro-social involvement.

**FISCAL IMPACT / COST:** These funds will increase the FY17 Special Fund Budget by \$74,852.00. It does not include a cash match.

**FISCAL IMPLICATIONS:** The acceptance of this award will allow the Richmond Police Department to the LIFE program. The amount allocated to fund these specific programs is \$74,852.00. The allocation breakdown includes (1) Virginia Commonwealth University (\$11,400); (2) Business Partnerships (\$4,900); (3) Community Engagement (\$8,700); (4) Police Athletic League Summer Program (\$9,800); and Supervisors Leadership Training (\$5,000).

**BUDGET AMENDMENT NECESSARY:** Yes. This request amends the FY17 Special Fund Budget.

**REVENUE TO CITY:** The City of Richmond will receive \$74,852.00 from the US Department of Justice Community Oriented Policing Services.

**DESIRED EFFECTIVE DATE:** Upon Adoption

**REQUESTED INTRODUCTION DATE:** March 27, 2017

**CITY COUNCIL PUBLIC HEARING DATE:** April 10, 2017

**REQUESTED AGENDA:** Consent Agenda

**RECOMMENDED COUNCIL COMMITTEE:** Public Safety

**CONSIDERATION BY OTHER GOVERNMENTAL ENTITIES:** None.

**AFFECTED AGENCIES:** Department of Finance, Department of Budget and Strategic Planning and the Richmond Police Department

**RELATIONSHIP TO EXISTING ORD. OR RES.:** None.

**REQUIRED CHANGES TO WORK PROGRAM(S):** None.

**ATTACHMENTS:** Grant Program Narrative, Budget and Award Documents

**STAFF:**

Alfred Durham, Chief of Police, [Alfred.Durham@richmondgov.com](mailto:Alfred.Durham@richmondgov.com)

William B. Friday, Deputy Director I, Richmond Police Department, [William.Friday@richmondgov.com](mailto:William.Friday@richmondgov.com)

GiTonya L. Parker, Grants Manager, 804.646.7648, [GiTonya.Parker@richmondgov.com](mailto:GiTonya.Parker@richmondgov.com)



U.S. DEPARTMENT OF JUSTICE  
OFFICE OF COMMUNITY ORIENTED POLICING SERVICES  
145 N Street, N.E., Washington, DC 20530

**COPS**

October 1, 2016

Mayor Dwight Jones  
Richmond Police Department  
900 East Broad Street  
Richmond, VA 23220

Chief of Police Alfred Durham  
Richmond Police Department  
200 West Grace Street  
Richmond, VA 23220

**Community Policing Development Program Award#: 2016CKWX0022**

Project Title: Richmond Law Enforcement Intervention Focusing on Education (LIFE) Program

ORI#: VA12200

Dear Mayor Jones and Chief of Police Durham:

On behalf of Attorney General Loretta E. Lynch and the Office of Community Oriented Policing Services (COPS Office), it is my pleasure to inform you that we have approved your proposal for the Community Policing Development (CPD) program in the amount of \$74,852.00 . The COPS Office recognizes and appreciates your commitment to this very important initiative.

Contained in this packet is the Award Document which shows an official award start date of September 1, 2016. The Award Document also contains terms, conditions, and requirements for your award. Be sure to familiarize yourself with all terms, conditions, and requirements before signing and accepting your award. **To officially accept the award, electronically sign the Award Document with the Award Terms and Conditions; if applicable, the Cooperative Agreement that is incorporated by reference into the Award Document; and, if applicable, the Special Award Conditions and/or High Risk Conditions in the Award Document Supplement within 90 days of the date shown on this letter.** Failure to sign your original Award Document within the 90-day award acceptance period may result in your CPD award being withdrawn and the funds deobligated without additional notification.

A supplemental online award package for 2016 CPD award recipients can be found at <http://www.cops.usdoj.gov/Default.asp?Item=2450> . We strongly encourage you to visit this site immediately to access a variety of important and helpful documents associated with your award, including the CPD Award Owner's Manual which specifies the terms, conditions, and requirements of your award.

If you have any questions about your award, please do not hesitate to call your Program Manager through the COPS Office Response Center at 800-421-6770.

I want to extend my personal appreciation for your efforts and congratulate you on this award. On behalf of the staff at the COPS Office, we look forward to your progress on this important project.

Sincerely,



Ronald L. Davis  
Director

**Additional Award Notification**

Public Communication Activities. The recipient agrees to coordinate all public communication activities (in any format including website and social media content) related to this project or the COPS Office with the COPS Office program manager prior to release.





U.S. DEPARTMENT OF JUSTICE  
OFFICE OF COMMUNITY ORIENTED POLICING SERVICES

**COPS**

145 N Street, N.E., Washington, DC 20530

Memorandum

**Community Policing Development**

To: Mayor Dwight Jones  
Richmond Police Department

Re: Financial Clearance Memo  
A financial analysis of budgeted costs has been completed. Costs under this award appear reasonable, allowable, and consistent with existing guidelines. Exceptions / Adjustments are noted below.

ORI #: VA12200 Award #: 2016CKWX0022

Budget Category	Proposed Budget	Approved Budget	Adjustments
Sworn Officer	\$0.00	\$0.00	\$0.00
Fringe Benefits	\$0.00	\$0.00	\$0.00
Civilian Personnel	\$0.00	\$0.00	\$0.00
Fringe Benefits	\$0.00	\$0.00	\$0.00
Equipment	\$0.00	\$0.00	\$0.00
Supplies	\$0.00	\$0.00	\$0.00
Travel/Training	\$881.00	\$0.00	-\$881.00
Consultants/Contractors	\$68,335.00	\$69,216.00	\$881.00
Other Costs	\$5,636.00	\$5,636.00	\$0.00
Indirect Costs	\$0.00	\$0.00	\$0.00

<b>Total Budget Costs:</b>	<b>\$74,852.00</b>	<b>Federal Share:</b>	<b>\$74,852.00</b>	<b>Applicant Share:</b>	<b>\$0.00</b>
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**Budget Cleared Date:** 09/23/2016

**Overall Comments:**

All costs listed in this budget were programmatically approved based on the final Budget Detail Worksheets submitted by your agency to the COPS Office. Maintenance agreements (if applicable) must be purchased and paid in full within the award period. Prior to the obligation, expenditure or drawdown of award funds for non-competitive contracts in excess of \$150,000, recipient must submit a sole source justification to the COPS Office for review and approval. Prior to the obligation, expenditure, or drawdown of award funds for consultant fees in excess of \$650 per day when the consultant is hired through a noncompetitive bidding process, approval must be obtained from the COPS Office. If the vendor number on this form differs from the EIN number included in your application, then for administrative purposes only, we are assigning a different vendor number to your agency. The reason for this administrative change is that your original EIN number has been assigned to another agency. If this applies to your agency, please use the new vendor number on all financial documents related to this award. The vendor number should not be used for IRS purposes and only applies to this award.

## Project Narrative

### 1. TOPIC SELECTION AND OUTCOME IDENTIFICATION AND JUSTIFICATION

The City of Richmond Police Department (RPD) is pursuing a Microgrant Initiative for Law Enforcement: Youth/Police Collaboration to support the Richmond Law Enforcement Intervention Focusing on Education (LIFE) Program. LIFE is a diversion program for youth who are at risk of entering the criminal justice system. The program was developed in response to a 2015 report showing Virginia had a higher rate of student referrals to law enforcement (i.e., 15.5% of students) compared to any other state (Zubak-Skees & Wieder, 2015). Many of these referrals were for minor offenses. Data (Figures 1 & 2) further suggested that most in-school juvenile arrests in Richmond disproportionately reflected youth from poverty-stricken neighborhoods plagued with violent crime and other social ills.

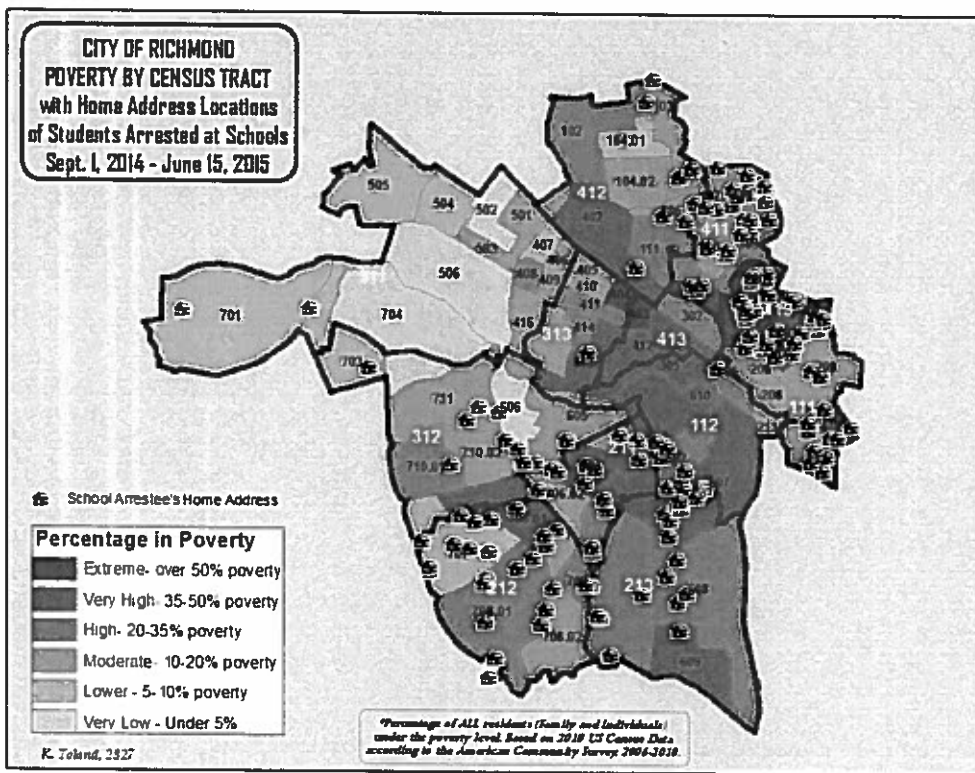


Figure 1: In-School Juvenile Arrests



<b>POVERTY LEVEL OF STUDENTS ARRESTED AT RICHMOND CITY SCHOOL</b>		
<b>Sept. 1 2014 - June 15, 2015</b>		
<b>Percentage of Population Living in Poverty by Census Tract</b>	<b>Number of Student Arrestees Living in each Census Tract with the Designated Poverty Level</b>	<b>Percentage of Student Arrestees Living in each Census Tract with the Designated Poverty Level</b>
50% or Higher	38	21%
35% - 50%	46	26%
20% - 35%	44	24%
10% - 20%	37	21%
5% - 10%	10	6%
Under 5%	5	3%
<b>Grand Total</b>	<b>180</b>	<b>100%</b>

**Figure 2: In-School Juvenile Arrests**

The finding that Virginia leads the nation in school referrals to police is concerning. Although it is widely recognized among criminologists that criminal offending peaks during adolescence, it is also understood that most youth offenders “age out” of crime in early adulthood (i.e., they do not go on to become chronic lifetime offenders; Hirschi & Gottfredson, 1983). There is currently increasing concern that disorderly youth behavior – once handled informally by school administrators and teachers – has become more formally processed, or “criminalized” in schools (Beger, 2002; Theriot, 2009). School requirements to report student misbehavior to police may also establish a direct link to the criminal justice system, creating what is referred to as the “school to prison pipeline” (Price, 2009).

In an effort to address the possible school to prison pipeline effect within the City of Richmond, the Chief of Police, Alfred Durham, and School Superintendent, Dr. Dana Bedden, worked to create an alternative to juvenile arrest. LIFE fosters relationships between law enforcement, school staff, parents, and at-risk students to reduce in-school juvenile arrests and present youth, the City’s most valuable resource, with constructive life lessons and positive options to enhance their ability to succeed in life. Students who are identified as at-risk or who have been charged with a misdemeanor offense may be referred to the program by school staff. Youth who agree to participate will complete educational modules led by Richmond SROs and education leaders from

community organizations over nine weeks. Parents are encouraged to attend program sessions. Students who successfully finish the program will have their criminal charges dropped, effectively diverting them from the criminal justice system.

Although LIFE is in its early stages at the RPD, instruction and insight on program development has been provided by Dr. Everette B. Penn, the TAPS Co-founder and Professor of Criminology at the University of Houston – Clear Lake. Dr. Penn’s knowledge of community policing and experience leading the TAPS Academy has assisted in the creation of RPD’s LIFE Program. Similar to TAPS, LIFE is founded in the core values of community policing. LIFE relies on collaborative partnerships, police personnel have been reorganized to facilitate those partnerships and support program goals, and the program represents a problem-solving effort to address factors that lead to high rates of in-school juvenile arrests. The LIFE Program is guided by research that expounds upon the consistent disparity between youth and law enforcement. Due to the strained relationship and social distance between teens and law enforcement, youth “exhibit the least trust of law enforcement and the criminal justice system as a whole” (TAPS, 2016, Research & Resources, para. 1). According to TAPS (2016), “this lack of trust stems from involuntary and voluntary police contacts, family socialization, vicarious experiences, historical use of the criminal justice system against minority groups, examples of unwarranted physical and deadly force, slower response times, irrelevant stops and profiling” (para. 1). The expectation is that youth who encounter police are hesitant, afraid and frustrated. Relationship-building efforts conducted through LIFE will provide a sense of security, trust, support and assistance to both teens and their parents to decrease social distance between police and citizens. Students who trust the police and feel supported will be more likely to view police as legitimate, which is linked to increased cooperation and decreased criminal offending (Higginson & Mazerolle, 2014; Sunshine & Tyler, 2003). Further, juveniles participating in the LIFE Program are presented with alternatives to criminal sanction; minor criminal behavior is treated as a teachable moment rather than assigned criminal charges that will affect youth negatively in the future.

## **2. STRATEGY TO ACHIEVE PROGRAM OUTCOMES AND GOALS**

The RPD plans to accomplish the goals of the Community Policing Development program by advancing the development of innovative community policing strategies and the development of applied research. The foundation of the LIFE Program is its approach to research and evaluation. Goals have been established for the program; however, the program goals will be evaluated frequently to ensure program effectiveness. The goals of LIFE are to 1) reduce the number of in-school juvenile arrests; 2) provide participants with resources that will help them lead healthy and successful lives; 3) develop positive relationships between students, police and school staff; and 4) increase student success through positive behaviors.

To achieve each of the four goals, several strategies will be used. First, the LIFE program is designed to divert youth from the criminal justice system. Students who complete each session will have their charges dropped and the incident will be removed from their records. Second, every participant will be provided a number of resources through the program. Participants will also receive educational, social, emotional and psychological support from the Richmond Police Department, Richmond Public Schools, Mental Health Professionals, Mentors and community partners to assist each participant with becoming a productive adult. Third, students will develop positive and transparent relationships with school resource officers, school staff, and volunteers from community organizations. Fourth, each participant's school attendance, grades, classroom behavior and school involvement will be monitored during the LIFE program to increase the likelihood that students will succeed in school.

In an effort to provide LIFE participants with a meaningful opportunity to demonstrate their leadership skills, each participant will attend a weeklong workshop prior to the beginning of the academic school year to develop an action plan to change and make a positive difference within their school and/or community. The students will not only identify a real problem but also create a solution and implement the same as outcomes are tracked. This leadership opportunity will enhance their leadership ability, school relationships and commitment to becoming a positive member of their school and community.

Program participants will engage in nine sessions to include a program graduation that include topics on real-life solutions addressing peer pressure, substance abuse, conflict, decision-making and gang participation. Additionally, LIFE participants and their parents will learn about the value of communication and team building. Not only are students involved in the program but parents are also required to participate. A pivotal component of the program is parental support; therefore, the following services are provided to the parents:

- Mental Health Assessments are provided by ChildSavers, which will connect parents to resources to support them in their households.
- Vocational Testing is provided to assist with vocational placement and career development.

Attainment of LIFE goals will be evident in the following outcomes:

- 1) **Reduction of in-school juvenile arrests.** Official data on school-based arrests will be collected from Richmond Public Schools and RPD. It is important to note that a reduction in arrests is already evident following the completion of two LIFE sessions this semester. Compared to this time frame last year, the RPD has a 48% reduction in the rate of in-school arrests (i.e., 95 arrests were made last year compared to 46 arrests this current school year).
- 2) **Increased provision of resources to participants.** Provision of educational material and access to community resources will be evaluated for each program session. Students will also report whether they used any of the available resources, such as receiving mental health counseling, working with a community mentor, or participating in vocational testing and placement.
- 3) **Stronger relationships with SROs and school staff.** Students will be more likely to report that SROs and school staff care about them, and they will feel more connected to the school and community. Student perceptions of police legitimacy will increase.
- 4) **Increased prosocial behavior.** Educational attainment will be evident in school attendance rates, grades, classroom behavior, school involvement, graduation rates, and future plans for higher education and/or vocational opportunities.

### **3. CAPACITY AND EXPERIENCE**

The LIFE Program has the support of Chief Alfred Durham and is managed by Captain Angela Greene, Special Projects. This project will support the Virginia Commonwealth University (VCU) Research and Evaluation Team, Two Clinicians (Mental Health Services/Training), School Resource Officers, a Project Design Consultant, the coordination of the Leadership Development Project, Rehabilitative Services and Grief Counselors. The project manager will supervise all positions and/or services. The key staff responsible for the implementation, coordination and research and evaluation of the LIFE Program are the following:

- VCU Research and Evaluation Team – the VCU Research and Evaluation Team consist of three researchers with experience in conducting research on law enforcement, teaching at the L. Douglas Wilder School of Government and Public Affairs and partnering with the RPD on various initiatives. They will conduct research on the LIFE Program to include a pre/post-tests, the effectiveness of the program and compare the data to youth that are not in a juvenile diversion program.
- Captain Angela Greene – Captain Greene is the Special Projects Coordinator and is responsible for the coordination and implementation of the LIFE Program. The duties consist of but are not limited to mapping and identifying resources for the weekly sessions, partnering with Richmond Public Schools and the School Resources to identify kids for the program and day to day operations.

The City of Richmond Police Department strives to work with community partners, the public school system and special projects and services to bridge the gap between law enforcement and the community. The RPD Community, Youth and Intervention Services Unit (CYIS), which consists of School Resource Officers, has been a valuable resource and serves as the hub for existing community partnerships, projects and services.

**Prior work with similar projects.** The RPD CYIS Unit has played a major role in the development, coordination and implementation of similar efforts like the MIRROR ME (My Image Reveals Reflections of the Right Choices Made by ME) program, which is a school-based mentoring program for middle school students. In the MIRROR ME program youth are identified by the school administration to participate in the yearlong mentoring program (academic school year). Life Skills sessions are held throughout the year and each participant is matched with a mentor. MIRROR ME began over six years ago and continues to be sought out by

students and school administrators alike because of its success and strong mentorship program. The RPD's experience with the MIRROR ME program and other programs like the Young Adult Police Commissioners, the Explorers and youth academies expounds upon the RPD's ability to carry out the LIFE Program. The aforementioned programs have been staples in the community for over fifteen years collectively and partnerships with the public school system, social services, special projects and services and Communities in Schools (CIS) are strengthened due to the strong relationships established through working together to serve our youth.

#### **4. Management and Implementation Plan**

The LIFE curriculum was developed to obtain the optimal outcome for the at risk juvenile participant as well as encourage parent involvement throughout the sessions. Two sessions are held annually during the Fall and Spring. The Special Projects Coordinator is responsible for implementing the program (Figure 3); however, measurement of the program's implementation is managed by the Planning Division which has established benchmarks for the LIFE Program which are updated quarterly. The Special Projects Coordinator is also responsible for identifying the community partners, resources and activities for the program. A committee has been established to assist with this effort to ensure that the program participants and their specific issues are being addressed and supported. There are a host of key partners and stakeholders: Virginia Commonwealth University (VCU) Research and Evaluation Team, Two Clinicians (Mental Health Services/Training), School Resource Officers, a Project Design Consultant, the coordination of the Leadership Development Project, Rehabilitative Services and Grief Counselors. The Department of Juvenile Justice Services, Richmond Public Schools, the Public Housing Community, Office of the Attorney General and the Department of Criminal Justice Services will be directly impacted by the LIFE Program and its outcomes.

Sessions	Topic	Quarterly	Staffing
Week 1*	Overall Introduction of the Program, goals and mission as well as initial exposure to program partners, Richmond Police Officer, Richmond Public Schools, Commonwealth Attorneys and Attorney General's Office.	2 <sup>nd</sup> Quarter (Fall Session) & 3 <sup>rd</sup> Quarter (Spring Session)	Special Projects Coordinator, Chief of Police, RPS Superintendent and Community Partners
Week 2	Respect for Self and Others. The importance of first self-respect and self-worth to then transition into respect for adults and persons of authority.	2 <sup>nd</sup> Quarter (Fall Session) & 3 <sup>rd</sup> Quarter (Spring Session)	Special Projects Coordinator, School Resource Officers, RPS Staff & Community Partner to facilitate session
Week 3	Gang Activity and Participation. Identify dangers and consequences of being involved in a gang. Offer real life solutions to a way out of gang life. Positive alternatives to avoid gang association.	2 <sup>nd</sup> Quarter (Fall Session) & 3 <sup>rd</sup> Quarter (Spring Session)	All of the above and the RPD Gang Unit and a representative from DCJS
Week 4	Social Media Awareness. The perils of irresponsible use of social media. Will discuss safety concerns and hazards of sexting, bullying and posting of violent videos and messages.	2 <sup>nd</sup> Quarter (Fall Session) & 3 <sup>rd</sup> Quarter (Spring Session)	All of the above and the RPD Media Relations Dept., Youth and Family Crimes and DJJ
Week 5*	Drug and Alcohol Awareness. Will go in depth on the dangers and criminal consequences of using illegal drugs and alcohol. Offer programs and assistance for students who may be facing issues with drugs and/or alcohol abuse.	2 <sup>nd</sup> Quarter (Fall Session) & 3 <sup>rd</sup> Quarter (Spring Session)	All of the above and the Richmond Health Department
Week 6	Drug and Alcohol Awareness. Will go in depth on the dangers and criminal consequences of using illegal drugs and alcohol. Offer programs and assistance for students who may be facing issues with drugs and/or alcohol abuse.	2 <sup>nd</sup> Quarter (Fall Session) & 3 <sup>rd</sup> Quarter (Spring Session)	All of the above and the Richmond Health Department
Week 7	Optimistic Choices and Good Decision Making. Will focus on exercises to assist students in making positive choices when faced with options in life. Also provide instruction and tools on how to weigh options and circumstances as they make everyday life decisions.	2 <sup>nd</sup> Quarter (Fall Session) & 3 <sup>rd</sup> Quarter (Spring Session)	All of the above and Mental and Behavioral Services
Week 8	Conflict Resolution. Providing participants with real life solutions on how to deal with every day conflicts in an effort to resolve tense situations with minimal adversity	2 <sup>nd</sup> Quarter (Fall Session) & 3 <sup>rd</sup> Quarter (Spring Session)	All of the above and Mental and Behavioral Services
Week 9	Reflections and Graduation. It's time to celebrate the successful completion of the program!! But before we send the graduates on their way to a brighter future, we will have select individuals provide inspirational true life stories and lessons for the participants.	End of 2 <sup>nd</sup> Quarter (Fall Session) & End of 3 <sup>rd</sup> Quarter (Spring Session)	All program participants, Community Partners and Stakeholders

Figure 3: LIFE Program Curriculum • \*Parent Attendance Expected • Sessions held twice annually Quarterly – July 1 to June 30

## 5. Effectiveness of Program

### Effectiveness of Program

An evaluation team of Criminal Justice faculty from Virginia Commonwealth University will conduct a process and outcome evaluation of LIFE to assess resource allocation to support the program (i.e., inputs), services delivered through the program (i.e., outputs), and initial outcomes of LIFE (*Outcomes 1-4 above*). Further, the evaluation will assess the three components of community policing by measuring the degree to which LIFE addresses high rates of in-school juvenile arrests (*Problem Solving*), facilitates interagency collaboration (*Partnerships*), and produces organizational change within the Richmond Police Department (*Organizational Transformation*).

**Process evaluation.** Evaluators will a) collect program data on student selection criteria, student attendance, attrition rates, number of sessions offered, staff and partner attendance, the types of community partners who help facilitate LIFE sessions, and the number of community resources (e.g., vocational testing) that program participants utilize (*Outcome 2; Partnerships*). The team will b) qualitatively interview program staff, including community participants, to determine the level of stakeholder buy-in, allocation of resources (e.g., financial and material), and information sharing across agencies (*Organizational Transformation; Partnerships*).

**Outcome evaluation.** Evaluators will a) obtain school administrative data and b) survey and interview student participants. To examine how LIFE affects rates of arrest (*Outcome 1; Problem Solving*), official data on all school-based disciplinary incidents, referrals, and arrests in the Richmond Public School District will be collected (see Letter of Support from Richmond Public Schools). LIFE further seeks to increase prosocial beliefs and behaviors (*Outcomes 3 and 4; Problem Solving*). These will be partially assessed through official data on school attendance rates, grades, classroom behavior, school involvement, and graduation rates. Data will be collected on all program participants and a matched comparison group of non-program participants. Data from up to two years prior to the first session of LIFE through the summer following the last school session will show trends before, during, and following implementation of LIFE. In addition to official data,



student participants will be asked to complete pre- and post-program surveys describing their views and experiences with police (*Outcome 3; Partnerships*). At the completion of the LIFE program, the evaluation team will conduct focus groups with student participants to explore survey responses further.

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### References

- Beger, R. R. (2002). Expansion of police power in public schools and the vanishing rights of students. *Social Justice, 29*, 119-130.
- Higginson, A. & Mazerolle, L. (2014). Legitimacy policing of places: The impact on crime and disorder. *Journal of Experimental Criminology, 10*(4), 429-457.
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- Price, P. (2009). When is a police officer an officer of the law?: The status of police officers in schools. *The Journal of Criminal Law & Criminology, 99*(2), 541-573.
- Sunshine, J., & Tyler, T. R. (2003). The role of procedural justice and legitimacy in shaping public support for policing. *Law & Society Review, 37*(3), 513-547.
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- Theriot, M. T. (2009). School resource officers and the criminalization of student behavior. *Journal of Criminal Justice, 37*, 280-287.
- Zubak-Skees, C., & Wieder, B. (2015, April 10). A state-by-state look at students referred to law enforcement. *The Center for Public Integrity*. Retrieved from <http://www.publicintegrity.org/2015/04/10/17074/state-state-look-students-referred-law-enforcement>