

Tactical Community Policing for Homeland Security

Course Design Document – ILT

Virginia Center for Policing
Innovation (VCPI)



COMMUNITY POLICING – BUILDING *Relationships*, SOLVING *Problems*

Course Description

Overview

Tactical Community Policing for Homeland Security (TCPHS) focuses on strengthening the capacity of law enforcement agencies to implement an all-crimes approach, based on community policing principles. The fundamental premise for the course is that terrorism and community policing are both philosophical approaches aimed at influencing civilian populations. Whereas terrorism seeks to inspire fear and coerce civilian populations into submission, community policing aims to preserve order, diminish fear, and build resilience. The contrasting qualities of the philosophies render community policing an ideal means to thwart terrorism. Based on this fundamental premise, TCPHS delivers specific training and practical guidance designed to encourage law enforcement practitioners to proactively implement community policing as a homeland security strategy. The course focuses on the systematic use of partnerships and problem-solving techniques, initiatives for building community resilience, grassroots intelligence gathering, and enforcement strategies that are likely to be effective means of interdicting terrorism.

Scope

The TCPHS program is designed to encourage and enable law enforcement officers nationwide to integrate community policing into local, regional, and national homeland security efforts and initiatives. Specifically, the scope of the program is to measurably increase the skills and abilities of law enforcement practitioners, relevant stakeholders, and individuals to engage in proven community policing practices that improve their capacity to implement effective homeland security initiatives. In order to do so, *Tactical Community Policing for Homeland Security* consists of a core curriculum and instructor development component. The core curriculum is designed for direct dissemination to law enforcement practitioners and other appropriate stakeholders. Supporting the core curriculum is the *Instructor Development Program* (IDP) which prepares instructors to disseminate the core curriculum in an efficient, consistent, and measurable manner. Through this scaffolding of curriculum, TCPHS will directly prepare approximately 300 IDP instructors to train as many as 15,000 law enforcement practitioners and stakeholders throughout the nation.

Target Audience

TCPHS will train approximately 300 instructors by means of ten regionally diverse IDP deliverables. This instructor cadre will be comprised primarily of law enforcement practitioners and criminal justice professionals with experience instructing as well as implementing community policing initiatives. These instructors will then train

as many as 15,000 law enforcement practitioners and stakeholders throughout the nation.

Prerequisites

Participants in the TCHPS IDP are required to be law enforcement practitioners or criminal justice professionals engaged in community policing and/or homeland security initiatives. Participants are required to have experience as general instructors and be able to demonstrate the ability to effectively instruct professional level curricula focusing on law enforcement and criminal justice topics.

Course Length

TCPHS IDP is a three day instructor-led course that is designed in a modular format consisting of 4 main modules and 11 sub-modules.

Required Materials/Facilities

TCHPS IDP materials include, but are not limited to, the following:

- TCPHS IDP PowerPoint Presentation
- TCPHS Instructor Manual
- TCPHS Video (electronic media files)

TCHPS IDP technology and facilities requirements include but are not limited to the following:

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

- Two whiteboards or similar tools to record group discussions and instructional points.
- One wireless remote to advance the presentation and corresponding videos.
- Participant name tents and markers.

Testing/Certification

The TCPHS IDP includes a two-prong approach to testing performance measures. The first of which utilizes pre- & post-tests based on the program's curriculum content. The results of the testing for each IDP training session will be retained and used to evaluate the change in participants' level of awareness of effective community policing strategies and related curriculum content. The program goal is to demonstrate a 30% increase in community policing awareness. The second prong involves individual participants' ability and willingness to engage in group activities and class exercises throughout the IDP. Successful participations will be determined by the IDP instructional team and involve a clear demonstration of understanding and instructing skills.

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Non-Academic External Links

- Automated Trust Information Exchange (ATIX)
<http://www.riss.net/Resources/ATIX>
- Aryan Nation:
www.aryan-nations.org
- Bureau of Alcohol, Tobacco, and Firearms (ATF)

- <http://www.atf.gov/>
- Church of the Creator:
www.creativitymovement.net
- Drug Enforcement Administration (DEA)
<http://www.justice.gov/dea>
- Federal Bureau of Investigations (FBI)
<http://www.fbi.gov/>
- Hammerskins:
www.hammerskins.net
- Homeland Security Information Network (HSIN)
http://www.dhs.gov/xnews/releases/press_release_0418.shtm
- Immigration and Customs Enforcement
<http://www.ice.gov/>
- Knights of the Ku Klux Klan (KKKK OR KKK):
www.kkk.com www.knightskkk.com
www.kkkk.net www.knights311.org
- Law Enforcement Online (LEO)
<http://www.fbi.gov/about-us/cjis/leo>
- National Alliance (NA):
www.natvan.com
- Office of Community Oriented Policing Services (COPS)
<http://www.cops.usdoj.gov/>
- Regional Information Sharing Systems ® (RISS)
<http://www.riss.net/>
- Stormfront:
www.stormfront.org
- United States Marshals Service
<http://www.usmarshals.gov/>
- United States Postal Inspection Service
<https://postalinspectors.uspis.gov/>
- United States Secret Service
<http://www.secretservice.gov/>
- White Aryan Resistance (WAR):
www.resist.com

Evaluation Strategy

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

generated comments. The program goal is to demonstrate a 30% increase in participants' skills and abilities to engage in proven community policing practices.

Course Structure/Content Outline

Administrative Module (Introduction): Introductions, Program Goals and Logistics

- Introductions and Logistics
- Homeland Security Issues faced by America's Law Enforcement Community
- Community Policing Overview
- Program Overview and Schedule
- Delivering the TCPHS Program
- Instructor Tools and Resources
- Reporting Procedures and Requirements
- TCPHS Pre Course Assessment (pre-test)

Module 1: Community Partnerships

- 1:1: Goals and Essentials of Law Enforcement Intelligence
- 1:2: The Processing of Intelligence
- 1:3: Establishing Relationships with Intelligence Sources
- 1:4: Intelligence-Led Policing

Module 2: Practical Problem Solving Strategies

- 2:1: Understanding Terrorism and the International Terrorist Threat
- 2:2: Domestic Terror Groups
- 2:3: Terror Group Activity
- 2:4: Counterterrorism – Rules to Play By

Module 3:

Proactive Prevention, Intervention, and Interdiction Strategies

- 3:1: Targeting Criminal Behavior: The *All-Crimes* Approach
- 3:2: Surveillance and Counter Surveillance
- 3:3: A Values-Based Approach to Homeland Security

Administrative Module (Conclusions):

Assessment, Review, Evaluations

- TCPHS Post – Course Assessment (post-test)
- Review of Instructor Tools and Resources / Reporting Procedures and Requirements
- Course Evaluations

Course Design Matrix

Administrative MODULE (Introductory / Concluding Sections):

Duration

Two (2) instructional hours.

Learning Objectives:

1. Participants will gain familiarity with course logistics, schedule, and instructor(s).
2. Participants will identify key homeland security issues faced by America's Law enforcement community.
3. Participants will identify the fundamental principles of Community Policing and their application to homeland security.
4. Participants will gain familiarity with the resources and administrative procedures required to deliver the TCPHS Program.
5. Participants will identify TCPHS reporting procedures and requirements.

Resources

- Instructor's Guide, Participant Guide, and PowerPoint Slides
- Name cards, note paper and pens
- Chart paper and easel, markers
- Audio visual equipment, including speakers, microphones, laptop, and LCD projector

Instructor to Participant Ratio

1:30

Pre & Post Test

Not applicable.

Instructional Materials:

Instructor – Instructor Manual, Projector, PowerPoint, Pointer Device

Participants – Participant Manual, Writing Instrument of Choice

Attachments:

After initial instruction, the student will be provided access to resource materials.

MODULE 1: Community Partnerships

Duration

Five (5) hours of instruction.

Scope Statement

This is the initial module in *Tactical Community Policing for Homeland Security*. For either the experienced officer, or newly appointed officer, it is a critical review of basic concepts associated with establishing a collective intelligence program. Intelligence-led policing is a relatively new concept that has been associated with the need for law enforcement agencies to more effectively launch crime prevention and investigative efforts. More distinctly, it allows agencies to specifically address criminal activity in a more prudent manner with respect to declining budgets and loss of personnel.

Learning Objectives

1:1 Goals and Essentials of Law Enforcement Intelligence

1. Participants will participate in the Intelligence Exercise.
2. Participants will be introduced to the principles (ground rules) of the intelligence cycle.
3. Participants will successfully distinguish between *information* and *intelligence*.
4. Participants will explore the role of intelligence in effective homeland security initiatives.

1:2 Gathering, Handling, Analyzing, Reporting, and Sharing Intelligence

1. Participants will be introduced to the four (4) stages of the Intelligence Process.
2. Participants will be introduced to the Intelligence Cycle.
3. Participants will examine the various types and categories of intelligence and how each applies to law enforcement activities and operations.

1:3 Establishing Relationships with Intelligence Sources

1. Participants will explore sources of information within their communities and jurisdictions of operation.
2. Participants will become familiar with the appropriate role of creativity in the information-gathering process.
3. Participants will be able to identify at least five (5) groupings in the community from which they can obtain information.
4. Participants will be made aware of the need to develop and maintain both formal and informal relationships within their communities.

1:4 Intelligence-Led Policing (ILP)

1. Participants will become familiar with sources of information typically gathered through ILP.

2. Participants will become familiar with examples of predictive indicators of illegal behavior and the flow of illicit commodities.
3. Participants will become familiar with the role of ILP in community policing.

Resources

- Instructor's Guide, Participant Guide, and PowerPoint Slides
- Name cards, note paper and pens
- Chart paper and easel, markers
- Audio visual equipment, including speakers, microphones, laptop, and LCD projector

Instructor to Participant Ratio

1:30

Module 1 Reference List

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- Drug Enforcement Administration (DEA)
<http://www.justice.gov/dea>
- Federal Bureau of Investigations (FBI)
<http://www.fbi.gov/>
- Homeland Security Information Network (HSIN)
http://www.dhs.gov/xnews/releases/press_release_0418.shtm
- Immigration and Customs Enforcement
<http://www.ice.gov/>
- Law Enforcement Online (LEO)
<http://www.fbi.gov/about-us/cjis/leo>
- Office of Community Oriented Policing Services (COPS)
<http://www.cops.usdoj.gov/>
- Regional Information Sharing Systems® (RISS)
<http://www.riss.net/>
- United States Marshals Service
<http://www.usmarshals.gov/>
- United States Postal Inspection Service
<https://postalinspectors.uspis.gov/>
- United States Secret Service
<http://www.secretservice.gov/>

Assessment Strategy

Learning will be assessed in this course through an evaluation of a *Test Your Knowledge* exercise, pre-test and post-test.

Instructional Directions and Instructional Notes

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

MODULE 2: Identifying the Threat

Duration

Eight (8) hours of instruction.

Scope Statement

This is the second module in *Tactical Community Policing for Homeland Security*. For either the experienced officer, or newly appointed officer, it is a critical review of terror group activity and key principles and best practices associated with counter terrorism. The module is constructed to emphasize practical problem solving in the identification of terror threats as well as in the formulation of law enforcement detection and counter-terrorism efforts. Throughout the various sections, community policing is emphasized as a foundation for counter-terrorism strategies.

Learning Objectives

2:1 Understanding Terrorism and the International Terrorist Threat

1. Participants will be familiar with the challenges inherent in defining terrorism.
2. Participants will be familiar with various working definition of terrorism.
3. Participants will be able to identify the four (4) basic elements of terrorism

2:2 Domestic Terror Groups

1. Participants will be able to differentiate between left wing and right wing ideologies.
2. Participants will be able to identify the key characteristics of a hate group.
3. Participants will gain familiarity with various groups, numbers, symbols, music groups, and literature associated with supremacist organizations.

2:3 Terrorist Group Activity

1. Participants will be able to name at least four (4) specific locations that may be used by terrorist organization as part of their recruiting efforts.
2. Participants will gain familiarity with terrorist targeting activities.
3. Participants will be able to identify four (4) specific indicators of terrorist behavior.
4. Participants will be able to identify the three (3) indicator guidelines when examining terrorist behavior.
5. Participants will be able to name at least four (4) specific actions that may be used by terrorists to thwart detection efforts.

2:4 Law Enforcement Counter Terrorism: Rules to Play By

1. Participants will participate in the Terror / Counter Terror Exercise.
2. Participants will be able to identify 4 strategic approaches to effective counterterrorism.

Resources

- Instructor's Guide, Participant Guide, and PowerPoint Slides
- Name cards, note paper, and pens
- Chart paper, easel and markers
- Audio visual equipment, including speakers, microphones, laptop, and LCD projector

Instructor to Participant Ratio

1:30

Module 2 Reference List

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Non-Academic External Links

- Church of the Creator:
www.creativitymovement.net
- Knights of the Ku Klux Klan (KKKK OR KKK):
www.kkk.com www.knightskkk.com
www.kkkk.net www.knights311.org
- National Alliance (NA):
www.natvan.com
- Stormfront:
www.stormfront.org
- Aryan Nation:
www.aryan-nations.org
- Hammerskins:
www.hammerskins.net
- White Aryan Resistance (WAR):
www.resist.com

Assessment Strategy

Learning will be assessed in this module through an evaluation of a *Test Your Knowledge* exercise, pre-test and post-test.

Instructional Directions and Instructional Notes

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

MODULE 3: Practical Problem-Solving Strategies

Duration

Eight (8) hours of instruction.

Scope Statement

The third module in *Tactical Community Policing for Homeland Security* is appropriate for experienced or newly appointed law enforcement officers. The module focuses on proactive prevention, intervention, and interdiction strategies geared towards homeland security initiatives. The module introduces the concept of an “all-crimes” approach as a proactive means of targeting crimes that are associated with indirect support and financing of terrorist activities. The module also examines strategies such as the use of surveillance, counter surveillance, pre-crime indicators and surveillance detection as practical tools for detecting and interdicting terrorism at the community level. Finally, Module 3 discusses the value of community participation in the execution of effective homeland security measures.

Learning Objectives

3:1 Targeting Criminal Behavior: The All-Crimes Approach

1. Participants will be able to identify traditional crimes that may be linked to terrorist activity.
2. Participants will be able to identify non-traditional crimes that may be linked to terrorist activity.
3. Participants will identify characteristics most commonly associated with counterfeited items.

3:2 Surveillance and Counter Surveillance

1. Participants will become familiar with the most common modes and corresponding methods of law enforcement surveillance.
2. Participants will become familiar with the concept of surveillance detection.
3. Participants will be able to describe the role that community members can play in the detection of terrorist activities.

3:3 A Values-Based Approach to Homeland Security

1. Participants will become familiar with the role of cultural awareness in the implementation of homeland security initiatives and the need for comprehensive and continuing training on the topic.
2. Participants will become familiar with the role of ethical decision making in the implementation of homeland security initiatives and the need for comprehensive and continuing training on the topic.
3. Participants will become familiar with the importance of integrity as it relates to law enforcement’s implementation of homeland security initiatives.

Resources

- Instructor's Guide, Participant Guide, and PowerPoint Slides
- Name cards, note paper and pens
- Chart paper, easel and markers
- Audio visual equipment, including speakers, microphones, laptop, and LCD projector

Instructor to Participant Ratio

1:30

Module 3 Reference List

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