

# Crime Mapping News



A Quarterly Newsletter for GIS, Crime Mapping, and Policing

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To view the *Crime Mapping News* in full color, visit the Police Foundation or COPS Office Web sites at [www.policefoundation.org](http://www.policefoundation.org) or [www.cops.usdoj.gov](http://www.cops.usdoj.gov).

This issue, the last of 2003, summarizes and presents the work of the Crime Mapping Laboratory (CML) over the last several years. Articles include an overview of the CML, a list of all the products and reports produced by CML staff, a description of the recent Advanced Problem Analysis, Crime Analysis, and Crime Mapping training course, and recommendations made by the problem analysis training participants about what current crime analysts can do to advance problem analysis in their own agencies. Lastly, the current editors of the *Crime Mapping News* are leaving the Police Foundation and have included a note to all of their readers.

## **Police Foundation Crime Mapping Laboratory: An Overview**

The mission of the Police Foundation's Crime Mapping Laboratory (CML) has been to assist the policing community in integrating crime analysis and crime mapping into community policing and problem solving. Since 1997, the Crime Mapping Laboratory, developed through a partnership between the COPS Office and the Police Foundation, has evolved from focusing on the implementation and use of computer mapping technology in policing agencies to focusing on the substantive application of spatial and analytical techniques. Most recently, the CML has begun to focus on "problem analysis," the incorporation of crime analysis, crime mapping, as well as formal theory and research methodology, into the entire problem-solving process.

Over the years, the CML has provided a wide range of training opportunities and assistance to the policing community. From 2000 to 2003, the CML has conducted five introductory geographic information systems (GIS) courses, six introductory crime analysis and mapping courses, six intermediate crime analysis and mapping courses, and one advanced problem analysis, crime analysis, and crime mapping course. Members of the CML staff have presented at over 25 conferences and symposiums on topics related to crime analysis, mapping, and problem analysis.

The CML has provided technical support to law enforcement agencies in the areas of problem analysis, crime analysis, and crime mapping. Assistance ranging from technical questions about GIS software to general questions of criminological theory and research have been answered.

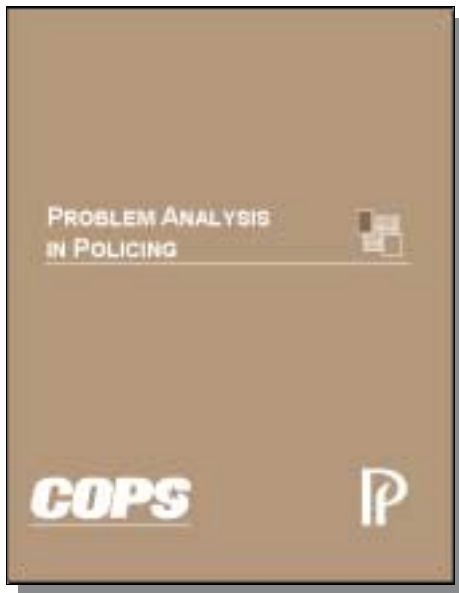
Finally, the CML has published numerous reports and resource documents (updated yearly) on topics related to crime analysis, mapping, and problem solving. The most recognized product is this newsletter, the *Crime Mapping News*. See the article on page 2 of this newsletter for descriptions of CML products and reports.

## Crime Mapping Laboratory Products and Reports 2000-2003

The following article is an overview of the products and reports created by the Police Foundation Crime Mapping Laboratory over the last three years. All of these documents are available or include instructions for obtaining them on the Police Foundation Web site at [www.policefoundation.org](http://www.policefoundation.org) or the COPS Office Web site at [www.cops.usdoj.gov](http://www.cops.usdoj.gov). The publications are listed by date with the most current reports presented first.

### **Problem Analysis in Policing (2003)**

This document introduces and defines problem analysis and provides guidance on how problem analysis can be integrated and institutionalized into modern policing practices. The ideas and recommendations in this report come primarily from a two-day forum conducted in February 2002 by the Police Foundation and the COPS Office.



### **Advanced Problem Analysis, Crime Analysis, and Crime Mapping Training (2003)**

See page 4 of this newsletter for a complete description of the training.

### **Crime Analysis and Crime Mapping Information Clearinghouse (2003)**

Begun in 1999 and updated each year, the information clearinghouse provides a comprehensive list of valuable crime analysis and crime mapping resources. This document includes bibliographic and Internet resources that may be useful to practitioners and researchers interested in learning more about the disciplines of crime analysis and crime mapping.

### **Users' Guide to Mapping Software for Police Agencies (2003)**

Begun in 2000 and updated each year, this report provides an overview of a wide range of mapping software and geographic information systems (GIS), focusing on their functionality and the features that may be of use to law enforcement analysts.

### **Crime Mapping News Volume 5 (2003)**

Topics in Volume 5 include: problem analysis, miscellaneous articles, Project Safe Neighborhoods, and this issue—the Crime Mapping Laboratory overview.

### **Introductory Crime Analysis, Mapping, and Problem Analysis Training (2002)**

Created in 2001 and updated in 2002, this course provides an introduction to crime analysis, crime mapping, and problem analysis through presentation, discussion, and practical exercises.

### **Intermediate Crime Analysis, Mapping, and Problem Analysis Training (2002)**

Created in 2001 and updated in 2002, this course focuses on integrating crime analysis methodology and techniques into crime mapping in order to enhance community policing and problem solving.

### **Crime Mapping News Volume 4 (2002)**

Topics in Volume 4 include: mapping terrorist events, problem analysis, partnerships between law enforcement and vendors, and COMPASS.

*Note from the Editors: The opinions expressed in the articles of this newsletter are those of the authors and do not necessarily reflect the views of the Police Foundation or the COPS Office. In addition, only light editing has been made to the articles in order to keep each author's voice and tone.*

### **Introductory Guide to Crime Analysis and Mapping (2001)**

This guide is a basic introduction to crime analysis and mapping, including definitions, concepts, as well as basic spatial analysis techniques.

### **Guidelines to Implement and Evaluate Crime Analysis and Mapping in Law Enforcement (2001)**

This document is meant to serve as a guide for the processes of implementing and evaluating crime analysis and mapping for law enforcement agencies that do not currently have the function in place as well as those that are looking to reevaluate and restructure their current functions.

### **Crime Analysis and Mapping Product Templates (2001)**

To create the product templates, we gathered examples of crime analysis and mapping products, case studies, and problem-solving projects from law enforcement agencies around the country. There are six types of templates: (1) bulletin templates, (2) a memo template, (3) an annual report template, (4) a crime analysis and mapping Web page template, (5) regular report templates, and (6) a map template.

### **Crime Mapping News Volume 3 (2001)**

Topics in Volume 3 include: international mapping efforts, school safety, interactive mapping on the Web, and analysis and mapping of drug activity.

### **Manual of Crime Analysis Map Production (2000)**

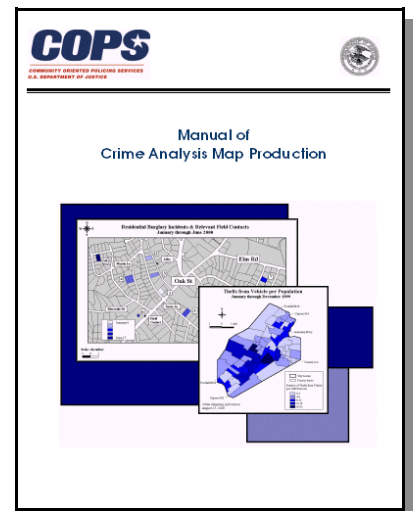
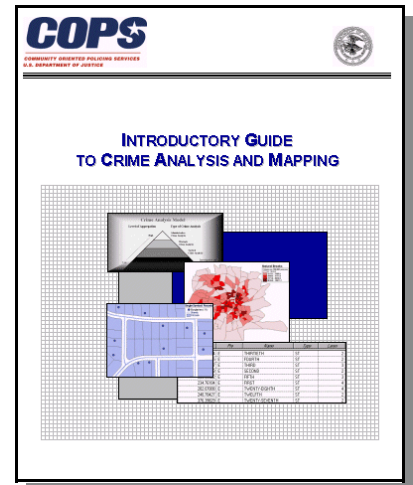
Through discussion and comprehensive examples, this manual provides guidelines for introductory-level crime analysis mapping for use in a law enforcement environment.

### **Geocoding in Law Enforcement (2000)**

This report describes the procedures for basic geocoding with examples specific to law enforcement.

### **Crime Mapping News Volume 2 (2000)**

Topics in Volume 2 include: implementing crime mapping, tactical crime analysis, regional data sharing, and using non-traditional data.



### ***Note from the Editors***

*As many of you know, both of us are leaving the Police Foundation this summer. Since taking over the duties of the Crime Mapping News in January of 2000, we have been ecstatic to see not only the increased level of participation in the contribution of articles but also the increased readership of the newsletter. Through our work in the Crime Mapping Laboratory on the newsletter, training, publications, and technical assistance, we have corresponded with, instructed, and learned from a wide variety of professionals and academics in the police analysis and mapping field. This experience has provided us with skills and knowledge that will be invaluable in the next steps in our careers. We would like to thank all of you for your interest in the newsletter, for attending our training and presentations, for utilizing the work we have done, and for helping us gain a diverse understanding of analysis and policing in the United States and worldwide.*

*Sincerely,  
Rachel Boba and Mary Velasco*

## Advanced Problem Analysis, Crime Analysis, and Crime Mapping Training April 2003

### Introduction

From April 22, 2003 to May 1, 2003, the Police Foundation Crime Mapping Laboratory (CML) through a grant from the U.S. Department of Justice, Office of Community Oriented Policing Services (COPS), conducted an Advanced Problem Analysis, Crime Analysis, and Crime Mapping Training Course. This course was the implementation of one of the recommendations made at the 2002 Problem-Analysis Forum held by the Police Foundation and the COPS Office in which academics and practitioners noted the necessity for higher-level action research training to support law enforcement and specifically problem-solving efforts. In addition, a mini-problem analysis forum was held at the end of the training to discuss the attendees' recommendations for the role of current analysts in advancing problem analysis. The article on page 8 outlines the recommendations made by the training participants.

The purpose of the training was to convene a select group of individuals with experience in the disciplines of police analysis who wanted to enhance their analytical skills and engage in action research/problem analysis. In addition, the training course exposed participants to the application of criminological theory and research methods in a law enforcement environment, intermediate and advanced spatial analysis techniques, collection and analysis of different types of data sources, evaluation of responses to crime problems, and problem analysis case studies. Finally, it demonstrated advanced problem analysis, crime analysis, and crime mapping through presentation, case studies, demonstrations, and exercises. The curriculum was developed specifically for this course, has been improved through critiques and testing, and will be made available to the public in Summer 2003.

The April course, instructed by CML staff and guest trainers, was a pilot course. That is, the curriculum was delivered for the first time to advanced crime analysts who would not only benefit from the training, but would also provide many practical examples and critique the training content. The curriculum that will be delivered to the public will be the culmination of the testing and critiques suggested by

the first group of participants, as well as additions provided by the trainers.

### Training Participants

Generally, this course is designed for individuals who are already experienced with basic problem solving, crime analysis, or crime mapping. For the pilot delivery of the curriculum, training participants were selected from a pool of applicants. The intention was to select a diverse and highly capable group of training participants who could provide a variety of perspectives and critique the training content. To be considered for the training, applicants were asked to provide the following:

1. *Cover letter:* The cover letter should state why the applicant is interested in attending the training, and it should highlight the applicant's experience and achievements.
2. *Letter from the applicant's Chief of Police:* This letter, written by the head of the applicant's agency, should state the agency's dedication to problem-solving and commitment to provide the attendee with time and resources necessary to conduct community-wide problem analysis prior to and after s/he attends the training. Lastly, the letter should illustrate the commitment of the agency to provide funds for the individual to attend the training.
3. *Resume.*
4. *Writing sample:* The applicant should provide a 500 to 1,000 word summary of a problem-solving project or other major project that s/he has conducted. It is not necessary to include tables, maps, or charts, but the document should be a thorough description of the methodology and findings.

In addition to police analysts, two graduate students from the University of Maryland's Department of Criminology and Criminal Justice Professional Master's program were selected to participate in the training. The students were also asked to apply for the training course and were included to critique the course from a student's perspective.

To follow are the names of the ten individuals who were selected based on their applications and diversity of experience:

- Stacy Belledin, Crime Analyst, Jacksonville, FL Sheriff's Office
- Mary Garrand, Supervisory Crime Analyst, Alexandria, VA Police Department
- Michelle Howe, Professional Master's Student, University of Maryland
- Mike Humphrey, Management Analyst, Charlotte-Mecklenburg, NC Police Department
- Maria Lyons, Coordinator of Special Projects, Joliet, IL Police Department
- Chris Murtagh, Police Officer, Framingham, MA Police Department
- Wendy Owens, Police Officer/Crime Analyst, Washington, DC Police Department
- Nanci Plouffe, Intelligence Analyst, Chula Vista, CA Police Department
- Richard Stevens, Crime Data/Systems Analyst, Altamonte Springs, FL Police Department
- Leslie Stridiron, Professional Master's Student, University of Maryland

### Training Preparation

Prior to attending the training, the participants were asked to read various problem analysis and problem-solving publications as well as prepare an initial analysis of a crime or disorder problem in their jurisdictions.

To follow are the selected reading materials:

- Boba, R. (2003). *Problem analysis in policing*. Washington, DC: Office of Community Oriented Policing Services.
- Eck, J.E. (2001). *Assessing responses to problems: An introductory guide for police problem-solvers*. Washington, DC: Office of Community Oriented Policing Services.
- Read, T. & Tilley, N. (2000). *Not rocket science? Problem-solving and crime reduction* (Crime Reduction Research Series Paper 6). London: Home Office Policing and Reducing Crime Unit.
- Pease, K. (1998). *Repeat victimization: Taking stock* (Crime Detection and Prevention Series Paper 90). London: Home Office Police Research Group.



*Pictured (left to right, front row): Nanci Plouffe, Stacy Belledin, Maria Lyons, Mike Humphrey, and Mary Garrand. (Back row): Rachel Boba, Greg Jones, Richard Stevens, Leslie Stridiron, Wendy Owens, Michelle Howe, and Chris Murtagh.*

- Sampson, R. & Scott, M.S. (2000). *Tackling crime and other public-safety problems: Case studies in problem-solving*. Washington, DC: Office of Community Oriented Policing Services.
- Scott, M.S. (2000). *Problem-oriented policing: Reflections on the first 20 years*. Washington, DC: Office of Community Oriented Policing Services.

The following is an outline of the problem analysis project that was required of the training attendees:

1. *Introduction*: This section includes a brief description of your agency and specifies the selected problem.
2. *The Problem*: This section includes a description and historical picture of the problem. It may include a graph of frequency or rate of incidents over time and a brief discussion.
3. *Temporal Analysis*: This section provides a breakdown of all the crime by time of day, day of week, and date. This section could also cover monthly and seasonal variation of the problem.
4. *Spatial Analysis*: This section would include a spatial analysis of the problem. It may include maps with a variety of data at a variety of scales depending on the need.
5. *Victims*: This section provides a breakdown of the individuals, locations, or targets. For example, in a property crime where the address is the victim, one might break down the numbers by incidents per

beat, and then within the smaller area, incidents per street segment, and finally by address. The characteristics of any patterns would be highlighted (e.g., type of premises: schools and commercial places).

6. *Repeat Victimization*: This section is an analysis of repeat victimization, which could be repeat victims (e.g., victims of auto theft), repeat addresses (e.g., locations of commercial burglary), or repeat targets (e.g., robberies at convenience stores).
7. *Modus Operandi*: This section would include more qualitative summaries of the patterns identified. For example, if a particular location is repeatedly hit with robberies, a breakdown on the robbery MOs and physical environment of the locations may be warranted.
8. *Analysis*: This section would contain no charts or graphs but would be a write up of the various findings from the sections above. It may also include recommendations for further analysis of the problem.
9. *Responses*: This section would include recommendations for addressing the problem. It should contain two levels of recommendations, short term (e.g., detection) and medium/long term (e.g., target hardening).

### The Training

The training course took place over 1½ weeks at the Police Foundation in Washington, DC. The training was provided at no cost and a \$500 stipend was provided to offset costs as participants were required to provide their own transportation and lodging.

To follow are the names of the CML staff who developed and conducted a majority of the training:

- Rachel Boba, PhD, Director, CML
- Mary Velasco, Research Associate
- Greg Jones, Graduate Research Intern

The following are the guest trainers who assisted in the development and delivery of the training:



Pictured (from left to right): Mary Garrand, Mary Velasco, Chris Murtagh, and Wendy Owens.

- Sean Bair, Program Director, Crime Mapping & Analysis Program, Denver, CO
- Jamie Price, Assistant Professor, Florida Atlantic University, Jupiter, FL
- Matthew Scheider, PhD, Social Science Analyst, COPS Office, Washington, DC
- Mike Scott, Police Consultant, Madison, WI

### Training Curriculum

The training curriculum includes various topic areas related to problem analysis based on skills and knowledge recommendations made at the 2002 Problem-Analysis Forum. Depending on the trainer and the amount of examples and discussion, the curriculum ranges from about 40 to 45 hours of instruction. It is formatted in Microsoft® PowerPoint® and many of the slides include notes that describe the content and purpose of the slide. Even though one could learn about advanced problem analysis, crime analysis, and crime mapping concepts by reading through the slides, we recommend that the curriculum be delivered in a classroom/workshop setting by a person knowledgeable in these areas so that the attendees have the benefit of learning from and interacting with other professionals who would like to enhance their analytical skills and engage in action research. Note that once the training is made available in Summer 2003, anyone can use it in its entirety or in parts. We only ask that users of this information retain the Police Foundation credits on the slides and acknowledge the source.

The following is a brief outline of the topics covered in each section of the training and the approximate amount of time it takes to conduct each section:

#### Introduction to Crime Analysis, Problem Solving, and Problem Analysis (3 hours)

- Crime Analysis
- Problem-Solving
- Problem Analysis
- Suggested Reading

#### Theory: Understanding Crime and Situation (3-4 hours)

- What is Theory?
- Social Ecology
- Social Disorganization
- Broken Windows Theory
- Environmental Criminology
- Situational Crime Prevention

#### Fundamental Issues in Policing: Option I (3 hours)

- Varieties of Police Styles and Organizations

- The Gap between Image and Reality
- Consequences of the Gap between Image and Reality
- New Directions

#### Fundamental Issues in Policing: Option II (3 hours)

- Early Forms of Policing
- Timeline of Modern Policing
- Policing Strategies
- Corruption
- Discretion
- General Statistics

#### Research Methods and Evaluation (4-6 hours)

- Four Purposes of Research
- Variables/Level of Measurement (Exercise)
- Different Avenues for Inquiry
- Validity and Reliability
- Populations and Samples
- Methods for Collecting and Analyzing Data
  - Surveys (Exercise)
  - Field Research
  - Focus Groups
  - Written Records
- Overview of Experimental Research Designs
- Evaluating Problem Solving Efforts

#### Data Used in Policing (5-6 hours)

- Tabular Data
- CAD vs. RMS
- Police Data
- Geographic Data
- Primary Data Collection
- Metadata
- Privacy and Confidentiality
- Data Accuracy and Integrity
- Data Identification (Exercise)

#### Statistics (5-7 hours)

- Math Exercise
- Description
- Examining Relationships
- Inference
- Forecasting
- Temporal Analysis
- Crime Analysis Challenge

#### Descriptive Spatial Analysis (3-4 hours)

- Single Symbol Mapping
- Buffers
- Chart Mapping
- Graduated Mapping
- Use of Classifications
- Hotspot Analysis
- Practical Examples

#### Spatial Statistics (3-4 hours)

- History and State of the Art

- Spatial Distribution
- Kernel Density Method
- Modeling
- Space/Time Analysis
- Spatial Statistical Tools (Demonstration)

#### Literature Reviews: Resources and Skills (2-3 hours)

- Practical Literature
- Relevant Academic Journals
- Abstracts Databases
- Online Resources
- Literature Review Checklist
- Synthesizing the Literature
- Writing a Literature Review (Examples)

#### Writing Skills (2 hours)

- General Rules: Grammar (Exercise)
- Passive vs. Active Voice (Exercise)
- Meta Discourse
- Concision (Exercise)
- Flow
- General Rules: Punctuation (Exercise)

#### Presentation Skills (2 hours)

- Presentation Tips
- Facilitation Skills
- Exercise/Example

#### Analysis and Mapping Products (2-3 hours)

- General Analysis Product Elements
- Presenting Numeric Data
- Mapping Product Elements
- Critiques of Products

### The Critiques

At the end of each day of training, the participants were asked to fill out a critique for each individual session. The critique forms were tailored for each section of the training and included both scaled and open-ended questions. The training participants were asked to provide specific information about the section, such as the numbers of the slides that may need more explanation. On the following morning, the attendees discussed the previous day's sessions and shared their ideas for improvements, additions, and substantive changes. All of these comments, in addition to feedback from the trainers, have been incorporated into the final version of the curriculum. After the curriculum is reviewed by the COPS office, it will be freely available in Summer 2003. For news about the release and availability of the Advanced Problem Analysis, Crime Analysis, and Crime Mapping training curriculum, please see the COPS Office Web site at [www.cops.usdoj.gov](http://www.cops.usdoj.gov) or the Police Foundation Web site at [www.policefoundation.org](http://www.policefoundation.org).

## Practitioner Recommendations for the Role of Analysts in the Advancement of Problem Analysis

The report *Problem Analysis in Policing* (Boba, 2003), outlines recommendations made by selected academics, practitioners, and policy makers about what police agencies, academics, the Federal government, and other organizations can do to advance problem analysis in policing. However, one area that was not covered in the Forum was what current police analysts can do to advance the discipline. To answer this question, participants in the pilot Advanced Problem Analysis, Crime Analysis, and Crime Mapping training course, held at the Police Foundation in April 2003, were asked to reach a consensus on what analysts can do to advance problem analysis. The following seven recommendations were suggested by the training participants. These recommendations do not represent specific tasks, but instead outline general themes.

### **Provide quality work products to the department and the community.**

The participants recommended that analysts create products that are statistically and methodologically sound. Oftentimes, expectations can be low for analysis products, and it is up to the analyst to provide information at a higher level. The recommendation is to take that extra step to produce high-quality work products so that the department and the community can rely on the analytical work and come to expect accurate and well-written products.

### **Share work with other analysts.**

Because of time limitations, it is easy for an analyst to forget to share work with others. The recommendation is to take the time to share ideas and findings with one another, not only to help others learn but also to solicit constructive criticism from one's peers. Oftentimes, the analyst is one of few people in a police agency with research and statistical skills. As a result, there may be few individuals who can critique their work. In order for police analysis to improve, analysts must proactively share their work with other analysts outside their own agencies and help one another conduct in-depth, higher-level problem analysis.



**Educate/promote problem analysis.**

The participants felt that current analysts need to share the responsibility with academics and others to educate personnel in their own departments about problem analysis and promote its use. This may include conducting training on a regular basis for current and new police officers and managers, writing articles for a departmental newsletter, and sharing successful stories from other agencies.

**Publish practical work in publications.**

In order for problem analysis to advance in policing, police personnel and managers must see its value. This can be accomplished by sharing successful examples with one's colleagues, but analysts can also share information with the academic and practitioner community by publishing their work. There are many practical research journals and other types of publications where problem analysis studies would be appropriate. By contributing to these types of publications, analysts can help to educate the policing community about problem analysis, contribute to the growing body of literature in this area, and follow through on their own studies (i.e., writing up the methodology and findings in a formal document).

**Continue education.**

The training participants also agreed that analysts should be committed to continuing their educations throughout their careers. This may include formal (e.g., college classes and professional training) or informal education (e.g., reading relevant literature, attending conferences, site visits to other agencies).

**Work with academics to bridge the gap.**

As noted in the problem solving and problem analysis literature, there tends to be a communication gap between academics and practitioners. It was recommended in the report, *Problem Analysis in Policing*, that academics partner with practitioners to conduct problem analysis. It is recommended here that practitioners conducting problem analysis seek out academics and welcome them to their agencies to assist with the process. There is a delicate balance of power that both academics and practitioners must be aware of, and it is important for problem analysis that in addition to research results, skills and knowledge are left with the police agency once an analysis project is complete.

**Take the initiative.**

Lastly, the most important, and perhaps the most difficult, recommendation for analysts is to take the initiative. Police organizations are criticized for being reactive in nature. Similarly, crime analysts tend also to be reactive in that they only provide analysis and assistance when asked. For problem analysis to be successful, the analyst must be proactive, which, in fact, is the precursor to all of the previous recommendations. In other words, analysts must take the initiative to create higher quality work than what might be expected of them; to educate and promote problem analysis, not just stay in their offices manipulating data; to write up and submit articles for publication without being asked to do so; to continue their own education even if it is not required by their organization; and to seek out academics for advice and collaboration. None of the previous recommendations can be implemented without analysts' initiative and determination to implement problem analysis.

### **CONTACTING THE POLICE FOUNDATION CRIME MAPPING LABORATORY:**

By Phone: (202) 833-1460

By Fax: (202) 659-9149

By E-mail: [pfinfo@policefoundation.org](mailto:pfinfo@policefoundation.org)

By Mail: 1201 Connecticut Avenue, NW  
Suite 200  
Washington, DC 20036

## Upcoming Conferences and Training

### October

International Association of Law Enforcement  
Planners (IALEP) Annual Conference  
September 28-October 3, 2003  
Colorado Springs, CO  
[www.ialep.org](http://www.ialep.org)

International Association of Crime Analysts (IACA)  
Annual Conference  
October 27-30, 2003  
Kansas City, MO  
[www.iaca.net](http://www.iaca.net)

### November

Crime Mapping and Analysis Program (CMAP):  
Advanced Course  
November 3-7, 2003  
Denver, CO  
Contact: Danelle Digiosio,  
[cmmap@du.edu](mailto:cmmap@du.edu) or (800) 416-8086

Florida Crime and Intelligence Analyst Association  
(FCIAA) Training Conference  
November 12-14, 2003  
Ponte Vedra Beach, FL  
[www.fciaa.org](http://www.fciaa.org)

Rio Hondo Public Safety Training Center:  
ArcView Training  
November 17-21, 2003  
Whittier, CA  
Contact: Bob Feliciano,  
[bfeliciano@riohondo.edu](mailto:bfeliciano@riohondo.edu) or (562) 692-0921

American Society of Criminology (ASC) 2003  
Annual Meeting  
Denver, CO  
November 19-22, 2003  
[www.asc41.com](http://www.asc41.com)

2003 Problem-Oriented Policing Conference  
November 19-22, 2003  
San Diego, CA  
<http://policeforum.mn-8.net>

### General Web Resources for Training Seminars and Conferences

<http://msdis.missouri.edu>  
[www.aetnowinc.org](http://www.aetnowinc.org)  
[www.alphagroupcenter.com](http://www.alphagroupcenter.com)  
[www.cicp.org](http://www.cicp.org)  
[www.cops.usdoj.gov](http://www.cops.usdoj.gov)  
[www.esri.com/events](http://www.esri.com/events)  
[www.ialeia.org](http://www.ialeia.org)  
[www.ialep.org](http://www.ialep.org)  
[www.mapinfo.com/events](http://www.mapinfo.com/events)  
[www.nlectc.org/nlectc.htm](http://www.nlectc.org/nlectc.htm)  
[www.nijpcs.org/upcoming.htm](http://www.nijpcs.org/upcoming.htm)  
[www.nsgic.org](http://www.nsgic.org)  
[www.ojp.usdoj.gov/nij/maps](http://www.ojp.usdoj.gov/nij/maps)  
[www.urisa.org/meetings.htm](http://www.urisa.org/meetings.htm)

### Early Reminders!

Academy of Criminal Justice Sciences (ACJS)  
Annual Meeting  
March 9-13, 2004  
Las Vegas, NV  
[www.acjs.org](http://www.acjs.org)

Seventh Annual International Mapping and  
Analysis for Public Safety (MAPS)  
Conference  
March 31-April 3, 2004  
Boston, MA  
[www.ojp.usdoj.gov/nij/maps](http://www.ojp.usdoj.gov/nij/maps)

# **COPS**

## Advancing Community Policing in America

The Office of Community Oriented Policing Services (COPS) is the Federal office responsible for advancing community policing, including funding the hiring of additional community policing officers and funding innovative community policing initiatives in agencies throughout America.

### **Hiring Officers**

The Universal Hiring Program provides grants to help law enforcement agencies hire community policing officers. The COPS in Schools program provides grants for the hiring of officers to fight crime and disorder in and around schools.

### **Technology and Civilians**

The COPS Office provides funds to acquire new technologies and equipment, and for the hiring of civilians for administrative tasks. This allows more law enforcement officers to spend their time on the streets pounding the pavement instead of pounding the keyboard in station houses.

### **Promoting Innovation**

The COPS Office provides grants to promote innovative approaches to preventing and solving crime, reducing fear of crime and increasing trust between law enforcement agencies and the communities they serve. Following are a few examples:

- The Tribal Resources Grant Program provides funds to Indian tribes to enhance their law enforcement infrastructures and increase community policing efforts.
- Domestic Violence grants assist communities to fight domestic violence through community policing.
- The Justice Based After-School Program supports police led after-school programs to prevent juvenile crime and victimization.
- The Methamphetamine Initiative targets the production and distribution of "meth" in urban and rural America.
- The School-Based Partnership Program assists hundreds of communities and police to fight school crime.

### **Training and Technical Assistance**

The COPS Office is dedicated to providing the free training and technical assistance necessary to assist agencies, officers and communities to implement and sustain community policing, through a nationwide network of regional community policing institutes and in partnership with the Community Policing Consortium.



For more information on the COPS Office or to receive information regarding funding opportunities visit our newly upgraded website at:

[www.cops.usdoj.gov](http://www.cops.usdoj.gov)

or call the DOJ Response Center at (800) 421-6770

# ABOUT THE POLICE FOUNDATION

The Police Foundation is a private, independent, not-for-profit organization dedicated to supporting innovation and improvement in policing through its research, technical assistance, and communications programs. Established in 1970, the foundation has conducted seminal research in police behavior, policy, and procedure, and works to transfer to local agencies the best new information about practices for dealing effectively with a range of important police operational and administrative concerns. Motivating all of the foundation's efforts is the goal of efficient, humane policing that operates within the framework of democratic principles and the highest ideals of the nation.

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