



County of Santa Cruz

Sheriff-Coroner

701 Ocean Street, Suite 340, Santa Cruz, CA 95060
(831) 454-2985 FAX: (831) 454-2353

Mark Tracy
Sheriff-Coroner

May 30, 2000

Agenda: June 13, 2000

Board of Supervisors
701 Ocean Street
Santa Cruz, CA 95060

REQUEST FOR APPROVAL OF APPLICATION FOR TWO (2) SCHOOL RESOURCE OFFICER POSITIONS UNDER THE U.S. DEPARTMENT OF JUSTICE OFFICE OF COMMUNITY ORIENTED POLICING SERVICES COPS IN SCHOOLS GRANT PROGRAM

Dear Members of the Board:

In early May of this year, the U.S. Department of Justice (USDOJ) announced its COPS in Schools Grant Program, the newest of the approaches developed by the USDOJ in support of local community-oriented and problem-solving policing programs under the federal Public Safety Partnership and Community Policing Act of 1994.

The intent of the three-year COPS in Schools Grant Program is to provide School Resource Officers (**SROs**) to elementary and secondary school campuses for the purpose of addressing problems in those schools. This grant program offers a portion of an entry-level officer's salary and benefits, up to a maximum of \$125,000 per position over a three-year funding cycle, with the remainder of the salary and benefits constituting the required local agency match amount. As the grant funds are intended to supplement not supplant existing funding, the SRO positions must be new positions, and the local agency is obligated to retain these positions for one year following the conclusion of the three-year grant period. The application deadline for this COPS in Schools Program Grant application is June 16, 2000.

I am requesting your Board's approval of application by the Sheriffs Office, in partnership with Live Oak School District (LOSD) and Pajaro Valley Unified School District (PVUSD), to the USDOJ for grant funds in support of two new School Resource Officer positions under the COPS in Schools Grant Program. One SRO would be assigned full time to Shoreline Middle School in the LOSD, and the second SRO would divide time between Aptos Junior High School and **Lakeview** Middle School in the PVUSD. As detailed in the Memorandums of Understanding (**MOUs**) included in the

attached grant application between the Sheriffs Office and the two school districts, the districts will be full financial partners in this SRO program, furnishing the required, annually increasing local matching funds during the three-year grant cycle and paying up to fifty percent of the officers' salaries and benefits for a year following the end of the three-year grant funding cycle.

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The chart below summarizes the COPS in Schools funding formula and the required local match for two entry-level deputy sheriff positions (salaries and benefits). The figures for the second **and** third years are estimates; calculations of matching funds for those years will be based on the indicated percentages of actual salary and benefits costs at that time.

COPS in Schools Funding and Required Local Match for Two Deputies (Shown in % of Total Salary and Benefits Costs)				
Source	Year 1	Year 2	Year 3	TOTAL
COPS in Schools Grant Award (Federal)	75% \$84,000	68% \$83,200	62% \$82,800	\$250,000
Combined Contributions of 2 School Districts (Local Match)	25% \$27,866	32% \$38,952	38% \$50,664	\$117,482
Total Salaries and Benefits	100% \$111,866	100% \$122,152	100% \$133,464	\$367,482

As your Board is aware, the Sheriffs Office has already assigned **SROs** to Aptos High School, Soquel High School and San Lorenzo Valley High School. Beginning in 1996, these three SRO positions were created and supported with the assistance of a three-year cycle of grant funding from the USDOJ COPS Universal Hiring Program, also part of the federal Public Safety Partnership and Community Policing Act of 1994. These three positions are now fully funded locally, and this SRO program has been extremely successful in accomplishing the goals of enhancing safety and security on these high school campuses. Violence, gang activity, and alcohol/narcotics-related problems have been reduced significantly by the daily presence of a deputy on campus. The SRO program has helped improve communication among school **officials**, parents/citizens and the Sheriffs Office.

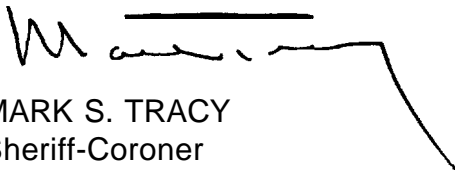
The COPS in Schools Grant Program offers an opportunity to respond to the needs of the LOSD and PVUSD for assistance in addressing similar issues at Shoreline Middle School, Aptos Junior High School and **Lakeview** Middle School. As described in the

Narrative Addendum section of the attached grant application, these schools are experiencing increasing levels of difficulty in and around their campuses with vandalism, fighting and violence among students and between students and others, and drug and alcohol distribution and use by students. The School Resource **Officer** program model, already proven effective in Santa Cruz County high schools, can be applied to these situations at the middle schools and junior high school with a high degree of confidence that the conditions will improve significantly for students, staff and administrators. As the superintendent of city schools wrote in 1997, praising the School Resource **Officer** Program in operation at Soquel High School, "The presence of a Resource Officer is a reminder to students and staff alike that Soquel High School is an institution of learning and that there is a very definite style of behavior necessary to make the school experience a success for all those involved.,,

It is anticipated that the earliest date for implementing the new SRO program at these three schools would be January 1, 2001. Should this grant application receive a favorable response from the Department of Justice, I will be returning to your Board to request your acceptance of the grant award as unanticipated revenue and to request a mid-year appropriation of approximately \$34,000 in County General Fund monies to provide the **SRO's** two redeployed vehicles and vehicle infrastructure, safety equipment, and computers.

It is, therefore, recommended, that your Board approve application by the Sheriffs **Office**, in partnership with Live Oak. School District and Pajaro Valley Unified School District, to the U.S. Department of Justice **Office** of Community Oriented Policing Services COPS in Schools Grant Program for \$250,000 over a three-year grant funding period in support of two deputy sheriff positions to be assigned as School Resource Officers to Shoreline Middle School, Aptos Junior High School and **Lakeview** Middle School.

Sincerely,



MARK S. TRACY
Sheriff-Coroner

Recommended:



SUSAN A. MAURIELLO
County Administrative **Officer**

/ssrf

Attachment: USDOJ Grant Application Packet – COPS in Schools



COPS Application

Community Oriented Policing Services

www.usdoj.gov/cops/

COPS in Schools FY2000 Application Form

This form is to be completed by jurisdictions applying for grants to pay for salaries and benefits of new or rehired School Resource Officers to be deployed to work in and around elementary and secondary schools under the COPS in Schools Grant Program. By signing this form you also acknowledge your understanding that the COPS in Schools program grants provide a Federal contribution up to a maximum cap of \$125,000 per officer, with the remainder to be paid with local funds. There are no waivers of the local match under the COPS in Schools grant program. All budget calculations must be based on the salary of an entry-level officer in your department. **All COPS in Schools grant recipients must develop a written plan to retain their COPS-funded officer positions for at least one full locally set budget cycle after the conclusion of the federal grant period. This plan must be submitted to the COPS Office with your application and must be signed by both the law enforcement and government executives. The COPS Office will monitor retention for one full locally set budget cycle following expiration of the federal grant.** The application must also include a Memorandum of Understanding (MOU) to document the roles and responsibilities of the collaborative effort between law enforcement and education. The MOU must be signed by the Law Enforcement Executive and the appropriate School Official. And the application must include a Narrative Addendum to document that the School Resource Officers will be assigned to work in and around primary or secondary schools, and provide a descriptive narrative of the use of School Resource Officers. The narrative must be signed by the Law Enforcement Executive and Partnering Agency Official.

COPS in Schools funding must be used to hire new, additional School Resource Officers, over and above the number of sworn officers that your agency would fund with state or local funds in the absence of the grant (including other School Resource Officers). Your agency may not reduce its state or locally-funded level of sworn officers (including other School Resources Officers) as a result of applying for or receiving COPS in Schools grant funding.

COPS in Schools funding may also be used to rehire sworn officers previously employed by your agency who have been laid off for financial reasons unrelated to the availability of the COPS in Schools grant. However: your agency must obtain prior written approval from the COPS Office if you wish to use COPS in Schools funding to rehire any officer who is laid off after the official award start date of the COPS in Schools grant.

Applications are due and must be postmarked no later than June 16, 2000.

Please complete the information below. Each item or question must be answered in full. All requested information must be typed.

Previous editions are obsolete and may not be used.



COPS in Schools

Application Form

1

I. General Information

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Applicant Organization's Legal Name: Santa Cruz County Sheriff's Office

Applicant Agency EIN Number (assigned by the IRS. This number should be nine digits): 94-6000534

(If the Office of Justice Programs has assigned your department an EIN Number, please use that assigned number. Otherwise, your Internal Revenue Service EIN number should be used. For further clarification, please refer to your application instruction manual on page 5.)

Applicant Agency ORI Number: (assigned by FBI for UCR reporting:) CA04400

(This should be 7 digits long beginning with the first two letters of your state abbreviation. For further clarification, please refer to your application instruction manual on page 5.)

Federal Congressional District Numbers: 17th and 14th Congressional Districts

Are you contracting for law enforcement services? ☐ Yes ☒ No

If 'yes,' enter the name and agency information of the contract law enforcement department in the Executive Information section below. For further clarification in determining if this applies to your agency, please see the Application Instruction Manual on Page 5.

II. Executive Information

(Must be the highest ranking official in both categories)

Law Enforcement Executive's Name: Mark S. Tracy

Title: Sheriff-Coroner Agency Name: Santa Cruz County Sheriff's Office

Address: 701 Ocean Street, Room 340

Government Center

City: Santa Cruz

State: CA Zip Code: 95060

Telephone: (831) 454-2985 Fax: (831) 454-2353

Type of Police Agency:

☐ Municipal ☐ CI State ☐ CI County PD ☒ Sheriff* ☐ Tribal* ☐ Transit*

☐ School* ☐ University/College* (0 Public or ☐ Private)

☐ Public Housing* ☐ New Start Up* (please specify type of agency): _____

☐ Other* (please specify): _____

*Departments applying from agency types with an asterisk next to them must complete the additional information questionnaires contained in the application kit. This additional information must be submitted with your application.

Government Executive's Name: Susan A. Mauriello

Title: County Admin. Officer Name of Government Entity: Santa Cruz County Administrative Office

Address: 701 Ocean Street, Room 520

Government Center

City : Santa Cruz

State: CA Zip Code: 95060

Telephone: (831) 454-2100 Fax: (831) 454-3420



Type of Government Entity:

☐ State ☐ City ☐ Town ☒ County 0140
☐ Village ☐ Borough ☐ Township 0 Territory
☐ Region ☐ Council 0 Community 0 Pueblo
☐ Nation 0 School District
☐ Other (please specify): _____

Contact Information:

Name of contact person in your department who is familiar with this grant application :

Charles R. Weaver

Title: Chief Deputy of Administration Email: SHF019@CO.Santa-Cruz.CA.US

Telephone: (831) 454-2414 Fax: (831) 454-2353

III. Partner Information

Under the COPS in Schools grant program, applicants must enter into a partnership agreement with an official for a specific school or school district with general educational oversight authority in that jurisdiction. If there are going to be multiple partners involved in this project, please provide the following information for each of the partners on a separate piece of paper. **However, you must designate one school official as the school representative under the grant program.** Please provide the information for that individual in the space below. If the proposed project affects an entire school district, then the official with general educational oversight over the entire school district should complete the information below.

Name of Partner Agency or School District Shoreline Middle School

School Official Name: Mr. Steve Herrington Title: Superintendent, Live Oak School

Address: 855 17th Avenue District

City: Santa Cruz

State: CA

Zip Code: 95062

Phone: (831) 475-6565, Ext. 0

Fax: (831) 462-1653

In addition, at the time the application is submitted applicants for the COPS in Schools grant program must include two written documents prepared in cooperation with the other agency, or agencies, involved in the program.

First, a Memorandum of understanding (MOU) that details the roles and responsibilities of the partners involved in this project. For additional information on the requirement, please refer to page 7 of this Application Form.

Second, a COPS in Schools Narrative Addendum detailing the proposed project. For additional information on the requirement, please refer to page 8 of this Application Form.

All COPS in Schools awards will contain an "Additional Grant Condition" that must be signed and returned to the COPS Office. This grant condition is contained in the award package, and requires the funded officer(s) and a school administrator to attend a COPS in Schools Training. The COPS Office will reimburse grantees for the training, per diem, travel, and lodging for attendance of *required* participants up to the maximum of \$1.100 per person attending.

IV. General Information

Has your jurisdiction received other COPS grants?

☒ Yes

☐ No

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If "yes," under which program(s)? (Choose all that apply.)

☐ COPS Phase I

☒ COPS AHEAD

☒ COPS FAST

☐ COPS MORE

☒ Universal Hiring Program

0 Troops to COPS

0 Anti-Gang Initiative/Youth Firearms Violence Initiative

0 COPS in Schools

0 Community Policing to Combat Domestic Violence

0 Police Corps

0 Problem-Solving Partnerships

0 School Based Partnerships

☐ Regional Community Policing Institutes

0 Tribal Resources Grant Program

0 Small Communities Grant Program

☒ Technology

☐ Other (please specify): _____

What is the total number of new officer positions for which you are now applying? Do not include officer positions funded under any other COPS grants.

full-time: 2

part-time: -0-

Total amount of Federal funds requested for all full-time and part-time officers: \$ 250,000

Total non-Federal matching funds required (local share): \$117,482

(To answer this question, you will need the number of full-time and part-time officers you asked for in item IV. You will also need the cost per officer from page 6 of the budget worksheet. Multiply the number of officers by the cost per officer to get the total funds needed. You can see a completed example on page 8 of the sample budget worksheet in this package.)

Population served as of 1990 U.S. Census: 150,000

Current Population if different: 252,800 and square miles covered: 400

(Exclude the population and square miles primarily served by other law enforcement agencies within your jurisdiction. For example, sheriff's departments must exclude populations and areas covered by a city police department for which the sheriff's department has no primary law enforcement authority).

Current authorized sworn force strength (as of the date of the application):

Full time officers: 161 Part time officers: -0-

(You must indicate if your department does not have an authorized strength).

Current budgeted sworn force strength as of March 1, 2000:

Full time officers: 161 Part time officers: -0-

(Include all state or locally funded officer positions budgeted as of this time. Do not include any COPS-funded officers in this number).

Actual sworn force strength as of March 1, 2000:

Full time officers: 161 Part time officers: -0-

(Include state or locally funded vacancies. Do not include COPS funded positions or reserve positions).

0 The department does not have an authorized strength.

Type of Government Entity:

☐ State ☐ City ☐ Town ☒ county 0142
☐ Village 0 Borough 0 Township 0 Territory
☐ Region 0 Council 0 Community 0 Pueblo
☐ Nation ☐ School District
☐ Other (please specify): _____

Contact Information:

Name of contact person in your department who is **familiar** with this grant application :

Charles R. Weaver

Title: Chief Deputy of Administration

Email: SHF019@CO.Santa-Cruz.CA.US

Telephone: (831) 454-2414

Fax: (831) 454-2353

III. Partner Information

Under the COPS in Schools grant program, applicants must enter into a partnership agreement with an official for a **specific** school or school district with general educational oversight authority in that jurisdiction. If there are going to be **multiple partners** involved in this project, please provide the following information for each of the partners on a separate piece of paper. **However, you must designate one school official as the school representative under the grant program.** Please provide the **information** for that individual in the space below. If the proposed project **affects** an entire school district, then the official with general educational oversight over the entire school district should complete the information below.

Name of Partner Agency or School District Lakeview Middle School

School Official Name: Dr. John Casey

Title: Superintendent, Pajaro Valley Unified School District

Address: 2350 East Lake Avenue

City: Watsonville

S t a t e : C A

Zip Code: 95076

Phone: (831) 728-6455

Fax: (831) 728-6480

In addition, at the time the application is submitted **applicants for the COPS in Schools** grant program must include two written documents prepared in cooperation with the other agency, or agencies, involved in the program.

First, a Memorandum of understanding (MOU) that details the roles and responsibilities of the partners involved in this project. For additional information on the requirement, please refer to page 7 of this Application Form.

Second, a COPS in Schools Narrative Addendum detailing the proposed project. For additional information on the requirement, please refer to page 8 of this Application Form.

All COPS in **Schools** awards will contain an "Additional Grant Condition" that must be signed and returned to the COPS **Office**. This grant condition is contained in **the award** package, and requires the funded **officer(s)** and a school administrator to attend a COPS in Schools Training. The COPS Office will reimburse grantees for the training, per diem, travel, and **lodging** for attendance of **required** participants up to the **maximum** of \$1,100 per person attending.

IV.

General Information

0143

Has your jurisdiction received other COPS grants?

☒ Yes

☐ No

If "yes," under which program(s)? (Choose all that apply.)

☐ COPS Phase I

☒ COPS AHEAD

☒ COPS FAST

☒ COPS MORE

☒ Universal Hiring Program

☐ Troops to COPS

☐ Anti-Gang Initiative/Youth Firearms Violence Initiative

☐ COPS in Schools

☐ Community Policing to Combat Domestic Violence

☐ CI Police Corps

☐ Problem-Solving Partnerships

☐ School Based Partnerships

☐ Regional Community Policing Institutes

☐ Tribal Resources Grant Program

☐ Small Communities Grant Program

☒ Technology

☐ Other (please specify): _____

What is the total number of new officer positions for which you are now applying? Do not include officer positions funded under any other COPS grants.

full-time: 2

part-time: -0-

Total amount of Federal funds requested for all full-time and part-time officers: \$ 250,000

Total non-Federal matching funds required (local share): \$117,482

(To answer this question you will need the number of full-time and part-time officers you asked for in item IV. You will also need the cost per officer from page 6 of the budget worksheet. Multiply the number of officers by the cost per officer to get the total funds needed. You can see a completed example on page 8 of the sample budget worksheet in this package.)

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(You must indicate if your department does not have an authorized strength).

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(Include all state or locally funded officer positions budgeted as of this time. Do not include any COPS-funded officers in this number).

Actual sworn force strength as of March 1, 2000:

Full time officers: 161 Part time officers: -0-

(Include state or locally funded vacancies. Do not include COPS funded positions or reserve positions).

☐ The department does not have an authorized strength.



Type of Government Entity:

- ☐ State ☐ City 0 Town ☒ county
☐ Village Cl Borough Cl Township ☐ Territory
☐ Region ☐ council 0 Community ☐ Pueblo
☐ Nation ☐ School District
☐ Other (please specify): _____

0144

Contact Information:

Name of contact person in your department who is familiar with this grant application :

Charles R. WeaverTitle: Chief Deputy of AdministrationEmail: SHF019@CO.Santa-Cruz.CA.USTelephone: (831) 454-2414Fax: (831) 454-2353**III. Partner Information**

Under the COPS in Schools grant program, applicants must enter into a partnership agreement with an official for a **specific** school or school district with general educational oversight authority in that jurisdiction. If there are going to be **multiple partners** involved in this project, please provide the following information for each of the partners on a separate piece of paper. **However, you must designate one school official as the school representative under the grant program.** Please provide the information for that individual in the space below. If the proposed project affects an entire school district, then the official with general educational oversight over the entire school district should complete the information below.

Name of Partner Agency or School District Aptos Junior High SchoolSchool Official Name: Dr. John CaseyTitle: Superintendent, Pajaro Valley Unified School DistrictAddress: 1001 Huntington DriveCity: AptosState: CAZip Code: 95003Phone: (831) 688-3234Fax: (831) 728-8139

In addition, at the time the application is submitted applicants for the COPS in Schools grant program must include two written documents prepared in cooperation with the other agency, or agencies, involved in the program.

First, a Memorandum of understanding (MOU) that details the roles and responsibilities of the partners involved in this project. For additional information on the requirement, please refer to page 7 of this Application Form.

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IV. General Information

Has your jurisdiction received other COPS grants?

☒ Yes

☐ No

0145

If "yes," under which program(s)? (Choose all that apply.)

☐ COPS Phase I

☐ COPS AHEAD

☒ COPS FAST

☒ COPS MORE

☒ Universal Hiring Program

☐ Troops to COPS

☐ CI Anti-Gang Initiative/Youth Firearms Violence Initiative

☐ COPS in Schools

☐ Community Policing to Combat Domestic Violence

☐ Police Corps

☐ Problem-Solving Partnerships

☐ School Based Partnerships

☐ Regional Community Policing Institutes

☐ Tribal Resources Grant Program

☐ Small Communities Grant Program

☒ Technology

☐ Other (please specify): _____

What is the total number of new officer positions for which you are now applying? Do not include officer positions funded under any other COPS grants.

full-time: 2

part-time: -0-

Total amount of Federal funds requested for all full-time and part-time officers: \$ 250,000.

Total non-Federal matching funds required (local share): \$ 117,482

(To answer **this** question, you will need the number of full-time and part-time **officers** you **asked for** in item IV. You **will** also need the cost per **officer** from page 6 of the budget worksheet. **Multiply** the number of **officers** by the cost per **officer** to get the **total funds** needed. You can see a completed example on page 8 of the **sample** budget worksheet in this package.)

Population served as of 1990 U.S. Census: 150,000

Current Population if different: 252,800 and square miles covered: 400

(Exclude the population and square miles primarily served by other law **enforcement** agencies within your jurisdiction. For example, **sheriff's** departments must exclude populations and areas covered by a city police department for which the **sheriff's** department has no **primary** law enforcement authority).

Current authorized sworn force strength (as of the date of the application):

Full time officers: 161 Part time officers: -0-

(You must indicate if your department does not have an **authorized** strength).

Current budgeted sworn force strength as of March 1, 2000:

Full time officers: 161 Part time officers: -0-

(Include all state or locally **funded officer** positions budgeted as of this time. Do not include any COPS-funded **officers** in this number).

Actual sworn force strength as of March 1, 2000:

Full time officers: 161 Part time officers: -0-

(Include state or locally funded vacancies. Do not include COPS funded positions or reserve positions).

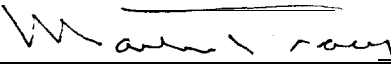
☐ The department does not have an authorized strength.

V. Required Signatures

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I certify that the information provided on this form is true and accurate to the best of my knowledge. I understand that prior to any grant award, the applicant must comply with all application and program requirements of the Public Safety Partnership and Community Policing Act of 1994 and other requirements of Federal law.

Law Enforcement Executive's Signature:


(signature of person named in Section II of this form)

Date: 5-23-00

Government Executive's Signature:

(signature of person named in Section II of this form)

Date: _____

School Official's Signature:


(signature of person named in Section III under Partner Information)

Date: 5-23-00

VI. Application Submission Instructions

Please return 1 original and 2 copies of all application materials that are being submitted with this request for funding. This includes:

- the Application Form;
- the Community Policing Information Worksheet (for first time COPS Applicants);
- the Budget Information forms;
- Assurances;
- Certifications;
- a written Retention Plan;
- the Memorandum of Understanding;
- the COPS in Schools Narrative Information; and
- any additional information (example: additional information questionnaire for certain police agencies) that is required.

You should return the application and materials in the envelope provided. If the envelope is missing, then the completed applications should be sent to:

COPS in Schools Grant Program
U. S. Department of Justice
1100 Vermont Avenue, NW
8th floor
Washington, DC 20530
(For overnight delivery, please use 20005 as the zip code.)

Note: Since original signatures are required to process all funding requests, fax copies can NOT be accepted.

Note: Application pending OMB Approval.

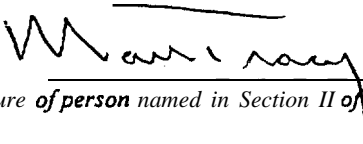


V. Required Signatures

0148

I certify that the information provided on this form is true and accurate to the best of my knowledge. I understand that prior to any grant award, the applicant must comply with all application and program requirements of the Public Safety Partnership and Community Policing Act of 1994 and other requirements of Federal law.

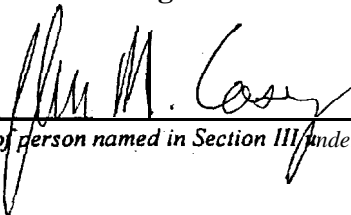
Law Enforcement Executive's Signature:

 Date: 5-23-00
(signature of person named in Section II of this form)

Government Executive's Signature:

(signature of person named in Section II of this form) Date: _____

School Official's Signature:

 Date: 5/26/00
(signature of person named in Section III under Partner Information)

VI. Application Submission Instructions

Please return 1 original and 2 copies of all application materials that are being submitted with this request for funding. This includes:

- the Application Form;
- the Community Policing Information Worksheet (for first time COPS Applicants);
- the Budget Information forms;
- Assurances;
- Certifications;
- a written Retention Plan;
- the Memorandum of Understanding;
- the COPS in Schools Narrative Information; and
- any additional information (example: additional information questionnaire for certain police agencies) that is required.

You should return the **application** and materials in the envelope provided. If the envelope is missing, then the completed applications should be sent to:

COPS in Schools Grant Program

U. S. Department of Justice

1100 Vermont Avenue, NW

8th floor

Washington, DC 20530

(For overnight delivery, please use 20005 as the zip code.)

Note: Since original signatures are required to process all funding requests, fax copies can NOT be accepted.

Note: Application pending OMB Approval.



V. Required Signatures

0 150

I certify that the information provided on this form is true and accurate to the best of my knowledge. I understand that prior to any grant award, **the** applicant must comply with all application and program requirements of the Public Safety Partnership and Community Policing Act of 1994 and other requirements of Federal law.

Law Enforcement Executive's Signature:

W. Lee - Ray Date: 5-23-00
(signature of person named in Section II of this form)

Government Executive's Signature:

_____ Date: _____
(signature of person named in Section II of this form)

School Official's Signature:

John M. Casey Date: 5/26/00
(signature of person named in Section III under Partner Information)

VL Application Submission Instructions

Please return 1 original and 2 copies of all application materials that are being submitted with this request for funding. This includes:

- the Application Form;
- the Community Policing Information Worksheet (for first time COPS Applicants);
- the Budget Information forms;
- Assurances;
- Certifications;
- a written Retention Plan;
- the Memorandum of Understanding;
- the COPS in Schools Narrative Information; and
- any additional information (example: additional information questionnaire for certain police agencies) that is required.

You should return the **application** and materials in the envelope provided. If the envelope is missing, then the completed applications should be sent to:

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COPS in Schools Grant Program

U. S. Department of Justice

1100 Vermont Avenue, NW

8 t h f l o o r

Washington, DC 20530

(For overnight delivery, please use 20005 as the zip code.)

Note: Since original signatures are required to process all funding requests, fax copies can NOT be accepted.

Note: Application pending OMB Approval.



PART 1

0152

1. From the list that follows, please rank in descending order the following public safety concerns of your community. For example, if “weapons” are the greatest concern in your community, place the letter “f” in rank number 1. If “wildlife crimes” are the lowest concern in your community, place an “n” in rank number 16.

Rank: _____,

Major Public Safety Issues:

1. d.

a. Violent crimes against persons

2. l.

b. Property crimes

3. b.

c. Motor vehicle thefts

4. i.

d. Vandalism

5. o.

e. Gangs

6. h.

f. Weapons

7. e.

g. Prostitution

8. i.

h. Drug crimes

9. m.

i. Domestic violence

10. a.

j. Alcohol-related crime, including DWI

11. k.

k. Disorderly conduct

12. f.

l. Traffic violations

13. c.

m. Agricultural crimes

14. n.

n. Wildlife crimes

15. g.

o. Hate crimes

16. _____

p. Other (specify): _____

Community policing is a policing philosophy that promotes and supports organizational strategies to **address** the **causes** and reduce the fear of crime and social disorder through problem-solving tactics and community-police partnerships.

Your answers to the **questions** below will **provide** the **COPS** Office with basic information **about** your community **policing** efforts, and how you will use your **COPS** grant funds to further the implementation of community policing.

You are not expected to engage in all of the activities listed. They are examples of the community policing efforts of other law enforcement agencies. If you have a written document that serves as your community policing plan, please attach it to this form.

Community Policing Information Worksheet

0153

This worksheet will provide **the COPS Office with information about the public safety** concerns of your community and your department's community policing goals and activities. For assistance in completing this worksheet, contact the U.S. Department of Justice Response Center at 1-800-421-6770.

Your Community Policing Information Worksheet is complete by signing and dating below. Both the law enforcement executive and the government executive must sign.

Applicant Organization's Legal Name: Santa Cruz County Sheriff's Office

ORI #: CA04400

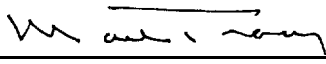
We, the undersigned, attest to the accuracy of the Community Policing Information Worksheet submitted below.

Law Enforcement Executive: **Title:** Sheriff-Coroner

Name (typed): Mark S. Tracy

Department: Santa Cruz County Sheriff's Office

Date: 5-13-00

Signature: 

Government Executive: **Title:** County Administrative Officer

Name (typed): Susan A. Mauriello

Government Entity: Santa Cruz County

Date: _____

Signature: _____

Person Completing Form: **Title:** Lieutenant District Policing

Name (typed): Don Hutchison

Date: 5-23-00

Signature: 

Overall Approach

0154

2. Please indicate which of the following are part of your overall approach to community policing, and which you plan to implement under your COPS grant:

a) Crime Prevention Efforts

Have Implemented	Plan to Implement	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	a. Youth programs (e.g., in-school, after school, weekend police/youth programs)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. Anti-drug programs
<input type="checkbox"/>	<input checked="" type="checkbox"/>	c. Regular meetings with community groups to discuss crime
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. Anti-violence programs
<input checked="" type="checkbox"/>	<input type="checkbox"/>	e. Other (specify): <u>Graffiti Abatement</u>

b) Problem-Solving Activities

Have Implemented	Plan to Implement	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Identifying crime problems with members of the community and other government agencies (e.g., prosecutor and courts, social services, probation office)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. Identifying crime problems by looking at crime trends (e.g., keeping records of crimes and the types of requests for help)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. Identifying top problems by analyzing repeat calls for service
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. Preventing crime by focusing on conditions that lead to crime (e.g., abandoned buildings and cars, referrals to other civil agencies)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	e. Building on information systems to enhance crime analysis capabilities
<input type="checkbox"/>	<input checked="" type="checkbox"/>	f. Other (specify): <u>Community Services</u>

c) Community Partnerships

0155

*Have
Implemented*

*Plan to
Implement*

☐
☒

a. Regularly surveying community members to assist in identifying and prioritizing crime problems

☒
☐

b. Locating office or stations within neighborhoods

☒
☐

c. Providing community policing training to citizens

☒
☐

d. Meeting with community members to learn more about the nature of specific problems

☐
☒

e. Involving community members in selecting responses to problems and determining measures of success

☒
☐

f. Other (specify): Volunteer Program

d) Infrastructure and Management Changes

*Have
Implemented*

*Plan to
Implement*

☒
☐

a. Have written strategic plan for community policing

☒
☐

b. Department currently designates special unit (or a special officer) for community policing activities

☒
☐

c. Department promotes an agencywide approach to community policing

If your department has implemented or plans to implement an agencywide approach to community policing, please indicate the approximate percentage of time that patrol officers in your department dedicate (or will dedicate) to community policing

☐

Less than 10 percent

☐

10-20 percent

☒

More than 20 percent

☒
☐

d. Personnel are given responsibility for geographical areas

*Have
Implemented*

*Plan to
Implement*

0156

☒☐

e. Call management systems are in place to free officer time for community policing (e.g., telephone reporting, alternative responses)

☐☒

f. Personnel evaluations reward participation in collaborative problem-solving efforts

☐☒

g. Decision-making authority has been decentralized

☐☐

h. Management positions **have** been eliminated

☒

0

i. Community policing concepts have been integrated into agency's mission statement

☐☒

j. Community policing concepts have been integrated into departmental policies and procedures

☐☒

k. Detectives have been integrated into community policing efforts

☐☒

l. Department staff routinely **collaborate** with other municipal agencies to address problems

Communities

3. Please indicate which of the following groups you have consulted to address crime and disorder problems in your community:

Consulted

Plan to Consult

☒☐

a. Other government **agencies** (e.g. probation office, sanitation)

☒☐

b. Civic groups

☐☒

c. **Neighborhood associations**

☐☒

d. Tenants' • wxmhom

☐☒

e. **Organizations of your employees, including collective bargaining groups**

☒☐

f. **Business group**

Consulted

Plan to Consult

0 157

☐☒

g. Religious groups

☒☐

h. Schools

☐

0

i. Other (specify): _____

Citizens

4. Please indicate which of the following partnership activities are currently performed by citizens in your jurisdiction or are planned under your COPS grant:

*Currently
Perform*

*Planned Under
Grant*

0

☒

a. Neighborhood Watch.

☒☐

b. Citizen volunteer programs

☐☒

c. Citizen advisory groups to your law enforcement agency

☒

0

d. Citizen patrols within your community

☐☒

e. Participate in **anti-drug** or anti-violence programs

0

☐

f. Other activities (specify): _____

Officers

5. Please indicate which of the following activities are currently performed by patrol officers or are planned under your COPS grant:

a) Crime Prevention Activities

*Currently
Perform*

*Planned Under
Grant*

☒☐

a. Foot patrol, bike patrol or mounted patrol

☐☒

b. Making door-to-door contact with citizens and businesses

*Currently
Perform**Planned Under
Grant*☐☒c. Meeting with community leaders and groups to **learn** more about crime problems and jointly develop crime prevention plans☒☐☒☐

e. Working in schools or other public agencies to teach crime prevention

☐☐

f. Other (specify): _____

b) Problem-Solving Activities*Currently
Perform**Planned Under
Grant*☐☒

a. Working with citizens to identify and address community crime problems

☒☐

b. Using computer systems to collect and analyze information, particularly repeat calls for service

☒☐

c. Coordinating specific problemsolving projects to address problems on their beats

☒☐d. Working with other public agencies to solve disorder problems (e.g. trash collection, public works **agencies to** solve lighting problems)☐☒

e. Mapping crime problems

☐☐

f. Other (specify): _____

c) Training**1) Departmentwide community policing training**☒**Have implemented**☐**Plan to implement**☐**Do not plan to implement**

2) Where do recruits/officers receive basic training? (Check all that apply.)

0159

- ☐ State Academy
- ☒ Regional academy
- ☐ Local academy
- ☐ Community college
- ☐ Private contract/outside consultant
- ☐ No recruit training
- ☐ Other (specify): _____

3) How many hours of recruit training dedicated solely to community policing concepts do recruits receive?

20 hours

4) Have community policing concepts been integrated into general training received by agency personnel (e.g., training on law, departmental regulations, conducting investigations)?

- ☒ Yes ☐ Plan to implement ☐ Do not plan to implement

5) Where do in-service officers receive community policing training?

- ☐ State academy
- ☐ Regional academy
- ☐ Local academy
- ☐ Community college
- ☒ Private contract/outside consultant
- ☐ No in-service training
- ☐ Other (specify): Other police agencies inside our agency, officers
sent to COPPS schools.

6) How many hours of in-service training dedicated solely to community policing concepts do officers receive?

24 h o u r s

7) We would like to know what kind of training your department routinely provides that is pertinent to community policing. Please indicate the community policing training that your department provided in the past fiscal year. Please indicate by checking the appropriate box. The abbreviation "CP" stands for community policing.

	Recruit Academy Only	n-Service Only	Both Recruit & In-Service	Civilian	No Training Provided	Other: _____
a. Concepts and general principles of CP	<input type="checkbox"/>	0	<input checked="" type="checkbox"/>	0	0	0
b. Problem-solving methods (SARA, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	0
c. Causes and consequences of specific problems (e.g., drugs, spousal abuse)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	<input type="checkbox"/>
d. CP approaches to specific problems	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Organizing/working with public groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Cultural diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Victim assistance	<input type="checkbox"/>	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
h. Working with juveniles	<input type="checkbox"/>	0	<input checked="" type="checkbox"/>	0	<input type="checkbox"/>	<input type="checkbox"/>
i. Using code/civil enforcement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0	<input type="checkbox"/>	<input type="checkbox"/>
j. Alternative dispute resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
k. Supervising problem solvers	<input type="checkbox"/>	0	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	3
l. Other (specify): _____	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3
m. Other: _____	<input type="checkbox"/>	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
n. Other: _____	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3

Retention

0161

6. Indicate how you plan to retain the new officers following the end of Federal grant support

Have you planned to assume a progressively larger share of an officer's salary and fringe benefits each year over the next three years, leading to full-time retention of the officer at the conclusion of the grant?

☐ Yes ☒ No

Do you have assurance from your local government that these officers will be retained?

☒ Yes ☐ No

If "yes," attach any written letters or other assurances to this application. If "no," explain how you intend to retain the officers.

Complete Part 2 only if:

- You are applying for a COPS hiring grant and your jurisdiction's population is 50,000 or more; or
- You are applying for an innovative community policing grant with funding of \$1 million or more; or
- You do not have an established law enforcement agency and wish to establish one; or
- You represent a special law enforcement agency, such as transit, housing, university, school or natural resource police.

PART 2

1. List any fiscal, budgetary or other limitations on your department's ability to address the public safety needs listed in Question 1, Part 1, of the Community Policing Information Worksheet, without Federal assistance:

Fiscal limitations: Competing interests within the County create budgetary constraints which limit the ability to hire front-line deputies to work directly in the junior high schools.

Budgetary limitations: The currently proposed budget for FY 00/01 does not include funding for deputies assigned to junior high schools.

Other limitations: The CIS grant gives us the opportunity to provide this service and expand law enforcement safety activities among schools.

2. How does your community policing plan fit with other statewide and local crime prevention and control plans, including statewide Byrne Grant strategies?

<i>Coordinated Fully</i>	<i>Partially Coordinated</i>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Statewide Byrne Grant strategy
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. Other statewide strategies
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. Local crime prevention plans
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. Local crime control plans

3. Briefly list other governmental or community initiatives that complement or will be coordinated with your plans under this grant:

The middle schools in Santa Cruz County have offered office space and support for SROs. We have retained three high school SROs provided to us through the Universal Hiring Grant Program.

4. Indicate current and anticipated ongoing community support for your community policing efforts, such as financial support or in-kind contributions:

<i>Current</i>	<i>Anticipated</i>	
<input type="checkbox"/>	<input type="checkbox"/>	a. Programmatic support from the community
<input type="checkbox"/>	<input type="checkbox"/>	b. Financial support from the community
<input type="checkbox"/>	<input type="checkbox"/>	c. Other community support: _____
0	<input checked="" type="checkbox"/>	d. Sought or obtained private financial support (For Sheriff's Activity League, SAL)

5. Indicate the impact that receiving the requested resources or increasing the number of officers will have on other criminal justice agencies in your jurisdiction:

<i>No Impact</i>	<i>Minimal Impact</i>	<i>Major Impact</i>	
0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Prosecutor's office
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. Public defender's office
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. Local/state correctional agencies
<input checked="" type="checkbox"/>	0	<input type="checkbox"/>	d. Other public criminal justice agencies
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e. Other private criminal justice agencies

If you anticipate any major impact on any of these agencies, please briefly describe that impact below:

Please return to

U.S. Department of Justice
Office of Community Oriented Policing Services (COPS)
1100 Vermont Avenue, NW
Washington, DC 20530

SHERIFF-CORONER

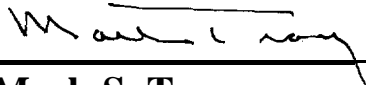
MARK TRACY
SHERIFF-CORONER

COUNTY OF SANTA CRUZ

701 OCEAN STREET, ROOM 340, SANTA CRUZ, CALIFORNIA 95060
PHONE (831) 454-2440 FAX (831) 454-2353 TDD (831) 454-2123

COPS IN SCHOOLS PROGRAM RETENTION PLAN

The Santa Cruz County Sheriff's Office and the County of Santa Cruz recognize a retention requirement is a condition of the COPS In School. (CIS) hiring grant program. Santa Cruz County is committed to retaining the CIS funded deputy positions and will fund the salaries and benefits of the CIS deputies positions with County General Funds as part of the Sheriffs Office budget for at least one full local set budget cycle following the conclusion of federal funding at the end of the grant period. Further, Santa Cruz County understands that the U.S. Department of Justice recognizes that local fiscal and budgetary conditions cannot always be predicted with certainty, and that generally the COPS Office will not penalize grantees that have experienced natural disasters and/or severe and unforeseen fiscal conditions.



Mark S. Tracy
Sheriff-Coroner

5-23-00

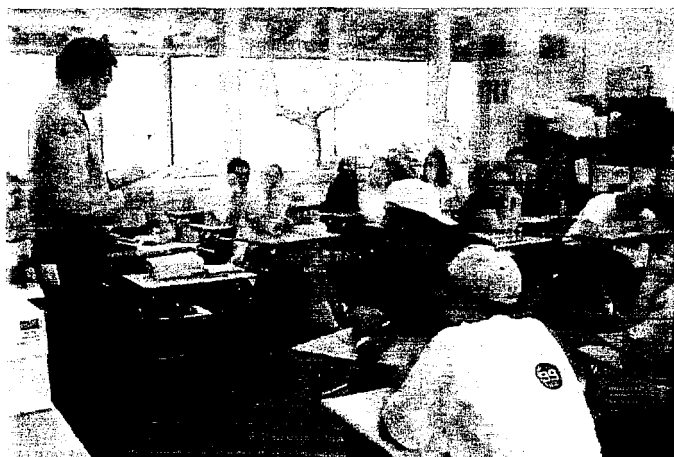
Date

Susan A. Mauriello
County Administrative Officer

Date



Community Oriented Policing & Problem Solving



An Evaluation of
Our Progress to
Date and tin
Outline of **Our**
Goals for the
Future

By Sheriff Mark Tracy

COPPS: An Evaluation of Our Progress to Date and an Outline of Our Goals for the Future

0166

A Report by the Sheriff of Santa Cruz County
June 1999

INTRODUCTION

Over the past few years, the Santa Cruz County Sheriffs Office has made great strides in many important areas. This report focuses on the progress we have made in moving to the **Community-Oriented Policing and Problem Solving (COPPS)** approach to law enforcement. It also outlines specific actions that will help us create a positive climate for incorporating the COPPS approach more fully into our everyday work lives.. Our goal as a department is to make the COPPS approach our standard operating procedure, and I **am** determined that we will succeed in our efforts. We must forge an effective partnership with the community; it is only by working together that we can realistically endeavor to reduce crime and the fear of crime in Santa Cruz County.

COPPS-Related Changes in the Sheriff's Office

The **Sheriff's** Office has implemented the COPPS approach in a variety of ways. Here are just a few of the changes we have made:

1. We have opened four community service centers, one each in Aptos, Freedom, Live Oak – Soquel, and the San Lorenzo Valley. Each service center is **staffed** with a sergeant and with volunteers who work with the community to resolve crime and crime-related quality-of-life issues.
2. We have created two Problem Oriented Policing (POP) teams, both of which use the Scanning Analysis Response Assessment (SARA) model to handle various community issues.
3. We have expanded the Drug Abuse Resistance Education (DARE) program to encompass additional elementary and middle schools.
4. We used the Community Oriented Policing and Problem Solving (COPPS) grant program to hire school resource deputies. These deputies are now off the grant and have been assimilated into three local high schools.
5. We successfully applied for a second COPPS grant, and four community deputies were approved. The Corralitos community deputy and the Summit community deputy are already in place. Community deputies may also be added to the San Lorenzo Valley, Davenport/Bonny Doon and Aptos areas.
6. We have issued laptop computers to each patrol deputy. The computer will reduce the time deputies spend writing reports and will allow them to spend more time out in the community.

7. We have added a deputy position to work on gang issues in the South County. This deputy is part of a cooperative effort between South County schools, community-based organizations, recreation departments, and law enforcement.
8. We have provided training in community policing to **staff** and management. Training included basic COPPS strategies, and was provided by **Rama** Sampson (a nationally known expert in POP) and the Fresno Police Department POP team (winners of the Herman Goldstein Award for excellence in community policing).
9. We sent **staff** to the Annual POP conference, which was sponsored by the San Diego Police Department and the Police Executive Research Forum. **Staff** has also been sent to various schools throughout the state to learn about community policing, partnerships with the community, and problem solving.

COPPS-Related Successes in the Community

Our successful COPPS-related changes within the department have been matched with successful results in the various communities we work with. Here is just a sampling of our achievements to date:

1. Deputies worked with housing authority officials and with the residents and **staff** of a **low-income** housing complex to remove gang members from a complex that had become one of the most crime-infested locations in the county. The deputies and other team members used both problem-solving techniques and traditional methods to remove the gang members. Now the apartment complex provides an improved quality of life for its residents.
2. The Aptos Service Center sergeant brought a number of public agencies together to address the situation of a mobile home park whose residents were suffering **from** increased crime. The sergeant surveyed the community, completed inspections, and encouraged residents to meet with public officials to search for solutions to the problem.
3. The Freedom Service Center worked with non-profit organizations and public entities to correct conditions at a migrant labor camp. This location had a high incidence of calls for service and was often an officer safety problem. Deputies are now working with a number of organizations to raze and rebuild the complex. The service center **staff** helped identify those people who, because of their criminal activity, will not be returning to the new complex. **Staff** also suggested environmental-design features for the new complex that should help reduce calls for service in the future.
4. Over the past few years, we have made a notable improvement in the way we handle domestic violence cases. With the assistance of a COPPS Domestic Violence Education grant, we spearheaded an effort to provide training on this issue to all Santa **Cruz** County law enforcement agencies. We brought nationally recognized trainers to Santa **Cruz**, and after the training process, we worked with other agencies to enact new protocols. We have gone on to participate in a number of community-based partnerships that address domestic violence. The

most successful program of this type has provided victims of domestic violence with immediate access to an advocate.

5. Patrol deputies in Aptos initiated monthly meetings with the Aptos area school principals in an effort to improve communication and address issues of mutual concern.

These examples illustrate that the **Sheriff's** Office has become much more engaged with the community over the past few years. Service centers, special teams, and individual patrol personnel are all working to develop positive relationships with the community in the quest for better crime control and improved prevention tactics.

EVALUATION STATEMENT

0169

Although it is clear that we have achieved a number of successes with the COPPS approach, we still have a long way to go in order to assimilate the COPPS outlook into our jobs more fully. For example, it is clear that an improved top-down message must be sent to ensure that staff is carrying out the Office Mission Statement. The COPPS philosophy must be incorporated into all areas and functions of the **Sheriff's Office**, and the issues of hiring, training, and daily operations must be updated accordingly.

Additionally, it is vitally important to continue developing our partnerships with the community. Although we have opened up the Sheriffs Office and are now more accessible to the community, it is not enough to simply relocate work sites to community service centers. The **Sheriff's Office** must do more to engage the public and to offer community members a voice in determining their neighborhood needs and their crime-prevention priorities.

Definition of COPPS

Before continuing any further, it would perhaps be helpful to provide a **definition** of what COPPS means – not just literally, as in saying that COPPS stands for Community-Oriented Policing and Problem Solving and is referred to colloquially as Community Policing – but also in terms of what it means to law enforcement agencies. (Note that in the remainder of this report, the terms COPPS and Community Policing are used interchangeably.)

Community Policing is a collaborative effort between law enforcement agencies and the community. Its aim is to identify problems of crime and disorder and to involve all elements of the community in the search for solutions to these problems. Community Policing relies on close, mutually beneficial ties between police and community members, and attempts to move beyond “quick-fix” solutions and to develop long-term solutions that are comprehensive and effective. By using Community Policing methods, law enforcement agencies can help to revitalize our communities so that they become strong, self-sufficient, and resistant to serious crime.

Community Policing is made up of two major components: Community Partnership and Problem Solving, each component is crucial to the success of Community Policing.

The Community Partnership Component of Community Policing

For our Community Policing efforts to be successful, we must continue to develop genuine, ongoing partnerships with the community so that together we can reach our shared goals of building a stronger and safer community. Both partners – the police and the community – want to bring a higher quality of life to community members by reducing crime, and the fear of crime, by identifying and resolving community situations that create or foster crime, and by working to prevent crime whenever possible.

Each partner is important

Each partner brings special assets, abilities, and strengths to the partnership. Law enforcement agencies bring their expertise and experience in policing methods, their authority and sanction of office, their knowledge about criminal activity within the community, their ability to respond to

emergency situations, and, now, with the advent of Community Policing, their resolve to work more closely with the community. Community members bring their own in-depth knowledge of community culture, history, strengths, weaknesses, and resources, as well as their ability to identify issues that need attention well before those issues might otherwise come to the attention of the police. Community members are often highly motivated to prevent and resolve crime, and generally welcome the respectful partnership of the police in exploring various solutions and remedies. By pooling the resources of the Sheriffs Office and the community, we will be better able to meet our shared goals.

We must work to build trust

For the Sheriff's Office and the community to work together effectively, we must work to build trust between each partner. Admittedly, in the past, the public has not always trusted law enforcement agencies and their methods. Sometimes this distrust was unearned, but in other cases it was understandable. For example, in the past, the **Sheriff's** Office, like most other policing organizations, acted as a "closed shop" that dictated rules to the community and provided much of its service in a reactive mode. This created a situation in which some community members did not feel like they could trust law enforcement agencies; it also contributed to a "them vs. us" attitude in certain law enforcement personnel. The time for distrust is over. To create an effective partnership with the community, we must act in ways that build trust and that demonstrate that we are willing to work with the community to solve our common problems.

Crucial factors needed to create an effective partnership

So how do we go about building a trusting, effective, and mutually beneficial partnership with the community? Numerous factors are involved, but perhaps the most important ones are these: First, we must make a genuine effort to be open to the philosophy and goals of Community Partnership, and we must participate in activities and behave in ways that demonstrate our openness. Second, we must make the effort to seek out and develop community resources – we need to be proactive rather than reactive – and we need to do this consistently, on a day-by-day basis. Third, we must create ties to the community that are enduring; we want our partnership to provide long-term solutions in addition to resolving acute problems.

Community affiliations existed before Community Policing

Even before the advent of Community Policing, the **Sheriff's** Office recognized the need to cooperate with the community in a variety of ways. It is important to acknowledge that we have traditionally **affiliated** ourselves with the community and its members. For example, deputies have always encouraged community members to come forth with relevant information. Also, over the years, deputies have addressed countless community and neighborhood groups, participated in many business and civic events, worked with a variety of social agencies, and taken part in numerous educational and recreational programs for school children. Additionally, some of our special units have provided a variety of crisis-intervention services to the community. These activities have all been important and beneficial, and have done much to reduce crime and to form the foundation of the type of community partnership we are working toward now.

Working toward successful community partnerships

Community Partnership depends on incorporating Community Policing methods into our office.

Our progress toward Community Partnership is inextricably linked to our progress in moving toward a Community Policing approach. As mentioned earlier, the Sheriffs Office has implemented Community Policing through a number of specialty units, which have done an outstanding job and have many success stories to their credit. The groups and programs set up by the special units have helped focus the attention of the community and media on the benefits of Community Policing.

However, in creating special community divisions within the agency, **we have** unwittingly created the perception that these divisions, and the other Sheriffs Office units, are responsible for different sets of tasks. Some **Sheriff's** Office personnel have the impression that they do not need to actively pursue Community Policing methods because those 'types of activities are the responsibility of the community divisions. These kinds of problems show that we need to **clarify** our use of Community Policing within the Sheriffs Office. The Implementation section of this report **outlines** the steps we need to accomplish this. What is important to note here is that, since Community Policing has not yet been adopted by **all Sheriff's** Office personnel, not all staff members are committed to forging partnerships with the community. Indeed, some **staff members** have not yet realized that it is their responsibility to do this. The most crucial thing the **Sheriff's** Office needs to do now in a Community Partnership is to incorporate the philosophy, goals, and activities of Community Policing into its standard operations. Only then can we expand and strengthen our partnership with the community.

The Problem Solving Component of Community Policing

Problem Solving is the Community Policing process that identifies specific community concerns and problems and that works with the community to discover the most appropriate solutions for those issues. As with Problem-Oriented Policing (POP), the theory behind Problem Solving is simple: Underlying conditions create problems. When law enforcement agencies use traditional methods in response to crime, they are not always able to determine that a number of the problems they encounter may, in fact, be due to the same underlying conditions. For example, the Sheriffs Office has experienced numerous problems at the Golden Torch Trailer Park. Although the problems all arose from the same location, they were varied in nature and ranged **from** domestic violence to drug sales and usage to problems with juveniles. But each of these incidents was just a symptom of the underlying conditions that created it. As long as these conditions exist, these types of incidents will persist. By working with the community, we can work to understand, correct, or rebalance these and other problematic conditions in our community and thereby reduce crime and disorder.

Other components of Problem Solving include working with the community to collect **needs-**assessment information, developing and enacting responses that are tailor-made to suit the community (which have the best potential of reducing or eliminating the community's problems), and conducting evaluations of each response effort to determine its effectiveness and to see if any modifications are needed when dealing with similar occurrences in the future.

Community participation is vital

As the **Sheriff's** Office increasingly recognizes the effectiveness of Problem Solving and POP methods, we have also developed a growing awareness that community involvement is essential for the success of these efforts.

Problem Solving in action

The Sheriffs Office has always been successful in addressing serious crime. Now Community Policing requires us to also address problems and issues that community members identify as being of significant concern to them. Once deputies are informed of community concerns, they must work with community members and organizations to address those concerns in an effective manner.

There are many examples of ways that our deputies have successfully used Problem Solving strategies. For instance, the Boulder Creek business community was extremely concerned about disorderly youth that regularly assembled in the downtown area. The **business** owners saw this group, who were involved in petty crimes, as a threat to their economic survival. The **Sheriff's** POP Team was able to work with the business owners, the young people who were the focus of the problem, and the community's youth advocate groups to devise a multifaceted solution to the problem. As a bonus for the Sheriffs Office, the Boulder Creek community strongly supported our efforts to enact an Open Container Ordinance throughout the county. The trust that developed between the community and the Sheriff's Office, as we worked together to solve the earlier problem in downtown Boulder Creek, was essential in getting this ordinance passed. It should be noted that some of the groups that supported the ordinance had a prior history of distrust of the **Sheriff's** Office.

A future issue: Problem Solving and the 911 system

Community Policing puts new emphasis on tackling the **underlying** causes of crime by addressing problems at the grassroots level. To maximize the time that deputies can spend interacting with community members, Community Policing encourages the use of the 911 system only for cases that are true emergencies. Non-emergency calls are to be handled by other means, including delays in responding, and report handling by the Sheriffs Office either over the phone or at Service Centers

These alternative ways of handling non-emergency calls require a wide base of support within the community. To obtain this support, the Sheriffs Office must instruct residents on the nature of an emergency and on alternative responses to non-emergencies. We need to explain to the community the reasons why we are pursuing this new approach and we also need to point out the many ways this new system will benefit them. We also need to assure them that in genuine emergencies we will continue to provide rapid response, and to point out that by directing **non-emergency** 911 calls to more appropriate agencies they can help ensure that deputies can spend more time in the community.

For community members to accept this change, they will need to see that we are committed to resolving the situations that give rise to emergencies. We need to show them that we are willing to work with them in partnership to reduce and prevent crime. Our ongoing Community Policing efforts will help us to be more visible in the community, and to achieve more results that create

positive change in the lives of community members. As the Boulder Creek example shows, our Community Policing efforts to forge partnerships with the community and to problem solve together can be rewarded with strong community support for our other efforts. To receive that kind of strong support for our efforts to change the way we respond to 911 calls, we need to continue building partnerships and solving problems with the community so that community members can truly understand that this **goal** is important to us both.

MISSION STATEMENT

A number of steps are required in order to address the various components of the Mission Statement and to move the Sheriffs Office towards a complete implementation of Community Policing. These steps identify changes that must occur at all levels of the office and that require a strong commitment **from** management, middle management, and sergeants. The **Sheriff's** Office needs to establish the policy that all its **members must** further their understanding of the Community Policing process. This expectation should be enforced from the top down. Just as deputies now expect their sergeants to disseminate crime information at daily briefings, they will similarly come to expect their sergeant to remind them on a daily basis that they need to establish problem-solving partnerships with the community.

Although all the steps in the implementation plan are important, they will be phased in at different times because of such factors as personnel, budget and **staffing**. The Sheriff and the management team of chiefs will work with **staff to** make sure that continual progress is made. The plan does not concern itself with facilities. Facility improvements **will** continue to be a priority, but are not essential to the Community Policing process and, therefore, **will** not be addressed in this document.

Santa Cruz County Sheriff's Office

Mission

Our mission is to be united with local communities to make Santa Cruz County a place where all people can live safely and without fear.

Vision

The Santa Cruz County **Sheriff's** Office has a proud history of aggressively attacking crime in a proactive and timely manner. We strive to maintain the highest standards of professional ethics and personal integrity, and we are committed to the proper treatment of those in custody. We are also committed to developing and applying community-based policing and problem-solving techniques. To this end, we augment our use of time-tested police and corrections methods with innovative approaches to community protection and involvement.

Core Values

In our 'professional responsibilities, we value:

- Excellence and effectiveness solving crime and community problems
- Partnerships with the community
- Flexibility in adapting to change
- Risk taking, innovation and creativity
- Equal protection and service for all
- Quality training and commitment to personal and professional growth
- Managing all of our resources prudently and effectively
- Ongoing evaluation of our progress

In our individual conduct and relationships with others, we value:

- Integrity and ethical behavior
- Respect for the rule of law and for the dignity of **all** people
- The acceptance of responsibility and accountability for our actions
- Empathy and compassion for others
- Direct and open **communications**
- The acceptance of healthy, respectful disagreement
- Problem resolution methods that are supportive and positive for all involved

Dated

Mark S. Tracy
Sheriff-Coroner

IMPLEMENTATION PLAN

The remainder of this report describes the steps that are necessary to **further** implement the Community Policing approach into our office. A quick list of the steps is included here for a quick reference:

- Step 1: Training
- Step 2: Media Relations
- Step 3: Managing **Staff Time**
- Step 4: Supervision
- Step 5: Reducing Crime and Fear of Crime
- Step 6: Performance Evaluation
- Step 7: Decentralization
- Step 8: Community Deputies

Step 1: Training

The goal of Step 1 is to **focus** on training procedures and content that can help the Sheriffs managers provide a smooth and effective transition to Community Policing.

Problem Statement

If Community Policing, along with its two components of Community Partnership and Problem Solving, is to become an office-wide commitment, then all deputies – not just the community deputies and POP teams – must use Community Policing strategies. Our experience has shown that if Community Policing is viewed internally as a “specialty” assignment handled only by a few deputies, then the other deputies tend to decrease their use of Community Policing methods.

This means that patrol deputies must be required to leave their automobiles to interact **face-to-face** with citizens. **Many** deputies claim that they do not have sufficient “free” (uncommitted) time to work with the community in this way. The real challenge, however, lies in convincing deputies to use the time they have, which is a good example of the type of situation that can be addressed by training.

To ensure that deputies, understand that each of them is responsible for interacting with the community on a regular basis, they need to receive this message consistently **from** the day they are recruited and throughout the length of their career. **If** academy trainees realize from the very beginning that *they are* expected to get out of their *cars* and work *in the community* and *with the* community, they will be more amenable to doing so once they are out on their own. Academy training, the Field Training Program, and on-going training should all support the premise that face-to-face contact is essential in gaining the trust of citizens so that the deputies can work with **community** members effectively.

Basic Academy

Although entry-level training is conducted at POST-approved basic academies, the Chief Deputy of Administration represents the Sheriff on the Academy Oversight Committee. The Chief Deputy should promote the Community Policing philosophy to the Academy Training Program administrators.

Field Training Program (FTO) Field Training may well be the single most crucial element in creating a culture within the Department that is positive about the community policing approach. Because of this, the **Sheriff's** Office FTO Program will be updated immediately to ensure that new groups of recruits graduating **from** the Academies receive training in Community Policing and its Community Partnership and Problem Solving components.

The training will be conducted solely by the FTO's. New FTO's will receive in-house training to make sure they have a thorough understanding of, and appreciation for, the topics they are teaching. If the FTO's do not both believe in and practice the principals of community policing, they will provide training that makes it impossible for rookies – even those who are enthusiastic about community policing – to be prepared for their jobs or to pursue their responsibilities with a sense of commitment.

This program will be designed by the training sergeant, with assistance **from** his lieutenant, the North County POP sergeant, and selected FTO **staff**. The **FTOs** will also design appropriate forms to ensure that the SARA Model is being followed properly, and will update their evaluation sheet to reflect new course elements.

One of the new elements that will be added to the course is the requirement that each trainee complete a problem-oriented project during the training program. Trainees must use the SARA Model, and must break down and document each component of the problem, being careful not to rush through the Scanning and Analysis steps in order to get to the Response step. **FTOs** should work with their trainees to select projects that can be completed and evaluated during the training program.

Job Task Categories

One of the most important changes that must be made to the field training program is to update the job task categories of the daily evaluation so that it reflects the philosophy and practice of Community Policing. Updating the evaluation form will involve altering relevant performance standards under existing job categories (for example, field performance, investigation, officer safety, and interaction with the public) and creating new job task categories (with corresponding performance standards) that reflect the Community Policing philosophy. These new categories include the following areas:

- **Knowledge and application of resources in daily work.** The performance standards should reflect that trainees can:
 - ◆ Demonstrate an acceptable knowledge base, as shown by the results of verbal or written tests. The scores on written tests should be between 70% and 95%.
 - ◆ Make appropriate referrals, and do so on a daily basis.
 - ◆ Maintain a list of appropriate referrals that they can use as a reference in the field.
 - ◆ Take the time to explain options and resources.
 - ◆ Ensure that the resource information is accurate.
- **Responsiveness to quality-of-life issues.** The performance standards should reflect that trainees can:
 - ◆ Recognize the importance of quality-of-life issues in the community.
 - ◆ Initiate activities such as those listed above. Use innovative approaches to solve problems.
 - ◆ Demonstrate a commitment to the idea of partnership with the community, community service, and community empowerment.
 - ◆ Act in a courteous, empathetic, respectful, and helpful manner in their daily contacts.
 - ◆ Focus on solving problems instead of avoiding them or just taking reports.
- **Relationship with the community.** The performance standards should reflect that trainees can:
 - ◆ Interact in positive ways with the community.

- ◆ Forge friendly and respectful relationships with the community by seeking face-to-face interactions with citizens whenever possible.
- ◆ Challenge and empower community members to work in partnership with the Sheriffs Office to identify and prioritize problems, and to develop short- and long-range solutions to them.
- ◆ Follow up on community members' questions and concerns.

It is absolutely essential for management to express their support for the implementation of Community Policing in the field-training program. Weekly evaluations of training officers and sergeants will help ensure that if they stray off-track from the Community Policing model, they can be redirected quickly. Additionally, field training sergeants must act as examples to both the trainers and recruits during the daily activities out on the street.

In-Service Training

In service training must be expanded to include sworn and non-sworn personnel. Continued in-service training will help maintain and reinforce the Community Policing momentum we are building over time. This training should include workshops on community organization and empowerment, problem solving, special projects, performance-evaluation guidelines, and local and national updates on police strategies can be structured to suit the needs of both sworn and non-sworn personnel, depending on the needs and constraints of the organization. It is extremely important for police managers to understand that in-service updates are critical to making Community Policing our standard policy.

Action kerns

1. We will develop a Crime Analysis for POP class that will enable class members to learn about information resources that will help them properly analyze a problem. **DeBerg / Sergeant Lofano / 1 year**
2. We will design an Ethics in Community Policing and POP class for patrol deputies who have between one and five years of experience. With so many relatively new deputies in the office, it is especially important for them to understand their role in Community Policing and learn the ski&necessary to interact with the community in a positive manner. **Administration Chief / 1 year**
3. Records **staff** will undergo basic training in Community Policing and Problem Solving. **Administration Chief / 6 months**
4. We will complete the process of sending all chiefs, lieutenants, sergeants and **FTO's** to Community Policing and Problem Solving schools. **Administration Chief / 1 year**
5. **FTOs** will complete training provided in-house by the FTO sergeants. This training will include learning how to use the **SARA** Model. The **FTO's** will develop forms to be used in Patrol that can be used by staff to document POP projects. **Sergeants Lofano, Reyes and Hurley / 2 months**

6. Conduct in-house training for Patrol Sergeants. **Lt. Wildey / 1 year**
7. The department will provide training in juvenile crime investigations for patrol. This class should focus on local resources such as school-based programs that address issues such as truancy, drug and alcohol abuse, parental neglect and abuse, under-supervision., **and** homelessness. This course should also include a discussion of adolescent behavior. **Sergeant Jack / 18 months**

Step 2: Media Relations

The goal of Step 2 is to work with the media to highlight the success that the Sheriffs Office, and, in particular, the Patrol Deputy ranks, has achieved in the arena of Community Policing.

Problem *Statement*

The local media has done a good job of highlighting the **Sheriff's** Office's Community Policing efforts. The media, **like** the Sheriffs Office in general, has identified specialized units as completing the Community Policing efforts.

Action *items*

1. The Media Relations Unit will highlight the activities of patrol deputies and detectives in releases or feature stories when the officers develop community partnerships that result in reduced incident of crime, reduced fear of crime, or reduced disorder. A Media Relations class will be developed and taught for deputy **sheriffs**. **Administration Chief / 18 months**
2. The Media Relations Unit will develop a brochure that describes the Community Policing process, including a, discussion of Community Partnership and Problem Solving. **Administration Chief / 6 months**
3. The **Sheriff's** Office will develop a logo and motto for Community Policing. We must make sure that these items cannot be altered in such a way as to be turned into an **anti-**Community Policing logo. **Ellen Metcalf / 6 months**
4. The Media Relations Unit should attend training in Community Policing so that they thoroughly understand the philosophy and concept of Community Policing and can effectively relay our Community Policing vision to the media. **Deputy Allyn / 1 year**
5. Ten-minute video on Sheriffs Office Community Policing. **Deputy Allyn / 1 year**
6. Add POP project of the month to **Sheriff's Office** Newsletter. **Laura Hernandez / 1 month**

Step 3: Managing Staff Time

The goal of Step 3 is to provide adequate **staff** time for deputies to engage in Problem Solving and other Community Policing activities.

Problem Statement

If Community Policing is to become a department-wide commitment, it must be embraced by all deputies, not just by community deputies. Experience shows that if Community Policing is viewed internally as a specialty assignment used only by community deputies, the other deputies tend to feel that they do not need to regularly use Community Policing methods. Added to this is the problem that some deputies don't feel they have enough time to use Community Policing on a daily basis. When step three is implemented, deputies can be sure they will have the time and supervisorial support necessary to conduct Community Policing activities and manage all their calls.

Action Items

1. The FTO program will instruct the trainees that they will be expected to get out of their cars and out into the community so they can interact with community members. **FTO's / In Progress**
2. The Patrol Bureau Secretary will produce Computer Aided Dispatch (CAD) reports for the patrol sergeants. These reports should illustrate the time that is available on their **shift** so that they can properly monitor their deputies and can promote Community Policing activities. **Laura Hernandez / Patrol Sergeants / In Progress**
3. The Chief Deputy of Patrol will work with the Sheriff to present information to the Board of Supervisors regarding **staffing** levels. **Operations Chief / In Progress**
4. The call-taker positions will come online at the Live Oak-Soquel Service Center. The main goal of this position is to manage non-emergency calls for service and to avoid unnecessary responses by deputies. The increased time available to deputies will be used to enhance Community Policing efforts. **Lt. Hutchison / In Progress**
5. The Patrol Chief, with the assistance of **staff**, will develop a new system to respond to alarms. **Lt. Hutchison / In Progress**
6. The Patrol Chief, with the assistance of **staff**, will develop alternative methods for report taking that will free up time for patrol staff. Some progress has already been made on this action item. For example, volunteers have started taking reports; this system has proven to be successful and should be expanded. **Operations Chief / 18 months**
7. The, **Sheriff** and Patrol Chief will continue educating County officials about the most efficient ways the Sheriffs Office can work with the 911 system. Calls for service must be prioritized to ensure that we respond rapidly to true emergencies and avoid automatic responses to **non-emergency** calls which tend to tie up Sheriffs Office personnel unnecessarily, and can often be handled more efficiently by other means. **Sheriff / Operations Chief / In Progress**

8. The Sheriff will support alternative methods for call-taking, such as a 3 11 system. **Monitor San Jose Police Departments 311 Study**
9. Patrol Sergeants will support the use of Community Policing methods by their deputies, and will demonstrate their support by making sure the deputies are allowed adequate time to conduct these activities. **Lt. Wildey / Lt. Hartness / Patrol Sergeants / 1 year**

The most important of these action items is number 9, which merits **further** discussion. Currently, patrol deputies tend to avoid community contact. Sometimes this is because patrol deputies see someone else as being responsible for that task; other times they simply feel awkward or uncomfortable meeting with the public. For example, when a neighborhood watch program wants to meet with a deputy, the deputy who has been assigned that task sometimes does so unwillingly, and may even wonder why a Service Center sergeant is not doing the task instead.

To move forward successfully, the **Sheriff's** Office must address the fears some officers have about talking to the public. Two solutions present themselves: training and a new **department-**wide attitude about working with the public. Training can do much to help deputies overcome their fear and work more effectively and comfortably with community members. But a new departmental attitude is even more crucial: an attitude that views public speaking and community involvement in a positive light and that makes it clear that this task is a "normal" assignment that any deputy should be able to handle.

It is important for sergeants to actively foster and model this kind of positive attitude toward working with the public. Sergeants need to encourage their deputies to make contact with the community, and to view that responsibility as an important and accepted part of their job. Sergeants can reinforce this new attitude by setting good examples, by talking about community contacts at the briefings, and by making community involvement part of the evaluation process. Community Policing will not become standard practice unless sergeants willingly accept it, participate in it, and promote it – and actively encourage their deputies to do the same.

Step 4: Supervision

Consistent supervision is necessary for effective Community Policing at the patrol deputy level. Patrol sergeants and lieutenants must act as mentors and teachers, and must strive to create a positive environment in which their patrol deputies can fully participate in Community Policing activities.

Problem Statement

The patrol force has **already** received a great deal of training in Community Policing and POP. However, the patrol force has remained a reactionary force that is driven by the 911 system. Supervisors sometimes feel there is not time for their deputies to use Community Policing and Problem Solving methods. In the future, patrol sergeants and lieutenants need to act as leaders who encourage their deputies to engage in Community Policing and Problem Solving.

Action Items

1. Patrol sergeants will work to maintain beat integrity by assigning deputies to consistent beat assignments. In **Effect**
2. Patrol sergeants and their lieutenants will assign each deputy a new geographical area. Deputies will be responsible for extended knowledge of their sub-beat area; this knowledge should include special knowledge of any community/police partnerships. **Lt. Wildey / Lt. Hartness / 4 months**
3. At roll call, each deputy will be responsible for reporting activity in their main beat and in their sub-beat. In meetings with their sergeants, deputies will also be responsible for describing any activity locations, suspects, and victims in their sub-beat **area. Lt. Wildey / Lt. Hartness / 4 months**
4. Patrol sergeants will review POP plans using new forms that the **FTO's** will be developing. These forms will follow the SARA Model and are to be filled out by the patrol deputies every day. Sergeants will be responsible for examining the Scanning and Analysis phase before they approve any Response plans. **Sgt. MacAulay / Patrol Sergeants / In Progress**
5. Deputies will be encouraged to seek and obtain auxiliary support if their Community Policing projects require it. **Patrol Sergeants / In Progress**
6. Patrol sergeants will help and encourage deputies to make better use of their available time. They will also work to improve the current situation in which deputies frequently find themselves having to work in a reactive mode. **Sgt. Morris / 4 months / In Progress**
7. Patrol sergeants will evaluate their staff on their skills in Community Policing, including its Community Partnership and Problem Solving components. The evaluation will include a determination of whether each deputy displays a willingness to work with the community as a partner, and whether each deputy employs the principles of Community Policing practice in **his** or her everyday work performance. **Patrol Sergeants / Patrol Lieutenants / Immediately**

Step 5: Reducing Crime and the Fear of Crime

The goal of Step 5 is for the Sheriffs **staff** to continue to use and expand upon alternative responses to crime and fear of crime in the community.

Problem Statement

Traditional police methods rely heavily on rapid response **from** patrol to reduce and prevent crime. Yet research has shown that this kind of random patrolling produces inadequate results. Rapid response to incidents, other than in life-threatening or high-risk situations, is not effective in reducing or preventing crime. On the other hand, strategies that are based on the analysis of social and community issues have proven to be very effective. These strategies include such things as educating the community about crime-prevention tactics; evaluating and correcting environmental design factors that may contribute to crime or that cause the public to feel unsafe. By enforcing codes, and pursuing other methods, the **Sheriff's** Office and the public work together to reduce crime and fear of crime.

Action Items

1. Service Centers and POP teams will work together to promote the interdepartmental Code Enforcement Program to reduce crime in buildings that have been associated with criminal activity. **Lt. Hutchison / In Progress**
2. The POP Teams will continue their excellent work **in** the area of **graffiti** investigations and removal. **POP Teams / In Progress**
3. The Patrol Division will use the narcotics training in patrol as a catalyst to improve the investigative skills of patrol personnel. One of the many benefits of this training is that it improves the deputies' problem-solving skills, which are an important component of Community Policing. **Deputy Christensen / Deputy Hernandez / In Progress**
4. The Service Centers will institute a Vacation Check program to be run by senior volunteers. **Operations Chief / 2 years**
5. The Service Centers will train the public in crime prevention methods (for example, Neighborhood Watch). Hire a civilian crime prevention specialist for each Service Center. **Operations Chief / 2 years**
6. The Service Centers will implement a training curriculum for landlords and rental property managers and explore and develop Business Watch programs in their respective communities. Service Centers will also hire one Community Service Officer for each community. **Operations Chief / 2 years**
7. The Service Centers will improve their link to neighborhood organizations. This will be accomplished through personal contact with neighborhood leaders, submitting articles to association newsletters, and meeting with neighborhood groups. **Service Center Sergeants / In Progress**

8. The Sheriff will continue to foster good relationships with allied county departments and is working towards partnerships that will promote better **community** government. **Sheriff / In Progress**
9. Deputies from patrol will participate in as many activities as possible that create a springboard for community contacts. Examples of such activities include working with community, youth, and educational groups, neighborhood and business associations, non-profit and civic organizations, community collaborative, commissions, and other governmental agencies. **Patrol / 1 year**
10. Service Centers will organize and conduct community surveys to identify community priorities. **Service Centers / 1 year**
11. The volunteer program should be increased beyond the Service Centers. The volunteers should be used throughout the department and encouraged to participate with the deputies at community events, meetings, neighborhood groups, and business meetings. Sergeants will make attendance a priority. **Service Center Sergeants / 1 year**
12. The Sheriffs Office, as a whole, should examine its level of community service and make improvements where necessary. **Lt. Wildey / Administration Chief / In Progress**
13. Sheriffs Office should develop a Citizens Academy. **Lt. Hutchison / Sgt. Skillicorn / 1 year**

Step 6: Performance Evaluation

The goal of Step 6 is to develop a performance evaluation that reflects the importance of Community Policing.

Problem Statement

The current evaluation system does not reflect our new Community Policing orientation. Instead, it emphasizes quantity over quality, which t **reflects** outdated traditional policing methods. We need an updated evaluation system that parallels our new Community Policing approach. By updating our evaluation system, we will demonstrate that we consider the community-oriented approach to be our standard operating procedure.

Action Items

1. A task team of managers, supervisors, and deputies will be formed to update the evaluation system. **Lt. Wildey / 1 year**
2. The new evaluation system should improve our current methods of evaluating each deputy's technical skills, and gauge how effectively deputies use problem-solving techniques in their work with the community. **Lt. Wildey / 1 year**
3. The new evaluation system should appraise both the number and quality of each deputy's partnerships in the community. The new system should also gauge the level of each deputy's participation in our ongoing departmental effort to use Community Policing methods. **Lt. Wildey / 1 year**

Step 7: Decentralization

The goal of Step 7 is for the Sheriff's Office to examine and implement ways to move its operations closer to the individual geographic areas it serves.

Problem Statement

The Sheriff's Office has recently been working to decentralize a number of its activities. For example, some of its office operations and personnel have been relocated to other parts of the county. These personnel include the district lieutenants, Service Center sergeants, POP teams, DARE deputies, community deputies, School Resource Officers (**SRO's**), and the Gang Team deputy Broad Based Apprehension, Suppression, Treatment and Alternative (**BASTA**). All in all, 24 **staff** positions have been moved to other locations. We originally considered the idea of **decentralizing** all patrol units – deploying them away from the central office and into various areas within the county. However, a recent review of this idea, coupled with the practical knowledge and experience we have gained from the deployments that have already taken place, makes us question whether there is enough management personnel, supervision personnel and other **staffing** to realistically carry out such a plan in an efficient manner at this time.

We need to question whether decentralization is a feasible or desirable plan at this time. The overall size of the county certainly may not seem to warrant decentralization. Also, decentralization efforts may tend to weaken or undermine our Community Policing approach, at least while it is in its early stages. Total decentralization may cause us to focus our energies on new facilities and equipment instead of on Community Policing. Any new approach needs time to become understood, accepted, and adopted as the standard procedure. To create a solid foundation for our Community Policing efforts, it is important for staffmembers to receive **high-quality** leadership. Staff members need supervisors who have enough time to assist and advise them, who are knowledgeable and enthusiastic about Community Policing, and who consistently provide opportunities to use Community Policing strategies on an everyday basis.

Our current Patrol division team concept is sound. Within our current structure, the sergeants and management personnel are qualified, willing, and able to carry out the transition to Community Policing methods. Our Patrol division differs from many other police agencies in that it operates by assigning beats on a geographical basis, and then adheres to with these assignments. Patrol personnel are familiar with their beats and take pride in their knowledge of the people and criminal activity in those areas.

Action Items

1. Decentralization plans and ideas will continue to be explored during our transition to **Community Policing**. A committee will be formed to explore goals, proposals, fiscal issues, capital improvement and operational improvement. **Operations Chief / 1 year**
2. All staff- management, sergeants, lieutenants, and deputies – will use the measures described in this plan to transition to a Community Policing approach. All **Staff**

3. The chief deputy, the sergeants, and the lieutenants will lead the transition effort. To this end, they will pursue updated and additional training and will help develop a system that will allow us to achieve a smooth transition to Community Policing and to ensure that our Community Policing efforts are **successful** and of a high quality. The chief deputy, sergeants, and lieutenants will also be responsible for the vital task of acting as mentors and facilitators to their deputies, who will be actively pursuing their Community Policing efforts on a day-to-day basis. **All Staff**

4. The Service Center lieutenant will work to promote Community Policing efforts. Their activities will include such things as:
 - a) Working with the four community deputies and the communities they serve to describe Community Policing goals, to promote partnerships between the communities and the Sheriff's Office, and to develop reporting systems that describe and evaluate personnel activities.
 - b) Improving the volunteer base and allowing volunteers more control over their programs and crime-prevention efforts.
 - c) Altering the Service Center operations so that sergeants and deputies are expected and encouraged to engage with the community. If Service Center sergeants are reluctant to connect with the community outside the Service Center, and if patrol deputies rarely get out of their cars, our efforts to form community partnerships will be unsuccessful.
 - d) Providing **localized** training on drug use by adolescents in Santa Cruz County. The Service Center lieutenant **and** DARE deputies will work together to develop a curriculum and provide the training.
 - e) Ensuring that we are following the SARA Model and that we are viewing and using the community as a valued partner in our law-enforcement and crime-prevention efforts.
 - f) Ensuring that the School Resource Officer and the Cabrillo Community College Division are using Community Policing methods. On-going

Step 8: Community Deputies

The Sheriff's Office has already assigned community deputies to Corralitos and the Summit, and plans to assign three additional community deputies to Aptos, Davenport-Bonny **Doon**, and the San Lorenzo Valley. These five positions have the primary goal of bringing Community-Oriented Policing and Problem Solving (COPPS) methods to these communities.

Problem Statement

The community deputies are conducting COPPS activity in their respective communities. These five communities were selected to receive community deputies for various reasons: Corralitos, Bonny **Doon-Davenport** and the Summit had previously been under-served by the Sheriff's Office. The San Lorenzo Valley area needed assistance with at-risk youth, particularly in terms of alcohol and drug use, and the Aptos community deputy is working with the Aptos Service Center to carry out its POP plans.

As the community deputies take up their new assignments, a question arises: Do the patrol deputies and the community deputies have different responsibilities? Some personnel have felt that these positions actually create a situation in which patrol deputies feel that community deputies receive more official sanction to use COPPS methods in their work. This should not be the case. Both community deputies and patrol deputies should be actively engaged in COPPS and POP activity. Neither group of deputies works independently of the other group, and both groups need to work together in a spirit of cooperation.

Action Items

1. The operations bureau chief and his staff will clarify the role of each community deputy
Operations Chief / In Progress
2. The operations bureau chief will work with his **staff** to incorporate patrol deputies into the type of community based work that is done by the community deputies. **On-going**

CONCLUSION

With our adoption of the COPPS approach, we are participating in the most significant improvement in law enforcement philosophy and practice that has taken place in nearly a century. We are forging law enforcement history and helping to create a better quality of life for the communities and the citizens we serve. It is important to remember that our role in this process is not confined to merely learning certain techniques and then going out into the community and applying them. Our involvement must be deeper and much more far-reaching than that, for the COPPS method calls upon us to actively participate in creating, implementing, evaluating, and improving the way we use it. COPPS offers many of us greater levels of freedom, flexibility, and scope than we have experienced before-and it therefore requires a higher level of personal responsibility, commitment, and involvement than was required of us in the past.

I encourage each of you to begin (or to increase) your involvement in this process now. First, learn as much as you can about COPPS and give some serious consideration to the various ways you can use this method in your daily work life. Second, carefully evaluate this preliminary outline of our future goals. What do you think will work? What do you have doubts about, and why? What additions or changes do you think are needed? Make no mistake: We and other forward-looking law enforcement organizations are committed to using the COPPS strategy. That much is decided. What you can help to do, and what I strongly encourage you to do, is to participate in creating and implementing an excellent COPPS plan for Santa **Cruz** County. I look forward to hearing your thoughtful comments and ideas and to discussing improvements we can make to this plan.

I will also be meeting with numerous community members so that I can encourage them to work with us to further define and implement our plan. By working together with people **from** all over Santa **Cruz** County, we can create a law enforcement method that will significantly improve the quality of life for all community members. With COPPS, not only can we reduce crime and the fear of crime, but we can also work to prevent crime by identifying and alleviating situations that give rise to crime in the first place. Let us demonstrate by our open-mindedness, our skills, and our behavior that we are serious about forging positive and enduring links with the community and that we are determined to create an effective and efficient law-enforcement agency that is ready for the challenges of the future.



COPS in Schools Grant Program Budget Information

Applicant Name: Santa Cruz County Sheriff's Office ORI Code (Assigned by FBI): CA04400

State: CA

This worksheet will assist **you** in properly organizing and estimating your costs and providing the necessary details for financial review Complete Part 1 if you are requesting funds for full-time officers, Part 2 if you are requesting part-time officers, and both parts if you are requesting full- and part-time officers. Everyone must complete a Budget Summary If you plan to hire more than one part-time officer and they will be working a different number of hours, use average hours, salary and benefit figures.

The budget information you provide will be used to calculate your grant amount. Assistance in completing this information is available from the US. Department of Justice Response Center at 1-800-421-6770, or by writing the COPS Office, 1100 Vermont Avenue, NW Washington, DC 20530. Also, you can refer to the sample budget included in this application kit. **Pending OMB Approval**

Part 1: Complete if you are requesting Full-Time Officers

1. Cost Per Full-Time Officer - Year 1

Instructions:

Please indicate the Law Enforcement Agency's cost for each of the following categories. Please do not include employee contribution costs.

Current Annual Entry-Level Base Salary \$ 43,826 % of base salary

Enter the base annual salary that your department currently Pays a new, entry-level officer.

Annual Fringe Benefits:

"Social Security	\$ <u>N/A</u>	% <u>N/A</u>
*Medicare	\$ <u>635</u>	% <u>1.45</u>
Health Insurance	\$ <u>4,507</u>	% <u>10.28</u>
Life Insurance	\$ <u>N/A</u>	% <u>N/A</u>
Vacation	\$ <u>INC</u>	% <u>N/A</u>
Sick Leave	\$ <u>INC</u>	% <u>N/A</u>
Retirement	\$ <u>1,826</u>	% <u>4.166</u>
*Worker's Comp.	\$ <u>5,066</u>	% <u>11.56</u>
*Unemployment Ins.	\$ <u>73</u>	% <u>.166</u>
Other	\$ <u>N/A</u>	% <u>N/A</u>
Other	\$ <u>N/A</u>	% <u>-m-----</u>

Cost for Social Security may not exceed 6.2%

Cost for Medicare may not exceed 1.45 %

Costs toward health insurance coverage, please indicate if this is for Family Coverage () Yes (X) No

Costs toward life insurance coverage.

Vacation costs, if not included in base salary

Sick leave costs, if not included in base salary

Contribution to retirement benefits.

Costs of worker's compensation.

Costs of unemployment insurance.

Costs of equipment, training, uniforms, vehicles and overtime are not permitted.

Total Fringe Benefits \$ 12,107
 Total Year 1 Salary and Benefits \$ 55,933

Sum of department fringe benefit costs for Year 1.
 Year 1 base salary plus Year 1 fringe benefits

092

2. Cost Per Full-Time Officer - Year 2Current Annual Entry-Level Base Salary \$ 48,208

% of base salary

Annual Fringe Benefits:

*Social Security	\$ <u>N/A</u>	% <u>N / A</u>
*Medicare	\$ <u>699</u>	% <u>1.45</u>
Health Insurance	\$ <u>4,507</u>	% <u>9.34</u>
Life Insurance	\$ <u>N/A</u>	% <u>N/A</u>
Vacation	\$ <u>INC</u>	% <u>N/A</u>
Sick Leave	\$ <u>INC</u>	% <u>N / A</u>
Retirement	\$ <u>2,009</u>	% <u>4.16</u>
*Worker's Comp.	\$ <u>5,573</u>	% <u>11.56</u>
*Unemployment Ins.	\$ <u>80</u>	% <u>.166</u>
Other _____	\$ <u>N/A</u>	% <u>N/A</u>
Other _____	\$ <u>N/A</u>	% <u>N/A</u>

Total Fringe Benefits \$ 12,868**Total Year 2 Salary and Benefits** \$ 61,076**3. Cost Per Full-Time Officer - Year 3**Current Annual Entry-Level Base Salary \$ 53,028

% of base salary

Annual Fringe Benefits:

*Social Security	\$ <u>N/A</u>	% <u>N/A</u>
* Medicare	\$ <u>769</u>	% <u>1.45</u>
Health Insurance	\$ <u>4,507</u>	% <u>8.50</u>
Life Insurance	\$ <u>N/A</u>	% <u>N / A</u>
Vacation	\$ <u>INC</u>	% <u>N/A</u>
Sick Leave	\$ <u>INC</u>	% <u>N/A</u>
Retirement	\$ <u>2,210</u>	% <u>4.16</u>
*Worker's Comp.	\$ <u>6,130</u>	% <u>11.56</u>
*Unemployment Ins.	\$ <u>88</u>	% <u>.166</u>
Other _____	\$ <u>N/A</u>	% <u>N/A</u>
Other _____	\$ <u>N/A</u>	% <u>N/A</u>

Total Fringe Benefits \$ 13,704**Total Year 3 Salary and Benefits** \$ 66,732**Instructions:****Enter the base annual salary that your department currently pays a new, entry-level officer.**

Cost for Social Security may not exceed 6.2%

Cost for Medicare may not exceed 1.45 %

Costs toward health insurance coverage, please indicate if this is for Family Coverage () Yes (X) No

Costs toward life insurance coverage.

Vacation costs, if not included in base salary

Sick leave costs, if not included in base salary

Contribution to retirement benefits.

Costs of worker's compensation.

Costs of unemployment insurance.

Costs of equipment, training, uniforms, vehicles and overtime are not permitted.

Sum of department fringe benefit costs for Year 2.**Year 2 base salary plus Year 2 fringe benefits****Instructions:****Enter the base annual salary that your department currently pays a new, entry-level officer.**

Cost for Social Security may not exceed 6.2%

Cost for Medicare may not exceed 1.45 %

Costs toward health insurance coverage, please indicate if this is for Family Coverage () Yes (X) No

Costs toward life insurance coverage.

Vacation costs, if not included in base salary

Sick leave costs, if not included in base salary

Contribution to retirement benefits.

Costs of worker's compensation.

Costs of unemployment insurance.

Costs of equipment, training, uniforms, vehicles and overtime are not permitted.

Sum of department fringe benefit costs for Year 3.**Year 3 base salary plus Year 3 fringe benefits**

Part 2: Complete If You Are Requesting Part-Tie Officers

Note: There is a funding cap for part-time officers in proportion to the number of hours worked (e.g., 20 hours/40 hours week = .5 full-time equivalent officer). For a detailed explanation on how to compute the part-time cap, please see page N/A of the Application Instruction Manual.

1. Part-Time Hours: What is the average number of hours per week that **your** part-time COPS officer will work? N/A
 How many hours per **week** is considered full-time employment? N/A
 What is the average number of hours per year that your part-time COPS officer will work? N/A
 What is the hourly rate for the part-time COPS officer? N/A
 Multiply the hourly rate by the average number of hours per year and enter this amount below

2. Cost Per Part-Tie Officer - Year 1

Instructions:

Please indicate the Law Enforcement Agency's cost for each of the following categories. Please do not include employee contribution costs.

Current Annual Entry-Level Base Salary \$ N/A % of base salary

Enter the base annual salary that your department currently pays a new, entrylevel officer.

Annual Fringe Benefits:

Social Security	\$		%	
Medicare	\$		%	
Health Insurance	\$		%	
Life Insurance	\$		%	
Vacation	\$		%	
Sick Leave	\$		%	
Retirement	\$		%	
*Worker's Comp.	\$		%	
*Unemployment Ins.	\$		%	
Other	\$		%	
Other	\$		%	

Cost for Social Security may not exceed 6.2%
 Cost for Medicare may not exceed 1.45 %
 Costs toward health insurance coverage, please indicate if this is for Family Coverage () Yes () No
 Costs toward life insurance coverage.
 Vacation costs, if not included in base salary
 Sick leave costs, if not included in base salary
 Contribution to retirement benefits.
 Costs of worker's compensation.
 Costs of unemployment insurance.
 Costs of equipment, training, uniforms, vehicles and overtime are not permitted.

Total Fringe Benefits \$
Total Year 1 Salary and Benefits \$

Sum of department fringe benefit costs for Year 1.
Year 1 base salary plus Year 1 fringe benefits

3. Cost Per Part-Time Officer - Year 2

Current Annual Entry-Level Base Salary \$ N/A % of base salary

Annual Fringe Benefits:

*Social Security	\$		%	
*Medicare	\$		%	
Health Insurance	\$		%	

Life Insurance	\$		%	
Vacation	\$		%	
Sick Leave	\$		%	
Retirement	\$		%	
*Worker's Comp.	\$		%	
*Unemployment Ins.	\$		%	
Other	\$		%	
Other	\$		%	

Total Fringe Benefits \$

Total Year 2 Salary and Benefits \$

4. Cost Per Part-Time Officer - Year 3

Current Annual Entry-Level Base Salary \$ N/A % of base salary

Annual Fringe Benefits:

*Social Security	\$		%	
*Medicare	\$		%	
Health Insurance	\$		%	

Life Insurance	\$		%	
Vacation	\$		%	
Sick Leave	\$		%	
Retirement	\$		%	
*Worker's Comp.	\$		%	
*Unemployment Ins.	\$		%	
Other	\$		%	
Other	\$		%	

Total Fringe Benefits \$

Total Year 3 Salary and Benefits \$

Instructions

Enter the base annual salary that your department currently pays a new, entry-level officer.

Cost for Social Security may not exceed 6.2%

Cost for Medicare may not exceed 1.45 %

Costs toward health insurance coverage, please indicate if this is for Family Coverage () Yes () No

Costs toward life insurance coverage.

Vacation costs, if not included in base salary

Sick leave costs, if not included in base salary

Contribution to retirement benefits.

Costs of worker's compensation.

Costs of unemployment insurance.

Costs of equipment, training, uniforms, vehicles and overtime are not permitted.

Sum of department fringe benefit costs for Year 2.

Year 2 base salary plus Year 2 fringe benefits

Instructions

Enter the base annual salary that your department currently pays a new, entry-level officer.

Cost for Social Security may not exceed 6.2%

Cost for Medicare may not exceed 1.45 %

Costs toward health insurance coverage, please indicate if this is for Family Coverage () Yes () No

Costs toward life insurance coverage.

Vacation costs, if not included in base salary

Sick leave costs, if not included in base salary

Contribution to retirement benefits.

Costs of worker's compensation.

Costs of unemployment insurance.

Costs of equipment, training, uniforms, vehicles and overtime are not permitted.

Sum of department fringe benefit costs for Year 3.

Year 3 base salary plus Year 3 fringe benefits

Part 3: COPS in Schools Grant Program - Budget Summary

After completing Part 1 and/or Part 2 of this form, answer the following questions. If necessary, **attach** an explanation of how you computed salaries and benefits for the worksheet. Be sure to answer **EVERY** question. Missing or erroneous information can **greatly** slow the grant-making process.

1. If your department's second- and third-year costs for salaries and/or benefits are greater than the **first** year, check the reason(s) why in the space below:

☒ Cost of living adjustment. (COLA)

☒ Step raises

☐ Changes in benefit costs

☐ Other (attach an explanation)

5% Step Raise

5% COLA/MOU

2. Please enter the name of your Federal Cognizant Agency in the space provided:

U. S. Department of Justice

(State and municipal agencies that receive Federal grants are required to have audits of those grants forwarded to a single Federal agency (Justice, HUD, HHS, Transportation, etc.). The single Federal agency where such audits are sent is known as your "Cognizant Federal Agency." For assistance in determining which Federal agency receives your audits, call 1-800-421-6770.)

3. Starting date of your fiscal year: 7/1/2000 Ending date: 6/30/2001
Month/Day/Year Month/Day/Year

4. IF NO FUNDS WERE BUDGETED FOR FICA, (SOCIAL SECURITY, MEDICARE), WORKER'S COMPENSATION OR UNEMPLOYMENT YOU MUST PROVIDE AN EXPLANATION IN THE SPACE PROVIDED:

Our agency is exempt from Social Security. Social Security is not applicable.

5. Fill out the following 3-year projection, showing how the Federal share and your share **will** change **year** by year for one officer. If **your** total three year project cost per officer is less than \$125,000 or less then there is no local match. If your total three year project cost per officer is greater than \$125,000 then your local match is the difference between the total project cost and \$125,000. In cases where there is a local match requirement, the Federal share of total salaries and benefits must decrease each year leading to full local funding by the **fourth** year of an officer's employment. At the same time, pur local share must increase each year. The percentage of total officer salaries and benefits paid with Federal funds must be less in Year 2 than in Year 1 and less in Year 3 than in Year 2. Looking at it from the local funding perspective, the percentage of total officer salaries and benefits paid with local funds must be more in Year 2 than in Year 1 and more in Year 3 than in Year 2.

Federal Share Requirement for One **Full-time** Officer's Salary and Benefits

	YEAR 1	YEAR 2	YEAR 3	TOTAL - 3 YEARS
Federal Amount (Percentage must decrease each year and Federal Amount may not exceed \$125,000)	\$42,000 % 75	\$41,600 % 68	\$41,400 %62	\$125,000
Local Share (Percentage must increase each year)	\$13,933 % 25	\$19,476 % 32	\$ 25,332 %38	\$ 58,741
Total (Federal Amount plus Local Amount)	\$55,933	\$61,076	\$ 66,732	\$ 183,741
	Year 1 total	Year 2 total	Year 3 total	Total 3-year costs

Federal Share Requirement for One Part-time Officer's Salary and Benefit+

	YEAR 1	YEAR 2	YEAR 3	TOTAL - 3 YEARS
Federal Amount (Percentage must decrease each year)	\$ N/A %	\$ %	\$ %	\$
Local Share (Percentage must increase each year)	\$ %	\$ %	\$ %	\$
Total (Federal Amount plus Local Amount)	\$	\$	\$	\$
	Year 1 total	Year 2 total	Year 3 total	Total 3-year costs

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Contact Information for Budget Questions

The undersigned attests to the accuracy of the Budget Information submitted on the preceding pages.

Name (typed) of Authorized Official: Charles R. Weaver Title: Chief Deputy

Phone: (831) 454-2414 Fax: (831) 454-2353

Signature: CR Weaver Date: 5/23/00



Assurances

Several provisions of Federal law and policy apply to all grant programs. We (the Office of Community Oriented Policing Services) need to secure your assurance that you (the applicant) will comply with these provisions. If you would like further information about any of the matters on which we seek your assurance, please contact us.

By your authorized representative's signature, you assure us and certify to us that you will comply with all **legal** and administrative requirements that govern the applicant for acceptance and use of Federal grant funds. In particular, you assure us that:

1. You have been legally and officially authorized by the appropriate governing body (for example, mayor or city council) to apply for this grant and that the persons signing the application and these assurances on your behalf are authorized to do so and to act on your behalf with respect to any issues that may arise during processing of this application.
2. You will comply with the provisions of Federal law which limit certain political activities of your employees whose principal employment is in connection with an activity financed in whole or in part with this grant. These restrictions **are** set forth in 5 U.S.C. § 1501, et seq.
3. You will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act, if they apply to you.
4. You will establish safeguards, if you have not done so already to prohibit employees from using **their** positions for a purpose that is, or gives the appearance of being, motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business or other ties.
5. You will give the Department of Justice or **the** Comptroller General access to and the right to examine records and documents related to the grant.
6. You will comply with all requirements imposed by the Department of Justice as a condition or administrative requirement of the grant; with the program guidelines; with the requirements of OMB Circulars A-87 (governing cost calculations) and A-128 or A-133 (governing audits); with the applicable provisions of the Omnibus Crime Control and Safe Streets Act of 1968, as amended; with 28 CFR Part 66 (Uniform Administrative Requirements); with the provisions of the current edition of the appropriate COPS grant owners manual; and with all other applicable laws, orders, regulations or circulars.
7. You will, to the extent practicable and consistent with applicable law, seek, recruit and hire qualified members of racial and ethnic minority groups and qualified women in order to further effective law enforcement by increasing their ranks within the sworn positions **in** your agency.
8. You will not, on the ground of race, color, religion, national origin, gender, disability or age, unlawfully exclude any person from participation in, deny the benefits of or employment to any person, or subject any person to discrimination **in** connection with any programs or activities funded in whole or in part with Federal funds. These civil rights requirements are found in the non-discrimination **provisions** of the Omnibus Crime Control and Safe Streets Act of 1968, as amended (42 U.S.C. § 3789(d)); Title VI of the Civil Rights Act of 1964, as amended (42 U.S.C. § 2000d); the **Indian** Civil Rights Act (25 U.S.C. §§ 1301-1303); Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794); Title II, Subtitle **A** of the Americans with Disabilities Act (ADA) (42 U.S.C. § 12101, et seq.); the Age Discrimination Act of 1975 (42 U.S.C. § 6101, et seq.); and Department of Justice Non-Discrimination Regulations contained in Title 28, Part 35 and 42 (subparts C, D, E and **G**) of the Code of Federal Regulations.
 - A. In the event that any court or administrative agency makes a finding of discrimination on grounds of race, color, religion, national origin, gender, disability or age against you after a due process hearing, you agree to forward a copy of the finding to the Office of Civil Rights, Office of Justice Programs, 810 7th Street, NW, Washington, DC 20531.
 - B. If you are applying for a grant of **\$500,000** or more and Department regulations (28 CFR 42301 et seq.) require you to submit an Equal Opportunity Employment Plan, you will do so at the time of this application, if you have not done so in the past. If you are applying for a grant of less than \$500,000 and the regulations require you to maintain a Plan on file in your office, you will do so within 120 days of your grant award.
9. You will insure that the facilities under your ownership, lease or supervision which shall be utilized in the accomplishment of the project are not listed on the Environmental Protection Agency's (EPA) list of Violating Facilities and that you will notify us if you are advised by the **EPA** **indicating** that a facility to be used in this grant is under consideration for listing by EPA.
10. If your state has established a review and comment procedure under Executive Order 12372 and has selected this program for review, you have made this application available for review by the state Single Point of Contact.
11. You will devise a plan to retain the increased hiring level with state and local funds after the conclusion of your grant.

I hereby **certify** compliance with the above assurances that **govern** the application and use of **Federal funds**.

Signature: _____

Wanda L. Ray

Date: 5-23-00



Certifications

Regarding Lobbying; Debarment, **Suspension** and **Other Responsibility** Matters; **Drug-Free Workplace Requirements** Coordination with Affected Agencies; **Non-Supplanting**; and Retention.

Although the Department of Justice has made every effort to simplify the application process, other provisions of Federal law require us to seek your certification regarding certain matters. Applicants should read the regulations cited below and the instructions for certification included in the regulations to understand the requirements and whether they apply to a particular applicant. Signature of this form provides for compliance with certification requirements under 28 CFR Part 69, "New Restrictions on Lobbying," and 28 CFR Part 67, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)," and the coordination and non-supplanting requirements of the Public Safety Partnership and Community Policing Act of 1994. The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Justice determines to award the covered grant.

1. Lobbying

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 28 CFR Part 69, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 28 CFR Part 69, the applicant certifies that:

A. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment or modification of any Federal grant or cooperative agreement;

B. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form — LLL, "Disclosure of Lobbying Activities," in accordance with its instructions;

C. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrant, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.

2. Debarment, Suspension and Other Responsibility Matters (Direct Recipient)

As required by Executive Order 12549, Debarment and Suspension and implemented at 28 CFR Part 67, for prospective participants in primary covered transactions, as defined at 28 CFR Part 67, Section 67.510 —

A. The applicant certifies that it and its principals:

- (i) Are not presently debarred, suspended, proposed for debarment, declared ineligible, sentenced to a denial of

Federal benefits by a state or Federal court, or voluntarily excluded from covered transactions by any Federal department or agency;

(ii) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain or performing public (Federal, state or local) transaction or contract under a public transaction; violation of Federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(iii) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, state or local) with commission of any of the offenses enumerated in paragraph (A)(ii) of this certification; and

(iv) Have not within a three-year period preceding this application had one or more public transactions (Federal, state or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application

3. Drug-Free Workplace (Grantees Other Than Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 28 CFR Part 67, Subpart F, for grantees, as defined at 28 CFR Part 67, Sections 67.615 and 67.620 —

A. The applicant certifies that it will, or will continue to, provide a drug-free workplace by:

(i) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(ii) Establishing an on-going drug-free awareness program to inform employees about —

- (a) The dangers of drug abuse in the workplace;
- (b) The grantee's policy of maintaining a drug-free workplace;
- (c) Any available drug counseling, rehabilitation and employee assistance programs; and
- (d) The penalties that may be imposed upon employees for drug-abuse violations occurring in the workplace;
- (iii) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (i);
- (iv) Notifying the employee in the statement required by paragraph (i) that, as a condition of employment under the grant, the employee will —
- (a) Abide by the terms of the statement; and
- (b) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- (v) **Notifying** the agency, in writing, within 10 calendar days after receiving notice under subparagraph (iv)(b) from an employee or otherwise receiving actual notice of such conviction Employers of convicted employees must provide notice, including position title, to: COPS Office, **1100 Vermont Ave.**, NW, Washington, DC **20530**. Notice shall include the identification number(s) of each affected grant;
- (vi) Taking one of the following actions, within **30** calendar days of receiving notice under subparagraph (iv)(b), with respect to any **employee** who is so convicted —
- (a) Taking appropriate personnel action against such an employee, up to and **including** termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
- (b) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, state or local health, law enforcement or other appropriate agency;
- (vii) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (i), (it), (iii), (iv), (v) and (vi).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of performance (street address, city, county, state, zip code)

Check ☐ if there are workplaces on file that are not identified here.

Section 67.650 of the regulations provides that a grantee that is a state may elect to make one certification in each Federal fiscal year, a copy of which should be included with each application for Department of Justice funding. States and state agencies may elect to use **OJP Form 4061 / 7**.

Check ☐ if the state has elected to complete **OJP Form 4061 / 7**.

4. Coordination

The Public Safety Partnership and Community Policing Act of 1994 requires applicants to certify that there has been appropriate coordination with all agencies that may be affected by the applicant's grant proposal if approved. Affected agencies may include, among others, the **Office** of the United States Attorney, state or local prosecutors, or **correctional** agencies. The applicant certifies that ~~there~~ has been appropriate coordination with all affected agencies.

5. Non-Supplanting

The applicant hereby certifies that Federal funds will not be used to replace or supplant state or local funds, or funds supplied by the Bureau of Indian Affairs, that would, in the absence of Federal **aid**, be made available to or for law enforcement purposes.

6. Retention

The applicant hereby certifies that it understands that it must abide by its submitted plan to retain the additional officer positions at the conclusion of the grant period.

Grantee Name and Address: Santa Cruz County Sheriff's Office, 701 Ocean St., Rm. 340, Santa Cruz, CA 95060

Application No. and/or Project Name: CA04400 Grantee IRS/ Vendor Number: 946000534

Typed Name and Title of Law Enforcement Representative: Marks. Tracy, Sheriff-Coroner

Signature:  Date: 5-23-00

As the duly authorized **representative** of **the governing** body, **I hereby** certify that the I am binding **the governing** body **to the above certifications**, including the **plan** to retain. Elections **of new officials will not relieve the governing body of its obligations under this grant.**

Typed Name and Title of Government Representative: Susana. Mauriello, County Administrative Officer

Signature: _____ Date: _____

SHERIFF-CORONER

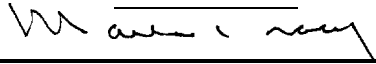
MARK TRACY
SHERIFF-CORONER


COUNTY OF SANTA CRUZ

701 OCEAN STREET, ROOM 340, SANTA CRUZ, CALIFORNIA 95060
PHONE (831) 454-2440 FAX (831) 454-2353 TDD (831) 454-2123

COPS IN SCHOOLS PROGRAM RETENTION PLAN

The Santa Cruz County Sheriffs Office and the County of Santa Cruz recognize a retention requirement is a condition of the COPS In School (CIS) hiring grant program. Santa Cruz County is committed to retaining the CIS funded deputy positions and will fund the salaries and benefits of the CIS deputies positions with County General Funds as part of the Sheriffs Office budget for at least one full local set budget cycle following the conclusion of federal funding at the end of the grant period. Further, Santa Cruz County understands that the U.S. Department of Justice recognizes that local fiscal and budgetary conditions cannot always be predicted with certainty, and that generally the COPS Office will not penalize grantees that have experienced natural disasters and/or severe and unforeseen fiscal conditions.



Mark S. Tracy
Sheriff-Coroner

5-23-00

Date

Susan A. Mauriello
County Administrative Officer

Date

COPS in Schools – Additional Partner Pager
(To be used if there is more than one partnering agency)

0203

Please use this form if you are applying for funding under the COPS in Schools grant program and are partnering **with more than one school or school district**. **As a reminder, you must designate one school official as the school representative under this grant program. However, you may partner with numerous schools or school districts.** If you are partnering with more than one school or school district you must provide the following information for each school or school district. **This form must be signed by both the law enforcement executive and the school official and returned at the time of application.**

Name of Additional Partner Agency or School District:

Shoreline Middle School

School Official Name: Mr. Steve Herrington Title: Superintendent, Live Oak

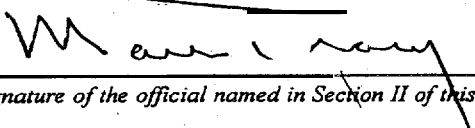
Address: 855 17th Avenue School District

City: Santa Cruz

State: CA Zip Code: 95062

Phone: (831) 475-6565, Ext. 0 Fax: (831) 462-1653

Law Enforcement Executive's Signature:

 Date: 5-23-00
(signature of the official named in Section II of this application)

School Official's Signature:

 Date: 5-23-00
(signature of person named in Section III under Partner Information)

18

Updated April 20, 2000
e032k0045

COPS in Schools – Additional Partner Page

(To be used if there is more than one partnering agency)

0204

Please use this form if you are applying for funding under the COPS in Schools grant program and are partnering with more than one school or school district. As a reminder, you must designate one school official as the school representative under this grant program. However, you may partner with numerous schools or school districts. If you are partnering with more than one school or school district you must provide the following information for each school or school district. This form must be signed by both the law enforcement executive and the school official and returned at the time of application.

Name of Additional Partner Agency or School District:

Lakeview Middle School

School Official Name: Dr. John Casey Title: Superintendent, Pajaro Valley

Address: 2350 East Lake Avenue Unified School District

City: Watsonville

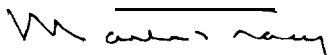
State: CA

Zip Code: 95076

Phone: (831) 728-6455

Fax: (831) 728-6480

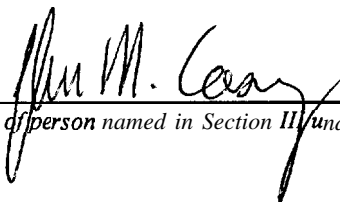
Law Enforcement Executive's Signature:



Date: 5-23-00

(signature of the official named in Sec 'on II of this application)

School Official's Signature:



Date: 5/29/00

(signature of person named in Section II under Partner information)

18

Updated April 20, 2000
e032k0045



COPS in Schools

Application Form

9

COPS in Schools – Additional Partner Page

(To be used if there is more than one partnering agency)

0205

Please use this form if you are applying for funding under the COPS in Schools grant program and are partnering with more than one school or school district. **As a reminder, you must designate one school official as the school representative under this grant program. However, you may partner with numerous schools or school districts.** If you are partnering with more than one school or school district you must provide the following information for each school or school district. **This form must be signed by both the law enforcement executive and the school official and returned at the time of application.**

Name of Additional Partner Agency or School District:

Aptos Junior High School

School Official Name: Dr. John Casey Title: Superintendent, Pajaro Valley

Address: 1001 Huntington Drive Unified School District

City: Aptos

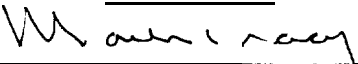
State: CA

Zip Code: 95003

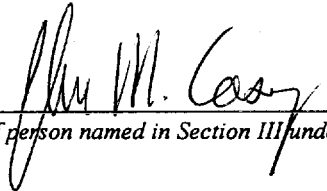
Phone: (831) 688-3234

Fax: (831) 728-8139

Law Enforcement Executive's Signature:

 Date: 5-23-00
(signature of the official named in Section II of this application)

School Official's Signature:

 Date: 5/26/00
(signature of person named in Section III under Partner Information)

18

Updated April 20, 2000
e0328.0045

SHERIFF-CORONER



COUNTY OF SANTA CRUZ

MARK TRACY
SHERIFF-CORONER

701 OCEAN STREET, ROOM 340, SANTA CRUZ, CALIFORNIA 95060
PHONE (831) 454-2440 FAX (831) 454-2353 TDD (831) 454-2123

COPS IN SCHOOLS MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is an agreement between the Santa Cruz County Sheriffs Office and Shoreline Middle School. The purpose of this MOU is to define the roles and responsibilities of the partners and individuals involved.

The mission of the School Resource Officer (SRO) program at the Shoreline Middle School is:

- ▶ **to promote a safe and secure school environment which is free of crime and the fear of crime;**
- ▶ **to promote involvement of school officials, law enforcement, students, parents and others to resolve problems and conflicts which adversely affect the quality of life on and around the school campus; and**
- ▶ **to enhance communications between school officials, students, parents, other citizens, the Sheriffs office and local government.**

The goals of the School Resource Officer program are to deploy a fully sworn career Deputy Sheriff as part of a community oriented policing strategy assigned by the Sheriff's Office to work in collaboration with school officials, parents, students and other citizens to:

- ▶ **address crime and disorder problems, gangs, and drug activities affecting or occurring in or around the school campus;**
- ▶ **develop or expand crime prevention efforts for students;**
- ▶ **educate likely school age victims in crime prevention and safety;**
- ▶ **develop or expand community justice initiatives for students;**
- ▶ **train students in conflict resolution, restorative justice and crime awareness;**
- ▶ **assist in the identification of physical changes in the environment that may reduce crime in or around the school; and**

- ▶ **assist in developing school policy that addresses crime and recommend procedural changes.**

The Sheriffs Office will be responsible for the management of the Cops in Schools (CIS) grant program. The Sheriffs Office will administer the following procedures:

- ▶ **receipt and disbursement of CIS Federal funds;**
- ▶ **CIS programmatic reporting;**
- ▶ **CIS financial reporting; and**
- ▶ **general CIS grant management issues and responsibilities.**

Grant program issues are as follows:

- ▶ **the Sheriff's Office will be responsible for the supervision of the SRO with the participation of school officials;**
- ▶ **the Sheriffs Office and school officials, in collaboration with students and parents, will evaluate the CIS grant project/SRO program; and**
- ▶ **the SRO's direct chain of command will be the Sheriff's Sergeant at the Live Oak Service Center. The SRO program is administered through the Sheriffs Office District Policing Division of the Operations Bureau. The lieutenant of the District Policing Division will meet regularly with school officials to continually promote involvement and enhance communication between the partners and individuals involved.**

School partner involvement in community policing will include:

- ▶ **the acceptance and promotion of the SRO as part of the school's staffing plan with teachers, staff, students, parents and others; and**
- ▶ **the involvement of school officials as part of a collaborative with the SRO, the Sheriffs Office, students, parents and others to resolve problems and conflicts on and around the school campus.**

Additional information pertinent to Grant Management:

- ▶ **Shoreline Middle School agrees to finance the local share of the SRO's salary and benefits for the duration of the grant, 25% in year one, 32% in year two, and 38% in year three.**

- ▶ Shoreline Middle School agrees to finance up to 50% of the SRO's salary and benefits for at least one year following the conclusion of the grant period.

LAW ENFORCEMENT EXECUTIVE SIGNATURE:

Maureen Date 5-23-00

SCHOOL OFFICIAL'S SIGNATURE:

S. Harrington Date 5-23-00

SHERIFF-CORONER

MARK TRACY
SHERIFF-CORONER



COUNTY OF SANTA CRUZ

701 OCEAN STREET, ROOM 340, SANTA CRUZ, CALIFORNIA 95060
PHONE (831) 454-2440 FAX (831) 454-2353 TDD (831) 454-2123

COPS IN SCHOOLS MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is an agreement between the Santa Cruz County Sheriffs Office and Lakeview Middle School. The purpose of this MOU is to define the roles and responsibilities of the partners and individuals involved.

The mission of the School Resource Officer (SRO) program at the Lakeview Middle School is:

- ▶ **to promote a safe and secure school environment which is free of crime and the fear of crime;**
- ▶ **to promote involvement of school officials, law enforcement, students, parents and others to resolve problems and conflicts which adversely affect the quality of life on and around the school campus; and**
- ▶ **to enhance communications between school officials, students, parents, other citizens, the Sheriffs office and local government.**

The goals of the School Resource Officer program are to deploy a fully sworn career Deputy Sheriff as part of a community oriented policing strategy assigned by the Sheriff's Office to work in collaboration with school officials, parents, students and other citizens to:

- **address crime and disorder problems, gangs, and drug activities affecting or occurring in or around the school campus;**
- ▶ **develop or expand crime prevention efforts for students;**
- ▶ **educate likely school age victims in crime prevention and safety;**
- ▶ **develop or expand community justice initiatives for students;**
- ▶ **train students in conflict resolution, restorative justice and crime awareness;**
- ▶ **assist in the identification of physical changes in the environment that may reduce crime in or around the school; and**

- ▶ **assist in developing school policy that addresses crime and recommend procedural changes.**

The Sheriffs Office will be responsible for the management of the Cops in Schools (CIS) grant program. The Sheriff's Office will administer the following procedures:

- ▶ **receipt and disbursement of CIS Federal funds;**
- ▶ **CIS programmatic reporting;**
- ▶ **CIS financial reporting; and**
- ▶ **general CIS grant management issues and responsibilities.**

Grant program issues are as follows:

- ▶ **the Sheriff's Office will be responsible for the supervision of the SRO with the participation of school officials;**
- ▶ **the Sheriffs Office and school officials, in collaboration with students and parents, will evaluate the CIS grant project/SRO program; and**
- ▶ **the SRO's direct chain of command will be the Sheriffs Sergeant at the Freedom Service Center. The SRO program is administered through the Sheriffs Office District Policing Division of the Operations Bureau. The lieutenant of the District Policing Division will meet regularly with school officials to continually promote involvement and enhance communication between the partners and individuals involved.**

School partner involvement in community policing will include:

- ▶ **the acceptance and promotion of the SRO as part of the school's staffing plan with teachers, staff, students, parents and others; and**
- ▶ **the involvement of school officials as part of a collaborative with the SRO, the Sheriffs Office, students, parents and others to resolve problems and conflicts on and around the school campus.**

Additional information pertinent to Grant Management:

- ▶ **Lakeview Middle School agrees to finance the local share of the SRO's salary and benefits for the duration of the grant, 25% in year one, 32% in year two, and 38% in year three.**

- ▶ Lakeview Middle School agrees to finance up to 50% of the SRO's salary and benefits for at least one year following the conclusion of the grant period.

LAW ENFORCEMENT EXECUTIVE SIGNATURE:

Walter T. Ray Date 5-23-00

SCHOOL OFFICIAL'S SIGNATURE:

John M. Casey Date 5/26/00

SHERIFF-CORONER



COUNTY OF SANTA CRUZ

MARK TRACY
SHERIFF-CORONER

701 OCEAN STREET, ROOM 340, SANTA CRUZ, CALIFORNIA 95060
PHONE (831) 454-2440 FAX (831) 454-2353 TDD (831) 454-2123

COPS IN SCHOOLS MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is an agreement between the Santa Cruz County Sheriff's Office and Aptos Junior High School. The purpose of this MOU is to define the roles and responsibilities of the partners and individuals involved.

The mission of the School Resource Officer (SRO) program at the Aptos Junior High School is:

- ▶ **to promote a safe and secure school environment which is free of crime and the fear of crime;**
- ▶ **to promote involvement of school officials, law enforcement, students, parents and others to resolve problems and conflicts which adversely affect the quality of life on and around the school campus; and**
- ▶ **to enhance communications between school officials, students, parents, other citizens, the Sheriff's office and local government.**

The goals of the School Resource Officer program are to deploy a fully sworn career Deputy Sheriff as part of a community oriented policing strategy assigned by the Sheriff's Office to work in collaboration with school officials, parents, students and other citizens to:

- ▶ **address crime and disorder problems, gangs, and drug activities affecting or occurring in or around the school campus;**
- ▶ **develop or expand crime prevention efforts for students;**
- ▶ **educate likely school age victims in crime prevention and safety;**
- ▶ **develop or expand community justice initiatives for students;**
- ▶ **train students in conflict resolution, restorative justice and crime awareness;**
- ▶ **assist in the identification of physical changes in the environment that may reduce crime in or around the school; and**

- ▶ assist in developing school policy that addresses crime and recommend procedural changes.

The Sheriffs Office will be responsible for the management of the Cops in Schools (CIS) grant program. The Sheriffs Office will administer the following procedures:

- ▶ receipt and disbursement of CIS Federal funds;
- ▶ CIS programmatic reporting;
- ▶ CIS financial reporting; and
- ▶ general CIS grant management issues and responsibilities.

Grant program issues are as follows:

- ▶ the Sheriff's Office will be responsible for the supervision of the SRO with the participation of school officials;
- ▶ the Sheriffs Office and school officials, in collaboration with students and parents, will evaluate the CIS grant project/SRO program; and
- ▶ the SRO's direct chain of command will be the Sheriff's Sergeant at the Aptos Service Center. The SRO program is administered through the Sheriff's Office District Policing Division of the Operations Bureau. The lieutenant of the District Policing Division will meet regularly with school officials to continually promote involvement and enhance communication between the partners and individuals involved.

School partner involvement in community policing will include:

- ▶ the acceptance and promotion of the SRO as part of the school's staffing plan with teachers, staff, students, parents and others; and
- ▶ the involvement of school officials as part of a collaborative with the SRO, the Sheriffs Office, students, parents and others to resolve problems and conflicts on and around the school campus.

Additional information pertinent to Grant Management:

- ▶ Aptos Junior High School agrees to finance the local share of the SRO's salary and benefits for the duration of the grant, 25% in year one, 32% in year two, and 38% in year three.



- ▶ Aptos Junior High School agrees to finance up to 50% of the SRO's salary and benefits for at least one year following the conclusion of the grant period.

LAW ENFORCEMENT EXECUTIVE SIGNATURE:

Mark E. Casey Date 5-23-00

SCHOOL OFFICIAL'S SIGNATURE:

Jim M. Casey Date 5/26/00



0215

County of Santa Cruz.

Sheriff-Coroner

701 Ocean Street, Suite 340, Santa Cruz, CA 95060
(831) 454-2985 FAX: (831) 454-2353

Mark Tracy
Sheriff-Coroner

COPS IN SCHOOLS NARRATIVE ADDENDUM

- **ASSURANCE THAT DEPUTIES WILL BE ASSIGNED AS SCHOOL RESOURCE OFFICERS IN AND/OR AROUND PRIMARY OR SECONDARY SCHOOLS:**

The Santa Cruz County Sheriff's Office, in partnership with Shoreline Middle School, Aptos Junior High School, and Lakeview Middle School, assures that the deputies employed under this program will be assigned as School Resource Officers (SROs) who will work in and

around these three schools. The three schools, through memorandums of understanding (MOUs) with the Sheriff's Office, will be full financial partners with the Sheriff's Office, in accordance with the requirements of the COPS in Schools grant program. The Santa Cruz County Sheriff's Office is committed to the philosophy and practice of Community Oriented Policing and Problem Solving (COPPS). Part of our original community oriented policing plan was the deployment of deputies as SROs to three high schools in our jurisdiction. These deputies were hired through the assistance of the U.S. Department of Justice Office of Community Oriented Policing Services Universal Hiring Program (COPS-UHP) in 1996, and the three positions are now fully funded locally. The high school SRO Program has been extremely successful in accomplishing its goals of enhancing safety and security at these schools. Violence, gang activity and narcotics-related problems have been reduced significantly by the daily presence of deputies on the campuses. The SRO program has helped improve communication among school officials, citizens/parents and the Sheriff's Office. Through this present round of COPS in Schools funding, the Santa Cruz County Sheriff's Office plans to expand this effective SRO program to include two middle schools and one junior high school.

- **PROBLEM IDENTIFICATION AND JUSTIFICATION:**

The Santa Cruz County Sheriff's Office has determined that the deployment to local schools of Sheriff's Deputies as SROs can significantly reduce crime and the fear of crime on

school campuses. Through the COPS in Schools grant program, the Sheriff's Office intends to assign one SRO full time to Shoreline Middle School, and one SRO to share time equally between two schools that are geographically near one another, Aptos Junior High School and Lakeview Middle School.

SHORELINE MIDDLE SCHOOL

Shoreline Middle School is the newest middle school in Santa Cruz County. Its student body is ethnically, culturally and socioeconomically diverse, reflecting the varied makeup of the population of the Live Oak area of central Santa Cruz County. The Live Oak beat is the most active of Sheriff's Office six beats, with an estimated population of 18,000 people in 11,000 households. The residents are predominately Caucasian, with Latinos the most prominent minority, followed by Asians and African Americans. Socioeconomically, there is a range from the single-parent welfare family to the corporate CEO. Over two thousand students live in the Live Oak beat. Shoreline Middle School has a student population of 750 and is the only middle school in the area serving an estimated 18,000 residents.

The Live Oak beat accounts for 28 percent of all activities reported to the Sheriff's Office, and incidents in and around the school have increased steadily since its opening. In 1999, 2,220 crimes were reported in the Live Oak area: 535 persons crimes, 943 property crimes, 614 narcotics and alcohol crimes, 33 traffic crimes and 95 miscellaneous offenses. A breakdown of these acts committed by juveniles shows that 89 were criminal violations, 19 were juvenile runaways, and 28 were other criminal incidents. Persons crimes committed by juveniles included

weapons offenses, battery, child abuse, sex crimes, threats and domestic violence. Property crimes committed by juveniles included graffiti, petty **theft**, burglary, arson and grand **theft**. Shoreline Middle School statistics for the same time period show 311 disciplinary acts reported. Had an SRO been assigned to the school during that time, the officer would have handled 71 of those incidents, including incidents of fighting/battery, narcotics/alcohol offenses, gang-related incidents, vandalism, theft, sexual offenses, weapons offenses and truancy.

The Shoreline Middle School property adjoins the Sirnprkins Family Swim Center property and the upper headlands area of Twin Lakes State Beach Park (an area known locally as Pony Park). The Sirnprkins Center is managed by the Santa Cruz County Parks Department. As the only recreation center in central Santa Cruz County, it is a gathering place for teens from throughout the county. Its parking lot and surrounding property are used as meeting places for young people with a variety of interests, bringing resident teens and teens from out of the area into contact. Some of these gatherings have led to conflicts involving Shoreline Middle School students and staff. Twin Lakes State Beach Park is owned and operated by the California State Parks System, which does not have sufficient resources to effectively patrol the area known as Pony Park. This area has been plagued with narcotics sales, narcotics buyers, public intoxication and minors using controlled substances. The Pony Park area is frequented by persons on parole and on probation and is the site of many **after** school fights among students of Shoreline Middle School. The location of the area makes it a primary path for students walking to and **from** the school.

Shoreline Middle School is experiencing a growing drug and alcohol problem among its

students, on and off campus and before and **after** school. The drugs of choice are the primary gateway drugs, marijuana and alcohol. An emerging threat is the increasing use of methamphetamine and heroin by younger children. Young people have learned how easily they can smoke methamphetamine and heroin, avoiding needles, which are frightening to most children. Interviews with drug addicted teens have revealed that the practice of smoking these drugs is more widespread than previously believed, and early intervention is essential to addressing this problem.

Gang activity at the school is also of growing concern. Competing factions include white pride groups, black pride groups and **Latino** street gangs. The dominant gangs are **Sureno Latino** street gangs, which are represented at Shoreline Middle School primarily by the **Santa Cruz Eastside** Gang. Two emerging gangs at the school are the Mexican Loco Klan and the White Power Group. The **Sheriff's** Office has responded to calls for on-campus and off-campus student fights, the circumstances of which clearly indicated gang **friction** as the cause.

APTOS JUNIOR HIGH SCHOOL

Aptos Junior High School is located in the unincorporated town of Aptos and within the Pajaro Valley Unified School District (**PVUSD**). The PVUSD encompasses the southern half of Santa Cruz County, including the city of Watsonville and portions of northern Monterey County. There are over 24,000 residents in approximately 10,000 households in the Aptos area. Roughly 19,000 of these residents live in the urban areas of Seascap, Rio Del Mar, **Seacliff** and around

Cabrillo College. In 1999, 1,206 crimes were reported in the Aptos beat. Of those, 394 were felonies and 812 were misdemeanors.

The PVUSD allows intra-district transfers, the majority of which are students who transfer from the agricultural, predominately **Latino** Watsonville area to the predominately Caucasian Aptos area, where primary revenue sources are business and tourism. The Aptos Junior High School student body is approximately 70 percent Caucasian, 25 percent Latino, and 5 percent of other ethnic origin. The administrators of Aptos Junior High School identify the top five law enforcement related issues among the students as: truancy, use of drugs and alcohol, harassment and tolerance issues, and incidents that occur while students are traveling to and from school. In 1999, there were 15 reported crimes at Aptos Junior High School: six fighting/battery, four possession of drugs or alcohol, two sale of drugs or alcohol, two possession of a weapon, and one possession of an explosive device. Additionally, there is growing concern about gang presence and activity at the school. Poor Side **Watsonville**, North Side **Chicos**, Watsonville North Side, Mexican Side **Locos**, and South Side Surfers are the criminal street gangs whose members attend Aptos area schools.

The location and design of Aptos Junior High School aggravate the tensions among the student population. The school is situated on a hilltop, and is surrounded by a hilly, rural residential area, a large county park, and a shopping center and **freeway** interchange. The shopping center is a magnet for minors using drugs and alcohol, and the adjacent businesses are targets of vandalism and violence. Of particular concern is the safety of students as they travel to and from the school campus.

LAKEVIEW MIDDLE SCHOOL

Lakeview Middle School is also located in the Pajaro Valley Unified School District in the southern part of Santa **Cruz** County. It is in the Sheriff's Office Freedom beat, the third busiest of the office's six beats, accounting for 15 percent of all activities reported to the **Sheriff's** Office. The Freedom beat is made up of 107 square miles of agricultural land, high-density residential neighborhoods, and migrant labor camps. This area is the poorest in Santa Cruz County; it's 20,000 residents average an estimated *per capita* income of less than \$12,000. In 1999, there were 1,043 reportable crimes in the Freedom beat: 467 felonies and 576 misdemeanors.

Lakeview Middle School is the only public middle school in the unincorporated southern Santa Cruz County area. It has a student population of 872 children, ranging from 12 to 15 years of age, the majority of whom live in the unincorporated South County area. The **Lakeview** Middle School records for 1999 indicate a total of 31 reportable offenses, categorized as 17 persons crimes, four property crimes, six alcohol- and drug-related offenses, and four weapons violations. Over 50 percent of the 1999 reportable offenses at **Lakeview** Middle School were for fighting/battery, and 66 percent of the narcotics related offenses were for sale/furnishing drugs. This southern area of Santa Cruz County has a substantial history of gang violence, graffiti/vandalism, narcotics, burglary and other crimes related to and affecting the students of the school and other local youth.

- **COMMUNITY POLICING STRATEGIES TO BE USED BY
SCHOOL RESOURCE OFFICERS:**

OVERVIEW

Deputies selected for the School Resource Officer Program will be sworn full-time veteran officers who have been chosen for their ability to work collaboratively with others and for their abilities to teach children and to work well with them. The **SROs** will abide by school board policies and will consult with and coordinate activities with school officials, while maintaining a chain of command through the local **Sheriff's** Office Community Service Center regarding all matters relating to employment and supervision.

The **SROs** will promote and attend meetings of school faculty and school parent groups to solicit their support and understanding of the School Resource Officer Program and to promote awareness of law enforcement practices. The **SROs** will be receptive of faculty, parent and student concerns in and around the school campus and will, through partnerships and a collaborative process, identify and resolve problems. The **SROs** will, as members of the school security collaborative, promote a safe and secure school environment that is **free** of crime and the fear of crime. The **SROs** will promote involvement of school officials, law enforcement, students, parents and others to resolve problems and **conflicts** that adversely affect the quality of life on and around the school campus. The **SROs** will make themselves available for conferences with

students, parents, and faculty members to assist them in solving problems of a law enforcement or crime prevention nature. The **SROs** will educate students in crime prevention and safety. The **SROs** will develop or expand community justice initiatives for students and train students in **conflict** resolution, restorative justice and crime awareness. The **SROs** will mediate discussions regarding truancy, substance abuse and gang activities.

SROs will develop expertise in presenting various subjects, such as understanding the laws, the law enforcement officer, and the mission of law enforcement. The **SROs** will encourage individual and small group discussions about law enforcement related matters with students, faculty and parents. The **SROs** will be familiar with all community agencies that offer assistance to youths and their families and will coordinate referrals when appropriate. The **SROs** will contribute to effective communication among school officials, students, parents, the Sheriffs Office, and local government.

The **SROs** will consult with the school principal to develop plans and strategies to prevent and/or minimize dangerous situations on or near the school campus or involving students at school-related activities. The **SRO** will not be the school disciplinarian. If school officials believe an incident is a law violation, they will contact the **SRO** who will determine if law enforcement action is appropriate.

The **SROs** will take law enforcement action as necessary. The **SROs** will address crime and disorder problems, gangs, and drug activities affecting or occurring in or around the school campus. When practicable, the **SROs** will notify school officials of any law enforcement activity performed on the school campus. Should it become necessary to conduct formal interviews on a



school campus with students or staff, the **SROs** will abide by the school board policy concerning such interviews. At the request of school officials, the **SROs** will take appropriate law enforcement action against intruders and unwanted visitors who appear at school and at school-related functions. The **SROs** will give assistance to other law enforcement officers whenever necessary. The **SROs** will coordinate with school officials for extra-duty security and be responsible for security and law enforcement activity at extracurricular events. The **SROs** will assist school officials in the identification of physical changes in the campus environment that could reduce crime or disorder in or around the school. The **SROs** will assist in developing school policy addressing crime and recommend procedural changes.

The **SROs** will **affirm** their role as law enforcement officers by wearing **uniforms** while on duty, unless doing so would be inappropriate for a scheduled school activity. The **SROs** will promote citizen awareness of law enforcement efforts to assure the peaceful operation of school-related programs and to build support for and from students. **SROs** will, whenever possible, participate in or attend all school functions.

SHORELINE MIDDLE SCHOOL

Community policing strategies specific to the Shoreline Middle School will include patrol and enforcement activities at the Simpkins Family Swim Center and in the Pony Park area of Twin Lakes State Beach Park, where conflicts among teens who gather there have resulted in violence involving students from the school. The **SRO** will also work closely with the County Probation Department, State Parole and the County Drug Task Force to address issues in the Pony Park

area. The Shoreline Middle School SRO will also work closely with faculty, students and parents to address drug and alcohol problems in and around the school. Sheriffs Office Drug Abuse Resistance Education (DARE) deputies and the Sheriffs Office Problem Oriented Policing Team will assist the SRO with education, mentoring activities and problem solving to reduce drug and alcohol use at school and in the surrounding area. The SRO will monitor gang activity at the Shoreline Middle School. The County Gang Task Force and the **Sheriff's** Office Problem Oriented Policing Team will assist the **SROs** in performing **conflict** resolution and gang mediation, student safety education, gang activity parent education, mentoring activities, and enforcement activities to eliminate gang violence and the fear of gang violence **from** the school and the surrounding area.

APTOS JUNIOR HIGH SCHOOL

Community policing strategies specific to Aptos Junior High School will include patrol and enforcement activities at the Polo Grounds County Park and at the Deer Park and Redwood Grove shopping centers, where students gather before and after school. The SRO will work closely with the County Drug Task Force, the County Gang Task Force, the Sheriffs Office Problem Oriented Policing Team and local business owners to provide a safe environment in the area surrounding the school. The primary goals of the SRO will be preventing violence and the threat of violence, narcotics and alcohol violations, gang activity and vandalism/graffiti problems **from** occurring at the school and in the area surrounding the school. The SRO at Aptos Junior . High School will work closely with faculty, students and parents to address student drug and

alcohol problems. The DARE deputies, Sheriffs Athletic League, and Sheriffs Office Problem Oriented Policing Team will assist the SRO with education, mentoring activities and problem solving to reduce drug and alcohol use at school. The SRO will also assist school officials with truancy problems. The SRO will act as liaison between the County Probation Department and County Youth Services. The SRO will create a collective of interested professionals who will meet with children and their parents to determine the causes for truancy and to find solutions.

LAKEVIEW MIDDLE SCHOOL

Community policing strategies specific to the **Lakeview** Middle School will be directed toward reducing violence and fighting in and around the school through the reduction of gang conflicts, and to reducing drug and alcohol use by students at and around the school. The highest priority of the **Lakeview** Middle School SRO will be to monitor gang activity. The County Gang Task Force, the **Sheriff's** Athletic League and the Sheriffs Office Problem Oriented Policing Team will assist the SRO in working to eliminate gang violence as well as all fighting and weapons violations on campus. The SRO will conduct **conflict** resolution/gang mediation, student safety education, gang activity parent education, mentoring activities, and enforcement activities to eliminate gang violence and the fear of gang violence from the school and the surrounding area. The SRO at the **Lakeview** Middle School will work closely with faculty, students and parents to address drug and alcohol problems at school. **DARE** deputies, the County Drug Task Force, and the **Sheriff's** Office Problem Oriented Policing Team will assist the SRO in providing drug

enforcement activities, education, mentoring activities and problem solving to reduce drug and alcohol use at the school.

- **QUALITY AND LEVEL OF COMMITMENT:**

This SRO program will deploy one Sheriff's Deputy to the Shoreline Middle School and one Sheriff's Deputy to split time between Aptos Junior High School and Lakeview Middle School. Both SROs will be uniformed, fully equipped Sheriff's Deputies deployed in Sheriff's patrol cars. The SRO assignment will be a full-time, year-round position. During the school year, the SRO will work regularly scheduled school days, with weekends and holidays off. Time spent by the SRO attending after-school extracurricular activities and weekend sporting events will be covered by either flexing straight time or by payment of overtime pay. Breaks during the school year will be used for reviewing security programs at the school and other on-site needs. Breaks in the school year can also be used to develop and refine local neighborhood community partnerships. During these times, the SROs may also work closely with the Sheriff's Office Community Service Center in each school's district to address community and neighborhood problems related to the school. At the end of each school year, a strategic planning and program evaluation will be conducted jointly by the school principal, the SRO, the SRO's supervisor and the lieutenant of the District Policing Division. These planning and evaluation meetings may include other school or school district staff and/or other Sheriffs Office personnel.

The ability of the SRO to provide effective school programs for security, teaching and counseling requires program development time. During the summer months, the SROs will work on program development and community interaction. SROs also need time to develop connections with other community agencies in order to improve their networking and referral capabilities. Working closely with the Sheriff's Office Community Service Center, the SROs will work on neighborhood problems that would affect the school if it were in session. The summer months are also a good time for the SROs to attend training classes. These California State Commission on Peace Officers Standards and Training (POST)-certified courses will include subjects such as community policing, school resource officer training, and other assignment-specific topics.

The SROs will be selected from volunteers who are experienced, veteran Sheriff's Deputies. Those selected will demonstrate their ability to work cooperatively with others in the spirit of community oriented policing, as well as their ability to work well with young people. The SRO assignment will be from three to five years in duration, or long enough to allow for the professional development of the deputy as an effective SRO. The length of the assignment should also allow for the SRO to remain with a school class through the completion of its three- or four-year cycle at the middle school or junior high school.

Santa Cruz County has seen significant positive results from the School Resource Officer Program at three local high schools. In 1996 three Sheriff's Deputies were deployed as SROs at Soquel High School, San Lorenzo Valley High School, and Aptos High School. This program has been extremely successful. Before the high school SRO program, all of these high schools were experiencing gang, graffiti and truancy problems. Gangs and the threat to students of their

violence on campus were found to be the root causes of the problem. Negative, gang-related behavior, such as “mad-dogging,” claiming territories, claiming colors, fighting, narcotics violations, possession of weapons, and acts of violence have all been significantly reduced at these schools since the implementation of the SRO program. In the initial period of the program, as the campus presence of the deputies began to influence these problems, arrests and suspensions increased at all of the schools involved in the SRO program. Since then, gang problems and the associated issues of graffiti and truancy have dramatically declined at these high schools. The Santa Cruz County Grand Jury wrote in a 1996 report on school security, “The attitude and actions they have taken toward problem solving in the face of seemingly overwhelming odds should be an inspiration to schools everywhere.” They further wrote, “The Santa Cruz County Civil Grand Jury would like to take this opportunity to commend the SROs on their perseverance and dedication to making a safer academic environment for our students.” Also, the superintendent of city schools wrote in 1997, “The support provided by the County Sheriff’s Office has helped to alleviate some of the most troublesome situations at the high school. The presence of the Resource Officer is a reminder to students and staff alike that Soquel High School is an institution of learning and that there is a very definite style of behavior necessary to make the school experience a success for all those involved. I realize that the three-year grant period will end in June 1998, and I would like to meet with you in the near future to discuss and seek a way to continue this outstanding service that is provided to the Soquel High School community. The School Resource Officer Program is a clear sign to the community that the Santa Cruz City Schools District and the County Sheriffs Department are a working partnership striving to make

schools safe once again.” The SRO at Soquel High, and two others, are on duty today, fully financed by local funds following the conclusion of the COPS-UHP grants that helped the Sheriffs Office get them started.

- **LINK TO COMMUNITY POLICING:**

The overall goal of the Santa **Cruz** County Sheriffs Office is to make the Community Oriented Policing and Problem Solving (COPPS) approach our standard operating procedure. The strength of our department is in its ability to embrace new policing procedures and to respond effectively to the changing, growing and diversifying population of Santa **Cruz** County. It is only by working together and forming partnerships that we can realistically endeavor to reduce crime and the fear of crime and to address other community problems.

Our new approach to problem solving and community involvement is enabling us to effectively tackle **difficult** and persistent crime problems and solve other issues. By partnering with the schools, we can reach a larger community and identify and resolve situations that create or foster crime on the campuses and in the surrounding neighborhoods. Involvement in the middle schools represents a continuation of our community policing plans. We are committed to improving the relationship between our youth and law enforcement. Our children are the link to our community’s future. By creating a positive and meaningful partnership with our schools, we

can develop new and innovative policing strategies to make Santa Cruz County a place where all people can live safely and without fear.

Operationally, each SRO will be supervised through a local Sheriff's Office Community Service Center. The SRO's assigned school will be in the service area of the center. This arrangement provides all the resources of the service center to be regularly used by the SRO, and links the school through the service center to the Sheriff's Patrol Division. The SROs who are assigned to the middle schools and junior high schools will be directly supported through their local service center by the high school SRO, the Sheriff's Office Problem Oriented Policing Team, the County Gang Task force, the Sheriff's Athletic League, and the DARE Deputies, as well as by the sergeant and other resources located at the center.

The Sheriff's Office District Policing Division coordinates the community policing volunteers through these local service centers. As part of the SRO program, the Sheriff's Office Service Center volunteers will contact the schools attended by the children of the district residents. Local schools thrive on a high degree of community ownership and school parent/volunteer interaction. The Sheriff's Office Service Center volunteer team leader will meet with the school's SRO, school parents/volunteers and school officials to facilitate the sharing of information about what is going on at the school and in the surrounding neighborhood. Through this communication, the service center volunteer team leader will discuss ideas about additional support services the service center volunteers can provide in and around the school.


The school and its SRO, as part of a community-based policing strategy, form an excellent long-term program. The school will serve as a focal point for the local community, where the

combined efforts of residents, parents, children and property owners will encourage interaction with school officials, the Sheriffs Office and local government. Through this effective communication, a new volunteer base can be created at the school to work with teachers, parents and students. Ultimately, the school volunteer group and the local neighborhood service center volunteer group will coordinate with each other in the continual exchange of information.

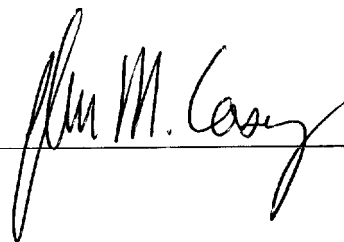
LAW ENFORCEMENT EXECUTIVE'S SIGNATURE:

 Date: 5-23-00

SCHOOL OFFICIAL'S SIGNATURE FOR SHORELINE MIDDLE SCHOOL:

 Date: 5-23-00

**SCHOOL OFFICIAL'S SIGNATURE FOR APTOS JUNIOR HIGH SCHOOL
AND LAKEVIEW MIDDLE SCHOOL:**

 Date: 5/26/00



Sheriff Department Questionnaire

Please answer the following questions if the applicant is a sheriff's department (established or start-up):

1. **What is the actual population for which your department has primary law enforcement authority? (In other words, the population minus the incorporated towns and cities that have their own police departments.)**
There are 150,000 residents in the unincorporated areas which we have primary law enforcement authority. Our seaside recreational county can easily also have 100,000 visitors any weekend, holiday or summer day.

2. **If possible, please try to break down the time spent by your entire department on different types of activities. (For example: 50% law enforcement duties; 30% courthouse/bailiff duties; 20% jail duties)**
Of the 225 deputy sheriffs and correctional officers, 52% are assigned to law enforcement duties, 9% are assigned to court security/bailiff duties, and 39% are assigned to jail duties.

3. **Out of the total amount of time spent on law enforcement duties, how much of that time is spent on community policing activities?**
Of the 110 sworn deputies assigned to the Operations Bureau, 19 are permanently assigned to Community Oriented Policing assignments. Further, it is estimated that the 68 deputies assigned to the Patrol Division spend, at least, 25% of their time working community problem solving details. Overall, we spend 33% of our law enforcement time on community policing activities.

4. **Please describe some of the community policing activities your department participates in (oversees/coordinates, etc).**
The entire Sheriff's Office is committed to Community Oriented Policing. Recruitment, testing, training and promotionals all reflect the philosophy of community partnerships and group problem solving. Further, our District Policing Division of the Operations Bureau provides for four (4) Community Service Centers, Citizen Volunteers, two (2) Problem Oriented Policing Teams, three (3) School Resource Deputies at the High School level and consistent assignment of Beat Deputies who work closely with the Service Centers to address community needs.

Deadline:

Applications must be postmarked on or before June 16, 2000.

Remember to send an Original and two copies of all application materials.