TRAINING CURRICULUM

INSTRUCTOR’S MANUAL

Prepared by

Caroline S. Cooper
Jennifer Tyson

Justice Programs Office, School of Public Affairs
American University

February 2010 (rev.)

This report was prepared under the auspices of the Bureau of Justice Assistance Drug Market Intervention (DMI) Training Project at American University, Washington, D.C. in coordination with Michigan State University and John Jay College. This project is supported by Basic Ordering Agreement Number 28HT000150 in support of Contract GS-23F-8182H/2006F_126 issued by the DOJ Office for Juvenile Justice and Delinquency Prevention, and awarded to the University to support the Drug Market Intervention (DMI) Project conducted by the Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice. The Bureau of Justice Assistance is a component of the Office of Justice Programs, which also includes the Bureau of Justice Statistics, the National Institute of Justice, the Office of Juvenile Justice and Delinquency Prevention, and the Office for Victims of Crime. Points of view or opinions in this document are those of the author and do not represent the official position or policies of the U.S. Department of Justice.
CHAPTER ONE: OVERVIEW

A. Focus and Organization of the Curriculum
B. The DMI Initiative: Goals and Summary of the DMI Strategy
C. DMI Experience to Date

CHAPTER TWO: ORGANIZATION OF THE TRAINING CURRICULUM AND SUGGESTIONS FOR USERS

A. Pre-Training: Selection of Participating Teams and Team Members
B. Pre-Workshop Orientation for Participating Teams
C. Faculty Orientation in Preparation for Each Training Session
D. Other Issues Relating to Planning the Curriculum and Conducting the Training Sessions
E. Summary of the Training Modules
   1. Training Session I: An Introduction to the DMI Strategy: Orientation and Planning for Implementation
   2. Training Session II: DMI in Practice: Addressing Critical Issues
   3. Training Session III: Implementing DMI: Pulling It All Together

CHAPTER THREE: CURRICULUM

PRE-TRAINING SESSION: Point of Contact Meeting

TRAINING SESSION #1: An Introduction to the DMI Strategy: Orientation and Planning for Implementation

TRAINING SESSION #2: DMI in Practice: Addressing Critical Issues

TRAINING SESSION #3: Pulling It All Together
POST TRAINING FOLLOW-UP: Follow-up and Recruitment
VOLUME II: SUPPORTING MATERIALS

The following are designed to be examples of materials that might be useful in implementing the DMI training workshops. They are a combination of materials used in previous trainings and those designed to help fill in the gaps. The value of these materials is in the electronic versions of them in that the documents can then be manipulated to fit the needs of that particular training.

In certain cases, there is “EXAMPLE ONLY” marked next to documents. These are instances where the content area is not directly related to the DMI or the training section in which it is categorized, but it provides an example of the types of information and format for presenting the information.

The electronic files are labeled with the number/letter and title as they appear below.

CHAPTERS ONE AND TWO

OVERVIEW AND ORGANIZATION OF THE TRAINING CURRICULUM

1. Drug Market Intervention Planning and Implementation Process: The Nine Steps

2. Points of Contact for Prior DMI Model Implementation Sites, BJA DMI Jurisdictions, and DMI Training Staff

3. FY2009 BJA DMI Solicitation
   a. BJA DMI Overview
   b. BJA DMI Announcement

4. FY2009 DMI Point of Contact Meeting Agenda

5. FY2008 DMI Training Workshop Agendas: High Point, Tampa, and Providence
   A. FY2008 DMI Training Evaluation: High Point
   B. FY2008 DMI Training Evaluation: Tampa
   C. FY2008 DMI Training Evaluation: Providence

CHAPTER THREE

PRE-TRAINING SESSION
Point of Contact Meeting

1. Welcome and Introduction

2. DMI Training Sessions
3. DMI Initiative
   Drug Market Intervention Planning and Implementation Process: The Nine Steps Handout

4. Anticipating Challenges and Issues

5. Resources
   A. Accessing and Navigating ANGEL – DMI Project
   B. Technical Assistance Request Form

6. Closing: Expectations, Issues and Concerns, and Wrap-up
   A. Participant List Template

TRAINING SESSION #1

Day One

1. Welcome and Introductions
   Site Introductions Questions PowerPoint

2. Goals for the DMI Initiative-Overview and Key Elements Accounting for its Success
   (no materials, see curriculum outline/instructor’s manual)

3. Leadership Role of the Local Police Chief in Implementing the DMI Initiative
   A. Testimony of Colonel Dean Esserman before Senate Committee on the Judiciary, September 10, 2008
   B. Interview with Chief James Fealy, High Point, North Carolina Community Policing Dispatch. October 2009

4. The Nine Steps of the DMI
   A. Drug Market Intervention Planning and Implementation Process: The Nine Steps Handout
   B. Drug Market Intervention Planning and Implementation Process: The Nine Steps PowerPoint
   C. High Point: Frequently Asked Questions Handout
   D. High Point Strategy-COPS Newsletter

5. Baseline Multidisciplinary Information to Plan the DMI: Building in Law Enforcement and Community Perspectives from the Start
   A. Building Sustainability and Measures for Success from the Beginning PowerPoint EXAMPLE ONLY- Geared towards public housing
   B. Suggested Building in Law Enforcement and Community Perspectives from the Start Panel Discussion Questions PowerPoint
6. DMI vs. Other Law Enforcement/Community Initiatives: (working lunch)  
(no materials, see curriculum outline/instructor’s manual)

7. DMI Experience and Impact: Perspectives from Three Jurisdictions that Have Implemented the DMI  
   A. Suggested Experience and Impact Panel Discussion Questions PowerPoint  
   B. Eliminating Overt Drug Markets in High Point, NC PowerPoint  
   C. East Nashville Intervention Project PowerPoint  
   D. The Terrace Bedell Initiative: Hempstead, NY

8. Breakout by Team: Discussing the Model  
   A. Strengths Weaknesses Opportunities and Threats (SWOT) Analysis Handout  
   B. Facilitators Guide Handout

9. Team Reports

10. Getting Started: Involving the Right People, Agencies, and Organizations  
    A. Getting Started: Involving the Right People, Agencies, and Organizations PowerPoint  
    B. Getting Started: Involving the Right People, Agencies, and Organizations Panel Discussion Questions PowerPoint

11. Identifying the Drug Markets/Needs Assessment: Crime Mapping; Data Collection/Analysis and Surveying (Steps #1 and #2)  
    A. Data-Driven: The Role of GIS in Identifying and Analyzing Drug Markets PowerPoint  
    B. Alternative Drug Program: Rockford, IL PowerPoint  
    C. West End and Daniel Brooks High Point Community Surveys Handout  
    D. Protocol for Response to Acts of Violence

12. Closing/Focus for Day 2

**Day Two**

1. Summary of Day One: Question/Comments

2. Investigative Work: Identifying Dealers, Making Cases, Identifying Influentials, and Incident Review (Steps #3 and #4)  
   A. Identifying Influentials PowerPoint  
   B. East Central Intel Sheet Handout  
   C. Winston-Salem Police Department Criminal Investigations Division PowerPoint

3. Forming Successful Partnerships and Working with Communities (Step #5)
A. Suggested Forming Successful Partnerships and Working with Communities Panel Discussion Questions PowerPoint
B. Raleigh’s Drug Market Initiative Pilot Project Community Meeting Agenda Handout
C. Raleigh’s Drug Market Initiative Pilot Project Community Dialogue Questions Handout
D. Raleigh’s Drug Market Pilot Project Newsletter Handout
E. High Point Southside Initiative Update Handout
F. Raleigh’s Drug Market Initiative Choice Project Community Meeting Agenda 5.24.07 Handout
G. Raleigh’s Drug Market Initiative Community Meeting Invitation Handout

4. Organizing and Implementing the Call-in (Steps #6 and #7)
   A. High Point Call-in Video
   B. Raleigh Offender Notification Letter from the Chief of Police Handout
   C. High Point Offender Notification Letter from the Chief of Police Handout
   D. Raleigh Choice Project Notification Session – Overview of Speaking Points Handout
   E. High Point and Greensboro Joint Notification Call-in Messages and Speaking Points Handout
   F. High Point Offender Notification Speaking Script Handout
   G. East Green Initiative Speaking Script Handout
   H. High Point Call-in Procedure Handout
   I. High Point Call-in Roster Template Handout

5. Involving Service Providers and Providing Case Management Call-In Candidates Preliminary Assessment of Service Needs (Document developed by Peoria, Illinois DMI Training Team)

6. Breakout by Team: Adapting the DMI Strategy to the Local Jurisdiction
   A. Team Breakout – Action Plan and Task Timeline Handout
   B. Facilitators Guide Handout

7. Closing: Plans for Next Session and Intervening Three Month Period
   A. Evaluation Form Handout
   B. Session #1 Task Timeline PowerPoint
   C. Accessing and Navigating ANGEL – DMI Project Handout
   D. Technical Assistance Request Form Handout
   E. Participant List Template Handout

TRAINING SESSION #2

Review and Catch-up Session
(Utilize materials from the first training session as relevant and appropriate.)
Pre-Conference Faculty Meeting

Day One

1. Welcome and Introductions
   Drug Market Intervention Planning and Implementation Process: The Nine Steps PowerPoint

2. Reports from Each of the Participating Sites
   Site Introductions Questions

3. Building Law Enforcement-Community Partnerships: What’s Different about the Partnerships Required for the DMI Initiative
   A. Suggested Continuing the Conversation about Drug Issues and Police-Community Relations Panel Discussion Questions PowerPoint
   B. Suggested Special Features of the DMI Law Enforcement and Community Partnership Panel Discussion Questions PowerPoint
   C. Suggested Helping the Community to become a Full Partner with Law Enforcement in the DMI Initiative Panel Discussion Questions PowerPoint
   D. Suggested Service Provision – The Importance of Follow-up and Follow-through Panel Discussion Questions PowerPoint
   E. Suggested Sustaining the Partnership after the Call-In: What’s Required Panel Discussion Questions PowerPoint
   F. Facilitators Guide (Discipline) Handout
   G. Facilitators Guide (Team) Handout
   H. Drugs, Race, And Common Ground by David Kennedy


Day Two

1. Summing up Day One/ Focus of Day 2

2. Additional Ancillary Responses to Open Drug Market Sales to Consider to Strengthen the Initiative and Develop Community Buy-in
   Examples of Nuisance Abatement Statutes (NOT CREATED)

3. Developing a Baseline for Assessing the Impact of the DMI
   A. Performance Measures Presentation PowerPoint EXAMPLE ONLY
   B. Raleigh Perception Survey Coding Key Handout
   C. Impact of Drug Market Intervention PowerPoint
   D. Problem Oriented Policing

4. Dealing with the Media
   A. Rockford – For Some Drug Dealers, A Second Chance Handout
B. Rockford Police Chief Vouches for ‘Hug a Thug’ Handout
C. Hempstead: The DA’s Defense Amid Fallout from Plan to Allow Suspected Drug Dealers to Avoid Prison, Rice, Supporters Say It’s Worked Before Handout
D. Hempstead: Rice’s Reward is a Strange Drug Deal Handout
E. Hempstead: New Program Reforms Drug-Torn Neighborhood Handout
F. Hempstead: ABC News Story
G. High Point: Novel Police Tactic Puts Drug Markets Out of Business Confronted by the Evidence, Dealers in High Point, N.C., Succumb to Pressure Handout
H. Providence: Closing ‘Crack Highway’ Handout
I. Milwaukee: How to Let People do Heroes’ Work Handout
K. High Point: Sample Op-Ed Handout
L. Police & Community Celebrate Successful Lockwood Crime Fighting Initiative with Cookout.
M. Dealer invited to community and anti-drug meeting arrested the next day.
N. Residents Confront Local Drug Dealers Over Community Impact
O. Gauging Drug Sweep Success will take time.
P. Drug Dealer Intervention
Q. Six alleged drug dealers agree to a deal.
R. Alleged Drug Offenders Offered a second chance.
S. Drug Market Intervention
T. Middletown Drug Market Intervention
U. Program gives Dealer’s 2nd Chance: Non-violent Offenders get help for promise to reform.
V. First Significant Sentence in Open-air Drug War

5. Breakout by Team: Refinement of Action Plans
   A. Team Breakout: Refining the Action Plan Handout
   B. Facilitators Guide Handout

6. Closing: Summing Up the Session: Plans for Post Session Activities and Final Training Session
   A. Evaluation Form Handout
   B. Session #2 Task Timeline PowerPoint
   C. Accessing and Navigating ANGEL – DMI Project Handout
   D. Technical Assistance Request Form Handout
   E. Participant List Template Handout

TRAINING SESSION #3

Pre-conference Faculty Meeting

Pre-Training Session: Catch-Up/Review Session for New Participants
Day One: Peer to Peer Interchange and Discussion of Special Issues

1. Welcome and Overview of the Third Training

2. Reports from Each of the Participating Sites
   Site Introductions Questions PowerPoint

3. Breakout by Discipline: Continuing the Discussion of Roles
   Facilitators Guide Handout

4. Maintaining the Shutdown and the Law Enforcement and Community Partnership
   A. Suggested Maintaining the Shutdown and the Law Enforcement-Community Partnership Panel Discussion Questions PowerPoint
   B. High Point - Post Initiative Elements Handout

5. Comments from Community Representative on the Impact of the DMI for the community (Working lunch) (no materials: see curriculum/instructor’s manual)

6. Multi-team Breakout Sessions
   A. Facilitators Guide Handout
   B. Team Breakout – Action Plan and Task Timeline Handout

7. Special Issues of Interest to the Participating Teams
   (NOT CREATED)

8. Closing Q and A: Summing up Day One/Focus of Day Two
   (no materials: see curriculum/instructor’s manual)

Day 2: Peer to Peer Support and Discussion

1. Summing up Day One/Focus of Day Two
   (no materials: see curriculum/instructor’s manual)

2. Impact of DMI on a Community: Hempstead – Long Island
   Hempstead: New Program Reforms Drug-Torn Neighborhood and Video Link Handout/Video

3. Breakout by Team: Refinement of the Action Plans
   A. Facilitators Guide Handout
   B. Team Breakout: Refining the Action Plan Handout

4. Closing: Technical Assistance and Follow-up Communication
   A. Evaluation Form Handout
   B. Session #3 Task Timeline PowerPoint
C. Accessing and Navigating ANGEL – DMI Project Handout
D. Technical Assistance Request Form Handout
E. Participant List Template Handout
VOLUME I: CURRICULUM
CHAPTER ONE: OVERVIEW
A. FOCUS AND ORGANIZATION OF THE CURRICULUM

This curriculum is designed to be used by facilitators to provide orientation and training to multi-disciplinary teams from jurisdictions interested in implementing the Drug Market Intervention (DMI) strategy to shut down open air drug markets in their communities. The teams should be composed of representatives from the local law enforcement agency; the prosecutor’s office; and the community in which the DMI intervention is contemplated; as well as a service provider experienced in providing a wide range of support services for criminal justice system populations. While the strategy envisions coordination between the local prosecutor and US Attorney for the district, it is not essential that a USAO representative attend the training sessions. Even though a USAO representative does not need to attend the training sessions as a team member, having the USAO’s support for the initiative, however, is important since the option of prosecuting cases involving open market drug sales federally provides potential leverage for prosecuting the major dealers as well as the possible disposition of persons in diversionary status who fail to comply with program conditions.

The training series was pilot tested with two groups of participating teams during the 2007 – 2008 and 2009 period. The pilot test has provided an opportunity to enhance various training segments as well as modify others, based on participant evaluation comments. These enhancements and modifications have been incorporated into the curriculum that has been developed.

Training Modules:

The DMI curriculum is broken down into module segments organized to follow the basic components of the DMI strategy. The modules are meant to be taught by faculty with at least a moderate level of understanding of the DMI model and how it has worked in practice. The curriculum is not intended to be self-explanatory but requires, rather, both a knowledgeable facilitator as well as faculty who have practical experience with the implementation of the DMI strategy. Faculty with special expertise in developing community engagement strategies should also be included.

While the modules do not necessarily need to be taught in the order in which they appear, the current order in which they are presented follows a logical progression of planning tasks and considerations that have been deemed important for successfully implementing the DMI.

Several modules include step numbers in parentheses. These refer to one of the nine steps outlined in Section B below and attached in Appendix 1.

The “key points” section of the modules identifies a list of the information that attendees should learn and/or the types of questions that should be answered by the end of that training segment.
Faculty:

The curriculum requires at least one faculty/facilitator who can provide technical content for segments, as required, and who can moderate the presentations of additional multidisciplinary faculty representing law enforcement, prosecution, community residents, and service providers. These faculty also sit in on team and peer breakout sessions and provide guidance, as appropriate.

The term representatives from training sites is used to refer to individuals who have had a key role in a jurisdiction with a successful prior implementation of the DMI. A description of jurisdictions which have implemented DMI are referenced in Section C below and a list of individuals in these jurisdictions who may be contacted for further information is provided in Appendix 2.

Instruction:

This training manual employs four basic formats for instruction: breakout groups, technical lectures, informal lectures, and panel discussions.

Breakout groups: There are three types of breakout groups: Breakout by individual team, breakout by discipline, and multi-team breakouts, with two to three teams together. In all of these, there should not be more than 10 to 12 individuals in any one group; tables should be staffed with at least one facilitator or moderator, and two to three representatives from training jurisdictions. It is important for facilitators to lead the reintroduction of individuals in the group and to keep the conversation on track. Due to noise level concerns, it is recommended that these occur in separate rooms if they are available. These breakout groups generally involve regrouping as a large group for reporting on discussions and a collective question and answer session. This requires attendees migrating into separate rooms and then regrouping in the main room. Space restrictions of the workshop location should be considered and breakout group format should be adjusted accordingly.

- Breakouts by team: This refers to separating the teams into groups comprised entirely of team members from one jurisdiction. These are used for tasks relating to local planning

- Breakout by discipline: This refers to separating participants according to their professional affiliation. There are four discipline groups: prosecution; police; service providers, and community representatives. If any group is too large, they should be separated into smaller groups of 10 to 12 people each. The breakouts by discipline are used to focus on specialized concerns within these disciplines and to promote inter-jurisdictional networking among the participating teams.

- Multi-team breakout: This refers to separating participants by their jurisdictional
team and putting two to three teams together at one table. These are used to provide inter-team support and information sharing.

Technical lecture: Technical lecture modules refer to those in which one or more individuals are conveying information about a specific topic. Because of the detailed and, frequently, new information that is generally being presented, it is recommended presenters use PowerPoint presentations or other visual aids.

- Recommendations for using PowerPoint/visual aids:
  - Visual aids should be clear and concise to help illustrate the key points; they should not simply restate them.
  - The wording should be limited and use a font size at least 24” to help participants remember the key points.
  - There should be a mixture of words, pictures, and other attention grabbing slides.

Informal lecture: Informal lectures are those that generally involve one or more individuals conveying personal experiences or opinions. These should include fewer technical details and will likely not require the aid of PowerPoint or other visuals.

Panel discussion: This approach involves several individuals responding to similar questions or providing their thoughts on similar topics, particularly specific issues that sites are dealing with. These are generally used to convey differences in theory or approach and to discuss issues about which there may not be universal agreement. For these, it is recommended that the facilitator use visual aids to present the question or topic area. As a general rule, panelists should limit the number of visual aids they use. Panelists should be placed in the front of the room at one table.

General Comment:

It is recommended that all training sessions include at least 15 minutes for questions and answers. Some modules include specific recommendations on how to expand the traditional question and answer format.

Fifteen minute breaks should also be interwoven into long periods of training time.

B. THE DMI INITIATIVE: GOALS AND SUMMARY OF THE DMI STRATEGY

The challenge of effectively responding to illegal drug markets and their associated crime, violence, and disorder has proven challenging for communities and law enforcement for decades. Recently, a strategic problem-solving approach has emerged and shown significant promise. Developed by David Kennedy and first implemented by a multi-agency team of local and federal

---

1 Source?
law enforcement officials, neighborhood leaders, social service providers, and local government officials in High Point, North Carolina, the “High Point West End Drug Market Initiative” has drawn considerable interest and generated promising results in terms of enhanced community safety and quality of life.

As in many communities, officials in the High Point Police Department (HPPD) were frustrated with open air-drug markets and escalating crime rates. With the approval of the new Police Chief, HPPD set out to try a new approach. Based on the successes of the Boston Gun Project, later replicated in other cities, including like Indianapolis and Stockton, HPPD set out to implement a strategic, focused, data-driven, problem-solving project aimed at permanently closing down drug markets. The High Point West End Initiative (HPWEI) produced an average decrease in crime of 41 percent over three years in that neighborhood. Interestingly, there appears to have been no displacement effect.2

There are several key components of the HPWEI.

First, it began with an assessment of the local drug market involving crime mapping and incident reviews to better understand the nature of the drug market and to map out the individuals involved in drug sales, purchases, and distribution networks. Having determined that a relatively small group of chronic offenders were responsible for the drug market and much of its associated crime and violence, local officials decided that a “lever pulling” strategy based on notions of focused deterrence would be appropriate given the nature of the local drug market program. They then conducted a traditional drug enforcement operation involving undercover buys. Cases were built against the key players. Warrants and arrests were executed upon those key individuals believed to be “major players” and involved in violent crime.

The operation then moved from a traditional drug enforcement stage to an innovative problem-solving stage. Rather than arresting all those eligible, the task force invited certain of the drug market offenders who were considered to have had limited involvement with the drug trade, and their significant family members to a community meeting. At the meeting, law enforcement and prosecution officials explained the cases that had been built against the individuals in attendance, told them that they would prefer to see them succeed in the community, but would activate and prosecute the existing case if they continued dealing. Community members also spoke openly of their frustration of living in an open drug market environment. The law enforcement officials made a promise to the offenders: their charges would be held in abeyance as long two conditions were fulfilled: (1) the drug market must end immediately (and not move elsewhere), and (2) the violence associated with the market must end immediately. Violations of these conditions would result in warrants being served and the cases of these individuals in diversion status would be prosecuted, with the intention of obtaining significant sentences for the cases that had already been developed.

This deterrence-based message was also coupled with an attempt to link the offenders to a broad array of services. Social service and related social support resources were presented with opportunities for one-to-one connections with the service providers. Family members were provided an opportunity to talk with most providers to express their concerns over the well-being of their children; their desire that the children remain free of drugs, violence, and prison; and their appreciation for providing their children with another opportunity.

2A formal evaluation is currently in progress.

Volume I, Chapter One: Overview 5
As noted above, the initial reports from High Point, since repeated with those from other cities that have replicated the “High Point” approach – Nashville, Tennessee; Rockford, Illinois, Milwaukee, Wisconsin, and others, have been very encouraging. The drug markets have been closed and remain closed and neighborhood crime and disorder have declined significantly.

**Key Steps of the High Point Drug Market Intervention Model**

**Step 1—Crime Mapping.** Step 1 entails compiling and analyzing mapping data from several different sources to determine the focus area for the initiative. Data sources including 911 calls and calls for service, field contacts made by officers in the Narcotics Unit, and Federal Bureau of Investigation (FBI) Uniform Crime Reports (UCR) Part I crimes focusing on those crimes involving drugs, weapons, and sex/prostitution are utilized to identify drug market targets. “Drug buy” locations are then layered within that neighborhood.

**Step 2—Survey.** This step involves surveying law enforcement officers, probation officers, vice officers, and community members in the target area about area drug dealers – who they are and where they live.

**Step 3—Incident Review.** An incident review based on individuals identified in Step 2 is then conducted with vice and narcotics officers and officers who work in the target area. The list of drug dealers is refined to include only those street dealers who are still active in the target area. Important questions to be answered include: Is the dealer a street-level or mid-level dealer? Does he or she have a history of violence? Does he or she have any pending charges?

**Step 4—Undercover Operations.** Once specific people are identified, an enforcement operation is implemented involving undercover officers making buys, sending in confidential informants to make buys, audio-taping, video-taping, and taking photographs to build cases against the drug dealers.

**Step 5—Mobilize the Community.** As the enforcement operation is occurring, efforts are made to mobilize key community leaders. This involves securing the support of community leaders, enlisting their involvement, and mobilizing resources for potential offenders.

**Step 6—Contact with the offender’s family.** While Steps 5 and 6 are occurring, law enforcement officers spend time identifying “influential” people in each targeted offender’s life. This would naturally be family but could also be friends, spiritual advisors, or other non-family members. Then, a small group of police officers, community members, and clergy pay a visit to the immediate family or other influential people and explain the goals of the initiative, invite them to participate in asking the offender to quit doing what they are doing, and encourage the family to attend the Call-In Meeting (see Step 7). Also during this step, letters from the Chief of Police are mailed to the targeted offenders that inform the offender that the police are aware of their street-level drug dealing and that this behavior has to stop. The offender is invited to a meeting (i.e., the Call-In). In addition, the letter will suggest that the offender bring someone who is important to them with them—e.g., an “influential” -- to the meeting.

**Step 7—Call-In/Notification.** The Call-In/Notification is a face-to-face meeting between the offenders, the community, and law enforcement. The meeting occurs at the district headquarters in which the target area falls (some communities use other locations). At these meetings, the
results of all the undercover work by police are displayed, including pictures of the drugs dealers and drug deals in progress and of the houses and street corners where these transactions are taking place. The police will have compiled a notebook about each offender, which is displayed. Each notebook contains the information the police have about that offender and their drug dealing habits and, importantly, an unsigned arrest warrant for that offender. During the Call-In, the police will deliver a very strong two-pronged message. First, drug dealing and violence will no longer be tolerated in the target area. Second, each of the offenders will be put on “official notice.” If they continue the illegal activity, they will be arrested and prosecuted. If they stop, they will be given a second chance.

Just as important as the law enforcement message is the community message conveyed at the meeting; community members will speak openly to the effect that they find the offender’s behavior unacceptable; however, they are offering help in the form of community resources to those that want it. This will include drug treatment, education, job training, gainful employment, help with family issues, and transportation.

**Step 8—Enforcement.** While the Call-In is seen as very important and the climax of an extensive investigative activity, what happens after the meeting is equally as important. The police and the community watch for any signs of continued street-level drug dealing in the target area. The police continue to try to make buys in the area and continue to send in confidential informants into confirmed drug locations. The residents are encouraged to call the police and their calls are given priority (e.g., in High Point the residents were given a special phone number to call to report drug activity). Any reports of drug dealing are immediately investigated by police and additional narcotics officers will be assigned to the area (using overtime money). Complaints involving a notified offender will result in a judge signing his or her arrest warrant and the offender being arrested. The prosecutor’s office usually assigns one assistant district attorney to these cases, and they will be given priority treatment by the prosecutor’s office.

**Step 9—Follow up.** A resource coordinator contacts the notified offenders to determine if they are getting the help they need. Mentors are assigned to the notified offenders and community members are encouraged to keep in touch with them through phone calls and visits. The police department distributes newsletters and flyers containing information about the targeted drug dealers who have been arrested as well as those that chose a different path. Officers continue to attend community meetings in the area to maintain the lines of communication. The follow-up also includes close monitoring of the crime data with continual feedback from the research partners.

_The BJA training series and technical assistance services available to support the DMI Initiative are designed to provide both detailed information about the Drug Market Intervention Initiative and ongoing support to assist local teams in adapting the nine step model described above to their local situation._

### C. DMI EXPERIENCE TO DATE

Discussion of the impact of the DMI initiative requires a preliminary overview of the problems DMI is designed to address:

Open-air drug markets are particularly dangerous to communities because of the associated...
prostitution and violent crime that tends to be associated with these markets. They also deprive the community of the use of their public space, resulting in an atmosphere of fear and intimidation, with residents afraid to walk outside, allow their children to walk to school, play, and engage in routine neighborhood activities that communities take for granted.

To address these open-air markets, the DMI initiative involves a partnership between law enforcement, service providers, and the community working together in targeted areas/neighborhoods with open drug markets. The most violent/serious offenders are prosecuted and those sentences are emphasized to the public as examples of the severity of sentencing. However, the cases of low level, nonviolent, offenders, most of whom also live in the local community, are held in abeyance on the condition that the offender cease drug dealing immediately; these low-level offenders are also connected to vocational, educational and other services.

The results of the DMI initiative have been nearly immediate and sustained. In these areas, not only have open drug markets been shut down, along with the violence and other crime associated with them, but, in addition, the communities have become revitalized, with residents reclaiming public space, as evidenced by children playing outside, foot traffic in the area, and other indicia of community rejuvenation.

This is not to say that all drug sales and associated crime cease, but, rather, that open drug markets are shut down, along with the associated crime. Community surveys and other data clearly indicate that parallel initiatives are also needed to address other types of drug sales and crime that may be occurring, including the need to develop programs to engage youth in constructive, skill building activities; and undertake other initiatives to promote neighborhood revitalization.

A formal evaluation is in the process of being completed to determine the impact of the DMI strategy on communities; however, the following are indicators of success that several jurisdictions that have implemented the model have experienced. (The statistics are unconfirmed and are meant for informational purposes only and reflect information available as of January 2, 2009.):

**HIGH POINT, NORTH CAROLINA (two initiatives):**
(Received the 2007 Innovations in American Government Award Winner from the Harvard University Kennedy School of Government Ash Institute for Democratic Governance and Innovation.)

**HIGH POINT, NORTH CAROLINA (PROJECT NAME: HIGH POINT INITIATIVE); CALL-IN DATE: JUNE 2004**

- Over the two-year course of implementation, overt drug markets were eliminated, directly and sustainably. No outside or additional resources were employed. There was no apparent displacement, and clear diffusion of benefits. Few arrests were made. Many low level drug dealers are now gainfully employed. Community conditions in the drug market areas are dramatically improved, as are police/community relations and race relations generally in the city.

Source: Chief James Fealy, High Point Police Department, June 29, 2006, submission for the 2006 Herman Goldstein Award.
• Qualitative responses to a community needs assessment:
  o “Despite a decline in drug sales and violent crimes following the implementation of the West End Initiative [i.e., the High Point DMI], 51 percent of respondents nonetheless see crime as a big problem,” residents also commented on the community benefits resulting from the initiative in a series of community focus groups, including significantly improved police-community relations and the community revitalization results of the application of the broken window theory.

  o “The police department, the city officials, the fire department . . . they’re helping us [now]. It seems to me like beforehand nobody heard what you said. Or if they did they just said, “We’ll [sic] she just lives in West End” [like] we’re trash. Oh too bad, let’s see what we can do for these rich people over across the creek, you know. But this is the way we felt because nobody was doing anything, nobody was listening. . .”

  o “If you’ve got a low class neighborhood the drugs are there, the prostitutes, houses sitting abandoned, boarded up, nobody is taking care of their houses, yards or nothing. You’re going to get that type of people moving in. You’re not going to get classic people that respects their stuff... “


• Changes in Crime
  o Decrease in Drug Crime (2004 -2007): 31.4%

• Changes in Calls for Service Pre- and Post- Call-in*
  o Rape - 200%
  o Shots Fired - 125%
  o Strong Armed Robbery - 100%
  o Motor Vehicle Theft - 94%
  o Fights - 15%
  o Harassment Threats + 34%
  o Juvenile + 45%
  o Suspicious activity + 25%

* At the start of the initiative the community was asked to call 911 no matter how minor the situation. In the first year after the “call-in” all categories of 911 calls had increased 12%. By the end of the second year the increase of 911 calls increased 4%. In calls related to violent or persons crimes (shaded in red) almost all categories showed a decrease. In calls related quality of life the counts remained the same or increased – in particular harassment, juveniles, and suspicious activity. It should be noted that drug related calls remained constant, while motor vehicle theft and traffic related calls decreased. These data suggest that shifts in the types of 911 calls occurred and in the categories one would expect with the closure of a drug market.
HIGH POINT, NORTH CAROLINA (PROJECT NAME: DANIEL BROOKS [PUBLIC HOUSING] INITIATIVE); CALL-IN DATE: MARCH 2005

- “The majority of respondents [to a community survey conducted at the request of the High Point Police Department nine months following the DMI] had nothing but praise for police efforts. When asked to identify the biggest criticism they had with how the police do their jobs, 30 percent instead spoke very favorably or simply indicated they had no concerns…”

- “Fifty-five percent of residents believe police efforts to reduce drug activity is much better than before the Daniel Brooks initiative was implemented. Forty-two percent believe drug use and drug dealing are less of a problem now than before the implementation of the Daniel Brooks Initiative…”


PROVIDENCE, RHODE ISLAND (PROJECT NAME: LOCKWOOD INITIATIVE) Call-In Date: August 2006

- A police sweep [need to find date] that resulted in arrests of dealers and connecting seven low level offenders with alternative services essentially eliminated street dealing in the area. In December 2006, undercover officers were not able to find dealers where, previously, there had been a number.

- At a community meeting, noting the drug dealers’ absence from his neighborhood, a resident said: I take my hat off to the Providence Police Department. […] The Providence Police Department has changed attitudes, changed race relations, and now we’re getting the fruits of what we sow.”

Source: Amanda Milkovitz, March 11, 2007 Closing ‘crack highway’ www.projo.com

ROCKFORD, ILLINOIS (PROJECT NAME: ALTERNATIVE DRUG PROGRAM); CALL-IN DATE: MAY 9, 2007

- Changes in Crime: May 2007 – May 2008:
  o Drug Offenses: - 79%
  o Violent Crime: - 7%
  o Prostitution - 100%

  Source: Rockford, Illinois Police Department

- In September 2006, there were 113 criminal offenses reported in the target zone. In
September 2007, there were 86.


**NASHVILLE, TENNESSEE (PROJECT NAME: EAST NASHVILLE INTERVENTION PROJECT); CALL-IN DATE: MARCH 2008**

- Calls for Service from March – June 2008: decreased by 46.3%
- Charges related to drug equipment, drug/narcotic and prostitution arrests: decreased by 88.4%
- Uniform Crime Report Part 1 crimes have remained somewhat constant when comparing 2007 and 2008 data; however, 2008 violent crime remains significantly lower than in 2006, prior to the precinct’s more focused efforts in the area.
- A comparison of the calls for service between the target area and a parallel street one block to the east. (Also provides indication of scope of the problem.)
  - 2006: Neighboring block: 872 Target area: 82
  - 2007: Neighboring block: 1091 Target area: 72
  - 2008 thru June 23: Neighboring block: 255 Target area: 52


- In June 2008, a local resident said, “Sometimes you couldn’t sleep at night for the gunfire. But since they’ve made that deal at the other end of that street? You can hear a dime drop.”


**HEMPSTEAD, NEW YORK (PROJECT NAME: THE TERRACE BEDELL INITIATIVE); CALL-IN DATE: JANUARY 2008**

- Hempstead Mayor Wayne Hall said: “I think the important thing is the community … bought into this. They are going to be putting pressure on those guys.”

Source: Michael Frazier, Nia-Malika Henderson, January 10, 2008. The DA’s defense amid fallout from plan to allow suspected drug dealers to avoid prison, Rice, supporters say it’s worked before. Newsday

**RALEIGH, NC (PROJECT NAME: CHOICE PROJECT (CREATING HOPE AND OPPORTUNITIES IN COMMUNITIES EVERYWHERE); CALL-IN DATE: MARCH 2007**

- Successes in first 200 days of the project: 42% reduction in violent crime, 14 of 16 non-violent offenders successfully participating in diversion program.
• In May of 2007, there were 14 individuals enrolled in the project: 7 employed, 3 on disability, 2 in GED program, and 2 in school.

Source: The Choice Project PowerPoint (approximately May, 2007)
CHAPTER TWO:
ORGANIZATION OF THE
TRAINING CURRICULUM
AND SUGGESTIONS FOR
USERS
A. PRE-TRAINING: SELECTION OF PARTICIPATING TEAMS AND TEAM MEMBERS

Before attending the training series, the DMI implementation sites should already have completed these initial steps.

Application to BJA and a letter of commitment:
Jurisdictions interested in participating in the training and receiving technical assistance to implement DMI, apply to BJA via an online Request for Proposals process. BJA reviews the applications and selects the sites to be involved. This has typically been 10 sites per fiscal year. The previous solicitation is attached in Appendix 3.

Identifying the appropriate jurisdictional representatives for the training:
This training is most effective if the most appropriate individuals attend all three trainings. Prior to the first training, training staff should contact the point of contact from each jurisdiction to discuss the team selection. Generally, only four members will be asked to attend the trainings. Teams should consist of:

- Police:
  - An individual in the police department with a decision making rank.
  - An officer who will be primarily responsible for the day-to-day operation of the DMI.
- Prosecution:
  - A representative in the local prosecutor’s office who will be involved with the DMI cases.
- Community representation:
  - A community leader who has the potential to garner support for collaboration around this model.
- Service providers:
  - Faith-based representation has been important in past successes.
  - A key service provider that can act as a leader for other service providers. This may be a faith-based institution or other type of service.

It is important that all team members attend the training series to provide continuity for the DMI planning process that is to occur during the period of the training. If that isn’t possible and new participants attend a training session who were not present at the previous session(s), they should be required to attend a special pre-conference orientation session at which the basic concept of DMI and information already covered can be presented. These pre-conference orientation sessions for new participants are built into the proposed curriculum design for Sessions #2 and #3. In addition, teams should be instructed to notify the training coordinator of any changes in the DMI team participant composition for Session #2 and Session #3 at least three weeks in advance of the session so that the training coordinator can send to the new participant(s) relevant background
information on the DMI initiative and notify them of the required pre-conference orientation session they need to attend.

**Preliminary identification of the targeted open-air drug market:**
Prior to attending the first training session, jurisdictions should have a list of possible target areas. Based on institutional knowledge and access to preexisting statistics, jurisdictions can identify candidate neighborhoods for the DMI. Prior to training, training staff should discuss the list and help the sites to select the best target area candidates.

**B. PRE-WORKSHOP ORIENTATION FOR PARTICIPATING TEAMS**

Note: The current solicitation requires letters of commitment from all participating agencies (e.g., law enforcement, prosecution, service provider and community leader/agency) in order to be eligible to participate in the DMI training series.

Prior to the first training workshop, a planning meeting, either in person or by telephone conference, will be held with the Point of Contact (POC) designated to represent the team. The purpose of this meeting is to provide an overview of the DMI initiative and training workshops to the POC’s, identify the preliminary information that teams should compile prior to the first workshop (see the preliminary identification of the targeted open-air drug market section above), and clarify their roles and responsibilities so that they are clear from the start. The POC’s role is essentially:

- Providing leadership for the team in conducting the necessary planning and subsequent implementing the DMI initiative;
- Serving as liaison with the DMI training faculty and BJA
- Keeping the initiative moving forward in their respective jurisdictions; and
- Coordinating with other local agencies as necessary in order to plan and implement the initiative.

In carrying out this role, the POC’s responsibilities will include: serving as liaison with BJA/faculty regarding communications with the team; providing periodic reports, as requested, regarding status of team activities; coordinating any requests for technical assistance that are submitted, ensuring that necessary information regarding the impact of the workshops on the jurisdictions is provided to BJA, etc. The POC should be an individual who can serve as the team’s spokesperson and has the credibility to ensure that the representatives of the various participating agencies perform requisite follow up and other tasks (e.g., compile requisite data, approach policy makers on issues, etc.) required to make the training series effective.

At the POC planning meeting, faculty will suggest criteria for potential market selection, including the existence of an open air drug market plus a community base that can
provide the community involvement component. The agenda from a previous POC planning meeting is attached in Appendix 4.

Prior to the first training workshop, participating teams will compile summary information on potential target areas, or, if no potential target areas have yet been identified, on the nature and extent of open air drug markets in their locale and any prior efforts to shut them down. Ideally, they will also compile preliminary information on any citizen groups that may be involved or potentially involved in working with law enforcement to close down the drug market(s) and may be tapped for involvement in the DMI initiative.

C. Faculty Orientation In Preparation for Each Training Session

To maximize the value of faculty services, the faculty need to have an understanding of the justice system and organizational environment in which each team functions, the goals and issues the DMI initiative needs to address, as well as other factors relating to the orientation and situation of each team. This information should be conveyed to the faculty prior to each session along with the implementation status of each team and special issues they are addressing, etc. This orientation should be done through pre-conference communications - e.g., summaries of the results of POC calls, the “implementation status reports” each team fills out, a summary of technical assistance that has been provided as well as requested, etc., as well as in a pre-conference faculty meeting prior to each session. Without this orientation, there is a danger that the faculty, regardless of their expertise and experience, will not be talking at the level needed and to the issues confronting the participants.

It is therefore recommended that a pre-conference faculty orientation session be conducted prior to each conference, preceded by written materials on each team as well as the overall goals of the session sent to the faculty members in advance. Specifically, instructions should be sent to the faculty two weeks prior to each session with (a) updated information on each team; and (b) the overall plan for the session; and (2) information regarding a pre-conference faculty meeting the evening preceding each session. This meeting will also provide faculty a chance to meet each other and become more familiar with BJA’s overall goals of the training program.

[Note: We have not addressed the issue of providing orientation regarding faculty training skills, etc., but it is also recommended that prospective faculty for the DMI attend BJA funded Train the Trainer sessions, to the extent feasible.]

D. Other Issues Relating to Planning the Curriculum and Conducting the Training Sessions

1. Integration of Participant Evaluation Comments with Subsequent Session Content
The participant evaluation form asks a number of questions relating to the value of the session(s) and suggested improvements both in terms of content and format. To the extent feasible, participant comments from one session should be incorporated into subsequent sessions. One particular comment that has been reflected in many of the participant evaluation responses during both the first and second year of the training has been requests for more opportunity to have one-on-one discussions with faculty/representatives from jurisdictions that had implemented the DMI initiative. This request goes to the heart of the BJA DMI training strategy – bringing jurisdictions experienced with implementing the DMI together with those that are planning DMI implementation – and should be followed to the extent possible, in both the trainings and any technical assistance or other support provided. Panel presentations should be kept to a minimum.

Flexibility also needs to be built into the curriculum content to accommodate other participant comments as well as special issues that may be emerging within a participating jurisdiction, such as a departmental reorganization, changes in local leadership, threats to local community leaders, etc., that are identified through the POC calls conducted in advance of the sessions.

Each training session should also provide an opportunity for discussion/brainstorming of emerging issues sites are encountering, as well as a pre-session task for the training coordinator to specifically compile these

2. PROVIDING MORE STRUCTURED GUIDANCE TO PARTICIPATING TEAMS AS TO WHAT IS EXPECTED FROM THEM AND WHAT THEY CAN EXPECT AT EACH TRAINING THROUGH, FOR EXAMPLE, (1) A SUGGESTED TASK TIMELINE FOR DMI IMPLEMENTATION; AND (2) A SUMMARY OF THE CONTENT AND FOCUS OF EACH SESSION SO THAT TEAM/FACULTY EXPECTATIONS ARE MORE CONSISTENT

The structure of the DMI training program and the tasks expected from participating teams should be specifically conveyed to the participating teams as well as to the training faculty so that everyone has a clear idea of what is expected to be achieved by the end of each session and what the teams are anticipated to accomplish in between sessions.

Each team should receive information as to what they are expected to have accomplished prior to each training session, as well as the specific focus and content of each session. This framework should be presented at the time jurisdictions consider participating in the training session and be used subsequently for assessing team status through the POC calls, including noting any teams that are not progressing as anticipated and the reasons. These situations should then be reflected in whatever revisions in the curriculum are needed for the subsequent session.

Where a team is clearly behind in meeting the task/timetable laid out, consideration should be given as to what special services or other action may be needed. (For example:
Should they continue to attend the trainings if they haven’t achieved the requisite accomplishments? Could the funds for their travel be better used for other purposes?, either to support the DMI planning in the lagging sites, or for other purposes? etc. Is there policy level guidance/assistance that can be provided? Should the training session be broken down into two segments: one for those jurisdictions with difficulties moving forward and those which are progressing as contemplated, etc.)

The training faculty should therefore build in flexibility to the curriculum to reflect the implementation status of the participating teams, including the possibility of creating multiple training tracks for teams at different stages of development as well as special segments to address planning issues they are encountering. Alternatively, on site or other assistance should also be considered to address the needs of teams that are not progressing as contemplated.

3. Providing Materials to Support Each Training Session and Implementation of Each of the Nine Steps

E. SUMMARY OF THE TRAINING MODULES

[Note: The overall design and flow of the training session is described in this Chapter, with specific breakdowns of the curriculum plan (learning objectives, format, supporting materials, etc.,) provided in Chapter Three, the “Instructor’s Manual” for the Curriculum which follows.]

1. OVERVIEW OF THE TRAINING SESSIONS

The plan is for an initial ½ day meeting of the Points of Contacts (POCs) for each of the teams to be held within one month following site selection, followed by three training workshops to occur approximately three-four months apart (e.g., Month One, Month Four, and Month Eight, with a two-three month follow-up period to identify any additional TA or training needs that have emerged following the third session). The agendas and participant evaluation reports from previous training sessions are attached in Appendices 5, A-C.

The first training session will be two full days; the second and third sessions will each be approximately 1.5 days. At least one faculty telephone contact will be made with the point of contact at each site in advance of the first session and in between the first and second; and second and third sessions. As feasible and appropriate, additional contacts (both routine as well as to address specific issues) will be made with each team. Follow up will also be made with each POC approximately two months following the third/last session.

The training sessions follow the basic approach of the prior DMI training series with significant enhancements of the following segments: (1) performance measures; (2)
elements involved in establishing and sustaining law enforcement and community partnerships; and (3) sustaining the shutdown and the law enforcement and community partnership. These topics are addressed summarily in the first training session and then given more detailed treatment in the second session.

Five new components are also added: (1) developing community leadership capabilities; (addressed summarily during the first session and in depth during the second session); (2) ancillary civil and other remedies that can be undertaken concurrently (second session); (3) addressing “special issues” that participating teams identify, such as those relating to “gangs”, incorporation of the DMI in Weed and Seed Initiatives as these may relate to target area selection and DMI implementation; (4) adapting DMI for public housing environments (addressed in the last session); and (5) leadership role of the police chief in implementing the DMI. These enhancements are the result of the experiences of and follow-up with the first nine training sites, recommendations provided in “Drug Dealing in Open-Air Markets” (COPS Problem-Oriented Guides for Police. No. 31. 2005), and the recent Project Safe Neighborhoods – U.S. Department of Housing and Urban Development training conferences, which included a DMI component that was well received.

Each training session should be evaluated in terms of utility, format, opportunity for participant interaction among teams and with faculty, with suggestions requested for topics and/or other enhancements for subsequent sessions and/or technical assistance. These suggestions should be used to modify the training and technical assistance plan as needed.

It is envisioned that existing faculty, including representatives of sites that have already implemented DMI, will continue to serve as faculty with one addition: a facilitator skilled in dealing with the issues relating to the community/law enforcement dialogue re perceptions, assumptions, etc. dealt with during the second session to ensure that this component of the DMI training is addressed in a manner that promotes candid and constructive discussion that can be fed into team implementation planning.

2. MEETING OF THE POINTS OF CONTACTS (POCs) FOR EACH OF THE PARTICIPATING TEAMS

The purpose of this meeting is to provide the POCs for the participating teams with the conceptual foundation of the DMI model, the nine steps entailed in implementation, the plan for the Training Series and expectations for participating teams in terms of DMI implementation tasks in preparation for and following each of the training session, and the role of the POC in providing coordination and reporting for their respective team’s activities.

3. TRAINING SESSION I: AN INTRODUCTION TO THE DMI STRATEGY: ORIENTATION AND PLANNING FOR IMPLEMENTATION
This session’s focus is introducing the concepts and components that are central to the model. It is designed to be facilitated by one to two faculty and rely primarily on the participation of two to three representatives from three training sites that have successfully implemented the DMI. Ideally, these representatives would include individuals from law enforcement, community leadership, and prosecution.

Pre-Conference Faculty Meeting: (afternoon/evening before session): 2 hours

[to discuss focus and organization of the session, content and format of the session segments, background on each of the participating teams, outcomes to be achieved by the end of the session]

Day One: Orientation to the DMI Strategy: 7.5 hours of instruction, including a working lunch

1. **Welcome and Introductions:** 1 hour

   This should be facilitated by BJA, provide a brief overview of the training program, and allow for introductions of participating teams and the nature of the open drug market activity in their jurisdictions.

2. **Goals for the DMI Initiative –Overview and Key Elements Accounting for Its Success:** 45 minutes

   This session provides an overview of (1) the four goals of the DMI initiative, which will guide planning and subsequent evaluation efforts: (a) eliminate open air drug market; (b) return control of that public space to local residents; (c) reduce crime and disorder in the neighborhood; and (d) improve public safety in the community/ enhance quality of life; and (2) the key components that account for its effectiveness: (a) crime mapping and data analysis; (b) lever pulling; (c) traditional law enforcement operations, including undercover buys; (d) arrests and strict prosecution of “major players” with “problem solving approach for those determined to be less seriously involved; (e) community meeting for residents to describe frustration and problems of living with open drug market and their new “no tolerance” position; (f) law enforcement ultimatum that cases will be held in abeyance if the market is shut immediately and not displaced; and (g) offer to provide a wide range of ancillary services to less seriously involved offenders to help them become law abiding.

3. **Leadership Role of the Local Police Chief in Implementing the DMI Initiative:** 25 minutes
This segment highlights the critical importance of the police chief’s leadership for implementing the DMI initiative, the critical tasks the Chief needs to perform, including policy direction and overall leadership, communication with the community, etc., and other tasks that can be delegated.

4. **The Nine-Steps of the DMI – Overview**  
   **20 minutes**

This segment is presented in terms of a generic overview of the process with stress on who needs to be involved to implement them and that some of the steps need to be conducted simultaneously.

5. **Baseline Multidisciplinary Information needed to Plan the DMI: Building in Law Enforcement and Community Perspectives from the Start:**  
   **40 minutes**

This segment is an enhancement to the first training segment and draws on the “VI Other Related Activities” of the Drug Market Intervention Planning and Implementation Process: The Nine Steps Handout (Appendix 1). The goal of this session is to provide an orientation to the nature of baseline multidisciplinary information that needs to be compiled in order to design and plan the DMI initiative as well as to subsequently demonstrate its impact such as law enforcement/crime data; community perceptions; and community impact re use of public areas. Further treatment of the topic will be given in the second session as well.

6. **DMI vs. Other Law Enforcement/Community Initiatives:**  
   **30 minutes**  
   *(Recommended as a working lunch.)*

This session is designed to provide a summary of the essential elements of DMI and highlight the special features of the law enforcement-community partnership entailed from the perspective of a community member. The stress is that the partnership requires a change in the perceptions and assumptions that have characterized the way law enforcement traditionally views/interacts with the community and vice versa. The topic will be treated in greater depth during second training session.

7. **The DMI Experience and Impact: Perspectives from Three Jurisdictions That Have Implemented the DMI:**  
   **90 minutes**

8. **Breakout by Team: Discussing the Model**  
   **1 hour**  
   *(Includes an opportunity for reporting.)*
This provides an opportunity for the teams to discuss the information they have received so far and start to conceptualize how to apply this information to the unique needs of their jurisdictions. The teams will then report to the larger group about questions that came from the discussion.

10. Team Reports  

11. Getting Started: Involving the Right People, Agencies, and Organizations: Panel Presentation  

[This segment focuses on outlining who has been involved in past successful implementation of the DMI, why these particular agencies, organizations, and individuals are important, and recommendations for attendees in establishing collaborations.]

12. Identifying the Drug Markets/Needs Assessment: Crime Mapping Data Collection/analysis and Surveying (Steps # 1 and # 2): Presentation/Demonstration  

[This session provides an overview of the importance of data collection in identifying target areas, the quantitative and qualitative methods that training sites have used, and issues they encountered and addressed.]

13. Closing/Focus for Day 2:  

Day Two: Getting Started: 6 hours of instruction, including a working lunch

14. Summary of Day One: Questions/Comments  

15. Investigative Work: Identifying Dealers, Making Cases, Identifying Influentials and Incident Review (Steps # 3 and # 4): [Law Enforcement/Prosecutor Team Presentation]  

This session will provide the experiences of training sites in the investigative work needed to gather the criminal evidence against the dealers in the DMI target area.

16. Forming Successful Partnerships and Working with Communities (Step #5)  

This step focuses primarily on the necessary tasks that need to be addressed to engage the various segments of the community whose support is essential and with whom partnerships entailing trust and accountability on both sides need
to be developed. It is recommended to include both community member and law enforcement perspectives.

17. **Organizing/Implementing the Call-in (Steps # 6 and # 7)  1 hour**

This segment provides an overview by representatives from each of the training sites regarding the steps and timing for organizing and implementing the call-in followed by video footage of call-in sessions.

18. **Involving Service Providers and Providing Case Management** (Recommended as the working lunch.)

This session includes both faculty and input from training site representatives on: (1) nature of services needed/provided; (2) resources used to provide the services; (3) entity providing case management/ supervision/monitoring; and (4) issues addressed

19. **Breakout by Team: Adapting the DMI Strategy to the Local Jurisdiction**

(Includes an opportunity for reporting.)

This session, facilitated by a faculty member assigned to each team, is designed to develop an initial task plan and timeline that would cover the next three months, as well as any technical assistance needs to be addressed during that period.

20. **Closing: Plans for Next Session and Intervening Three Month Period**

This session summarizes the major topics addressed at the workshop, the focus of the second and third workshops, team “assignments” for anticipated work to be performed before the next session; follow-up the POC will be receiving from DMI faculty; the address and procedures for accessing MSU’s ANGEL website; the availability of a wide range of technical assistance to address issues that emerge before the second session; and the completion of an evaluation.

**Assignments:** At the conclusion of this session, faculty will suggest areas for the teams to pursue before the next session. The specific tasks should be geared to the planning/readiness and assessment stages of the DMI. They include: (1) expanding the DMI team; (2) developing a plan for obtaining buy-in and support from key law enforcement leaders and prosecution officials; (3) identifying potential target areas; (4) beginning communication with community leaders; and (5) beginning crime mapping and surveying of the target area.
IV. TRAINING SESSION II: DMI IN PRACTICE: ADDRESSING CRITICAL ISSUES

It is anticipated that, by the time of the second training session, each of the participating sites will have (1) identified at least one potential target area for DMI implementation; (2) developed support from key policy leaders to implement the DMI; and (3) begun to develop the data needed to subsequently determine the target area as well as to provide a baseline for subsequent impact assessment.

[Note: If any of the participating teams are significantly delayed in accomplishing these tasks consideration should be given to augmenting the second session with a special track to assist these jurisdictions in catching up if feasible.]

The second session is designed to be presented by one to two faculty, with a special additional faculty facilitator to moderate the panel on Building Law Enforcement-Community Partnerships (see below). It will continue to rely on participation of two to three representatives (ideally law enforcement, community and prosecution representatives) from three “training sites” that have successfully implemented the DMI. They may or may not be the same sites involved in the first training session. It is anticipated that at least one follow up telephone contact will have occurred with the POC at each site between the first and second training sessions and the agenda for the second session will have been adapted to address any issues the sites appear to be encountering.

Pre-Conference Faculty Meeting: (afternoon/evening before session): 2 hours

[to discuss focus and organization of the session, content and format of the session segments, background on each of the participating teams, outcomes to be achieved by the end of the session]

Pre-training Session: Catch-up/Review Session for New Participants 2 hours

1. A required two hour session is provided the evening preceding the start of the second training session for any attendees who were not present at the first training session. Although the importance of having consistency in the teams attending the training is stressed from the start in all communications regarding the training workshops, situations can occur warranting a change in team composition. This “catch up” session is designed to maintain the momentum of the training effort even if some change in team composition occurs.

Day One: Special Elements of the DMI Strategy: 7.75 hours of instruction; including a working lunch
1. **Welcome and Introductions**

This segment should be facilitated by BJA, provide a brief review of the first training session and the *Nine Steps*, and a summary of the agenda for the second session.

2. **Reports from Each of the Participating Sites**

Each team’s POC reports on (1) the tasks/goals they had plan to accomplish after the first training session; (2) the tasks they actually accomplished; (3) the status of the “assignments” from the first session; (4) unanticipated issues that have emerged; and (5) any questions on DMI components or other issues they would request to be addressed at the session.

[Faculty should introduce questions for all participating teams to consider regarding issues that are reported on and encourage discussion of them by the other training sites.]

3. **Building Law Enforcement-Community Partnerships:**

This segment is designed to highlight the special features of the communication law enforcement needs to develop with the community in the targeted area; the capabilities that the community needs to demonstrate/develop to convey its “no tolerance” message; ways to develop and enhance law enforcement and community partnerships; and issues that need to be candidly addressed. In light of the sensitive issues entailed in the discussion it is suggested that the segment be moderated by a skilled facilitator who can constructively develop the dialogue regarding the change in “culture” and assumptions that are critical to developing and sustaining the law enforcement and community partnership that is critical to the DMI.

The segment has seven components consisting of brief lectures, panel discussions, and breakout groups addressing different aspects of this topic. These components are as follows:

a. **Beginning/Continuing the Conversation About Drug Issues and Police-Community Relations**

This segment is a candid interchange relating to perceptions and assumptions that frequently characterize police and community relations.

[Note: this session needs to be carefully planned to address fundamental police-community issues that may be common to many jurisdictions and]
be oriented toward promoting constructive discussion. The facilitator for this segment should be experienced and skilled in getting participants to constructively contribute to the discussion and move it to developing the foundation for the Law Enforcement/Community Partnership segment that follows.]

b. **Special Features of the DMI Law Enforcement and Community Partnership**

This segment will highlight the special features of the law enforcement and community relationship in the DMI versus the traditional partnerships that have been formed for other initiatives.

c. **Helping The Community to Become a Full Partner with Law Enforcement in the DMI Initiative:**

This segment will focus on community capacity building needs, strategies and tasks.

d. **Service Provision: The importance of Follow-up and Follow-through (Step #9)**

This segment emphasizes the importance of following up with the individuals from the call-in to encourage them to stay away from drug dealing as well as to demonstrate to the community the commitment to assisting these individuals, as promised at the call-in.

e. **Impact of DMI in the Community** (Recommended as the working lunch.)

This segment will provide a brief overview of the type of impact the DMI has had in the community from the perspective of a community representative.

f. **Sustaining the Partnership after the Call-In: What’s Required**

This segment will stress the critical law enforcement and community communication and support needed following the call-in and the elements of continued law enforcement and community partnership that need to be sustained.

g. **Breakout by Discipline** (Includes an opportunity for reporting.)

25
This segment will provide an opportunity for peers to discuss their comments regarding the panel presentations and implications of the presentations on their respective roles in the DMI initiative.

h. Breakout by Team: Building the Local Law Enforcement Community Partnerships Needed to Implement the DMI
   (Includes an opportunity for reporting.)

   This segment will provide an opportunity for the teams to determine how the issues discussed in the panels relate to the situation in each locale and how they should be built into the task plans for DMI implementation.


Day Two: Further Refining the DMI Approach; 3.5 hours of instruction

1. Summing Up Day One/Focus of Day 2 15 minutes

2. Additional Ancillary Responses to Open Drug Market Sales to Consider to Strengthen the Initiative and Develop Community Buy-in

   This session presents a range of additional strategies that may be useful in conjunction with the DMI that will promote long term disruption of the drug market and focus primarily on civil remedies, including zoning ordinances, nuisance abatement statutes, modifications of the physical environment (e.g., removing payphones; modifying access routes, etc.), and other tools that may be useful in conjunction with the DMI.

3. Developing a Baseline for Assessing the Impact of the DMI 30 minutes

   This session builds on the session from the first training on essential data and other information that should be compiled to structure the DMI initiative and subsequently assess its impact. It would introduce specific measures that may be developed to provide a baseline for measuring the impact of the DMI, drawing upon research strategies summarized in: “Drug Dealing in Open-Air Markets” (COPS Problem-Oriented Guides for Police. No. 31. 2005).

4. Working with the Media 30 minutes

   This session addresses the importance of developing a pro-active message for the media regarding the DMI, including agreement as to who will be the spokesperson for the initiative, developing press releases in advance, etc.
[Note: A range of examples of the effective use of media should be provided as a complement to the presentation. These can be displayed as part of the presentation through PowerPoint if the headlines are useful; they should also be included with the participant materials.]

5. Breakout by Team: Refinement of Action Plans 1 hour

This session allows teams to refine and further develop their individualized action plans and timeframes with the help and input of facilitators and representatives from training sites.

6. Closing: Summing Up the Session: Plans for Post-Session Activities and Final Training Session 30 minutes

This final segment will sum up the topics addressed at the session and expectations for tasks to be performed before the final session. Teams will be reminded of the follow-up contacts by faculty that will be made after the session, procedures for accessing MSU’s ANGEL website, and the availability of a wide range of technical assistance to support their planning efforts.

Assignments: By the start of the next training session, faculty will suggest that teams have: (1) identified at least one potential target area for DMI implementation; (2) developed support from key policy leaders to implement the DMI; (3) developed the law enforcement data needed to determine the target area as well as to provide a baseline for subsequent impact assessment; (4) made substantial progress in developing law enforcement/community partnerships and mechanisms to sustain them on an on-going basis; (5) have in place the network of social and other services needed to support the call-in participants; (6) made substantial progress in conducting undercover operations and building cases in the target areas; and (7) may have begun arrangements for a call-in.

V. TRAINING SESSION III: IMPLEMENTING DMI: PULLING IT ALL TOGETHER

This final training session is designed to provide opportunities for peer-to-peer interchange and support regarding implementing and sustaining the DMI.

As previously noted, it is anticipated that, by the time of the third training session, each of the participating sites will have (1) identified at least one potential target area for DMI implementation; (2) developed support from key policy leaders to implement the DMI; (3) developed the law enforcement data needed to determine the target area as well as to provide a baseline for subsequent impact assessment; (4) made substantial progress in developing law enforcement/community partnerships and mechanisms to sustain them on an on-going basis; (5) have in place the network of social and other services needed to support the call-in participants; (6) made substantial progress in conducting undercover operations and building cases in the target areas; and (7) may have begun arrangements for a call-in.
operations and building cases in the target areas; and (7) may have begun arrangements for a call-in.

**Afternoon/Evening Before Session:**

Pre-Conference Faculty Meeting: 2 hours

[to discuss focus and organization of the session, content and format of the session segments, background on each of the participating teams, outcomes to be achieved by the end of the session]

**Pre-training Session: Catch-up/Review Session for New Participants 2 hours**

A required two hour session is provided the evening preceding the start of the second training session for any attendees who were not present at the first training session. Although the importance of having consistency in the teams attending the training is stressed from the start in all communications regarding the training workshops, situations can occur warranting a change in team composition. This “catch up” session is designed to maintain the momentum of the training effort even if some change in team composition occurs.

**Day One: Peer-To-Peer Support and Discussion; 8 hours of instruction, including a working lunch**

1. **Welcome and Overview of the Third Training 30 minutes**
   
   This should be facilitated by BJA, provide a brief review of the second training, and a summary of the agenda for the third session.

2. **Reports from Each of the Participating Teams 1 hour**
   
   Each Team’s POC reports on (1) tasks/goals established at the second training session; (2) tasks actually accomplished; (3) whether commitment has been obtained/continues from key law enforcement leaders to proceed with the DMI; (4) unanticipated issues that have emerged; and (5) any questions and requests for specific information on DMI components or other issues. Training sites that have implemented the DMI will provide a summary of what occurred and any impact that has subsequently been noted.

3. **Breakouts by Discipline 1 hour**
   
   (Including an opportunity for reporting.)

   The session will provide an opportunity for representatives from law enforcement, prosecution, service providers, and the community to discuss developments that have occurred in their respective jurisdictions, issues that have emerged, strategies
to address them; questions raised, stumbling blocks, if any, encountered, etc., relating to the planning and implementation of the DMI and development of the partnerships required, share information and obtain/provide constructive feedback.

4. **Maintaining the Shutdown and the Law Enforcement and Community Partnership**

   This session focuses on the experiences of three of the training sites regarding strategies and experience in maintaining the shutdown and sustaining the law enforcement/community relationship. The session will include addressing law enforcement actions; community actions in sending the “no tolerance” message; other strategies to promote community revitalization; dealing with intermittent breakdowns, etc.

5. **Comments from Two Community Representatives on the Impact of DMI for the Community**
   
   (Recommended as the working lunch.)

   This session will provide a brief overview of the type of impact the DMI has had in the community from the perspective of a community representative.

6. **Multi-Team Breakout Session**

   (Includes an opportunity for reporting.)

   This session will facilitate the discussion among two to three in smaller groups. They will focus on their experience to date in developing the DMI strategy, unanticipated issues that have emerged, strategies that have been used to address them, as appropriate, current issues being addressed, and related topics bearing on the jurisdiction’s ability and readiness to implement the DMI. The session will promote interchange and networking among participating sites and peer-to-peer assistance in addressing common planning and implementation issues.

7. **Special Issues of Interest to the Participating Teams**

   This session addresses the special issues relating to the planning and implementation of the DMI that have emerged for the participating teams. These issues will be identified via phone calls with POCs, requests and responses for technical assistance, and other related informal survey mechanisms. Examples of sessions that have been identified in the past include:

   a. **Implementing DMI in Public Housing Environments**

      This session includes a discussion of implementing DMI in a public housing environment with particular focus on the distinctions in the nature
of the community, U.S. Department of Housing and Urban Development programs and approaches, and other related tools.

b. **Dealing with Gang Activity in the Targeted Area** 30 minutes

This session addresses special issues that are raised when gang activity is underway in the targeted area and will provide law enforcement and community perspectives from the training sites on how gang activity was factored into the DMI strategy.

c. **Integrating DMI in Weed and Seed Neighborhoods** 30 minutes

This session addresses the relative merits of targeting neighborhoods that are already part of Weed and Seed Initiatives for DMI implementation

8. **Closing: Q and A: Summing Up Day One: Plans for Day Two** 15 minutes

**Day Two: Peer-To-Peer Support and Discussion:** 3 hours of instruction

1. **Summing Up Day One/Focus of Day Two** 15 minutes

2. **Impact of DMI on a Community: Hempstead, Long Island** 30 minutes

   This session will provide an overview of the Hempstead DMI. The ABC News video footage can supplement the discussion. Other sites may be used as available.

3. **Small Group Breakouts: Refinement of the Action Plans** 2 hours
   (Including an opportunity for reporting.)

   During this session, each team will meet with a facilitator to review planning tasks to date and develop a detailed workplan for further planning, as appropriate, and implementation for the jurisdiction, including performance measures that will be used and any technical assistance needed to support the plan.

4. **Closing: Technical Assistance and Follow-up** 15 minutes

   **Communication**

   This closing session will reinforce the goals and concepts critical to the DMI initiative and provide an overview of the plans for faculty follow up with the POC’s following the last workshop, the resources available on MSU’s ANGEL website, and the technical assistance that will continue to be available.
CHAPTER THREE:
THE CURRICULUM
PRE-TRAINING SESSION

THE POINT OF CONTACT (POC) MEETING

Goal: To provide participants with a conceptual foundation of the DMI model and each of the nine steps of implementation.

Modules:

Participants: The points of contact from the DMI teams.

Faculty: Training workshop organizers with one to two representatives from one to two sites that have successfully implemented the DMI.

Suggested time: Half a day

Suggested time frame: Month One following site selection

Suggest space requirements:
- Conference room: One large table to fit all attendees.

<table>
<thead>
<tr>
<th>1</th>
<th>Welcome and Introductions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key points/questions:</td>
<td>Welcome</td>
</tr>
<tr>
<td></td>
<td>• Thank and congratulate POCs for commitment to this initiative.</td>
</tr>
<tr>
<td></td>
<td>• House keeping regarding hotel, agenda, meeting set-up, etc.</td>
</tr>
<tr>
<td></td>
<td>• Emphasize that this is the introduction to a three part series and it is important for the same people to come to every one.</td>
</tr>
<tr>
<td></td>
<td>Introductions</td>
</tr>
<tr>
<td></td>
<td>• Each person introduces him/herself, identifies her jurisdiction, his/her title and agency, and any particular questions he/she would liked answered.</td>
</tr>
<tr>
<td>Suggested speaker(s):</td>
<td>BJA staff</td>
</tr>
<tr>
<td>Suggested time:</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Space requirements:</td>
<td>Main room</td>
</tr>
<tr>
<td>Suggested format:</td>
<td>Informal lecture with POC introductions</td>
</tr>
<tr>
<td>Suggested materials:</td>
<td>None</td>
</tr>
<tr>
<td>2</td>
<td><strong>DMI Training Sessions</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Goal:</strong></td>
<td>To provide an overview of how the training sessions will be structured and what will be expected of the participating teams.</td>
</tr>
</tbody>
</table>
| **Key points/questions:** | **Overview**  
  - There will be three training sessions.  
  - Each team consists of four members, who represent four disciplines: police, prosecution, community leadership, and service provision.  
  - The same team, to the extent possible, will be expected to attend each training session  
| | **Logistics**  
  - The trainings will occur approximately three months apart from each other.  
  - They generally occur in a training site/site that has already implemented DMI.  
  - They last approximately two days.  
  - Hotel arrangements travel, etc. will be coordinated by training staff and costs will be covered.  
| | **POC Role**  
  - Providing leadership for the team in conducting the necessary planning and subsequent implementing the DMI initiative;  
  - Serving as liaison with the DMI training faculty and BJA  
  - Keeping the initiative moving forward in their respective jurisdictions; and  
  - Coordinating with other local agencies as necessary in order to plan and implement the initiative.  |
| **Suggested speaker(s):** | Training workshop and planning staff. |
| **Suggested time:** | 30 minutes |
| **Space requirements:** | Main room |
| **Suggested format:** | Informal lecture |
| **Suggested materials:** | None |

<table>
<thead>
<tr>
<th>3</th>
<th><strong>DMI Initiative</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>To provide basic introduction to the DMI theory and model.</td>
</tr>
</tbody>
</table>
| **Key points/questions:** | **Summary/goals of DMI**  
  - Eliminate the open air drug market  
  - Return control of the public space to the local residents |
<table>
<thead>
<tr>
<th>Suggested speaker(s):</th>
<th>Training workshop and planning staff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested time:</td>
<td>1 hour</td>
</tr>
<tr>
<td>Space requirements:</td>
<td>Main room</td>
</tr>
<tr>
<td>Suggested format:</td>
<td>Informal lecture</td>
</tr>
<tr>
<td>Suggested materials:</td>
<td>• Drug Market Intervention Planning and Implementation Process: The Nine steps Handout (Appendix 6A)</td>
</tr>
</tbody>
</table>

4

**Anticipating Challenges and Issues** (Recommended as the working lunch.)

**Goal:** To provide an opportunity for POCs to ask questions and discuss concerns.

**Key points/questions:**
- Provide an overview of a previous implementation site including the challenges (anticipated and unanticipated) and the successes.
- Ask POCs for their questions and concerns relating to implementing DMI in their jurisdictions.

**Suggested speaker(s):** One to two representatives from training sites provide a brief overview of their experiences. Training workshop and planning staff facilitate the conversation and respond to questions.

**Suggested time:** 1 hour

**Space requirements:** Main room

**Suggested format:** Informal lecture and discussion

**Suggested materials:** None
5  Resources

Goal: To provide an overview of the additional resources and technical assistance available to the sites.

Key points/questions:
- Technical assistance (TA)
  - Define technical assistance and provide examples.
  - MSU and AU are the TA providers for DMI and will work with the POCs and teams throughout the process.
- Website
  - MSU has created a website with information relating to DMI
- ANGEL
  - A networking and exchange site that academia uses that is available to DMI participants.
  - MSU will provide passwords and links and serves as the administrator.

Suggested speaker(s): Training workshop and planning staff.

Suggested time: 15 minutes

Space requirements: Main room

Suggested format: Informal lecture and discussion

Suggested materials:
- Accessing and Navigating ANGEL – DMI Project (Appendix 6B)
- Technical Assistance Request Form (Appendix 6C)

6  Closing: Expectations, Issues and Concerns, and Wrap-up

Key points/questions:
- Expectations
  - For the team
    - Attend the trainings
  - For the POC
    - Serve as the leader, facilitator, and point person for the initiative.

Issues and Concerns
- Allow POCs an opportunity to ask questions and state concerns.
- Remind POCs of the availability of technical assistance.
  - Note the participant list.

Suggested speaker(s): Training workshop and planning staff.
<table>
<thead>
<tr>
<th><strong>Suggested time:</strong></th>
<th>15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Space requirements:</strong></td>
<td>Main room</td>
</tr>
<tr>
<td><strong>Suggested format:</strong></td>
<td>Informal lecture and discussion</td>
</tr>
<tr>
<td><strong>Suggested materials:</strong></td>
<td>● Participant List Template (Appendix 6D)</td>
</tr>
</tbody>
</table>
TRAINING SESSION #1

AN INTRODUCTION TO THE DMI STRATEGY: ORIENTATION AND PLANNING FOR IMPLEMENTATION

**Goal:** To provide participants with a conceptual foundation of the DMI model and each of the nine steps of implementation.

**Modules:**

### AFTERNOON/EVENING BEFORE SESSION:

Pre-Conference Faculty Meeting: 2 hours

[to discuss focus and organization of the session, content and format of the session segments, background on each of the participating teams, outcomes to be achieved by the end of the session]

### DAY ONE: Orientation to the DMI Strategy

1. Welcome and introductions: 1 hour
2. Goals for the DMI Initiative—Overview and Key Elements Accounting for Its Success: 45 minutes
3. Leadership Role of the Local Police Chief in Implementing the DMI Initiative: 25 minutes
4. The nine-steps of DMI: 20 minutes
5. Baseline Multidisciplinary Information Needed to Plan the DMI: Building in Law Enforcement and Community Perspectives from the Start: 45 minutes
6. DMI vs. Other Law Enforcement/Community Initiatives: (working lunch): 30 minutes
7. The DMI Experience and Impact: Perspectives from Three Jurisdictions That Have Implemented the DMI: 90 minutes
8. Breakout by Team: 1 hour Team
9. Team Reports: 30 minutes
10. Getting Started: Involving the Right People, Agencies, and Organizations: 30 minutes
11. Identifying the Drug Markets/Needs Assessment: Crime Mapping: Data Collection/Analysis and Surveying (Steps # 1 and # 2): 1 hour
12. Closing/Focus for Day 2: 25 minutes

### DAY TWO: Getting Started

1. Summary of Day One: Questions/Comments: 30 minutes
2. Investigative Work: Identifying Dealers, Making Cases, Identifying Influentials and Incident Review (Steps # 3 and # 4): 1 hour
3. Community Law Enforcement Partnership (Step 5 and 5a): 1 hour
4. Organizing/Implementing the Call-In (Steps # 6 and # 7): 1 hour
5. Involving Service Providers and Providing Case Management: 30 minutes
6. Breakout by Team: Adapting the DMI Strategy to the Local Jurisdiction: 1.5 hours
7. Closing: Plans for Next Session and Intervening Three Month Period: 30 minutes

Participants: The DMI team consisting of representatives of prosecution, police, community leadership, and service providers. This team should remain the same throughout all three trainings.

Faculty: Training workshop organizers as faculty facilitators with two to three representatives (ideally cross-discipline representation of law enforcement, community leaders, and social service provider) from three sites that have successfully implemented the DMI.

Suggested time: Two days

Suggested time frame: Month Three following the site selection

Suggest space requirements:

[Pre-Conference Faculty Meeting: small meeting room for 8-10 participants With conference table and chairs]

- Main room: Half moon round tables with seats facing the front
  - A podium
  - Laptop, wires, and screen for PowerPoint
  - Microphones at the podium and handheld for questions.
  - Panelist table
  - Flipchart paper and markers
- Breakfast buffet
- Registration table
- Lunch tables
- Additional small rooms for breakout groups

DAY ONE: ORIENTATION TO THE DMI STRATEGY

<table>
<thead>
<tr>
<th>1</th>
<th>Welcome and Introductions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key points/ questions:</td>
<td>Welcome</td>
</tr>
<tr>
<td></td>
<td>• Thank and congratulate jurisdictions for commitment to this initiative.</td>
</tr>
</tbody>
</table>
• House keeping regarding hotel, agenda, meeting set-up, etc.
• Emphasize that this is the first in a three part series and it is important for the same people to come to every one.

**Introductions**

- Each site introduces the members of the team, describes the nature and extent of open air drug market activity in their jurisdiction, the potential target area(s) being considered for this initiative, the most pressing issue they are currently dealing with, and one to two questions relating to implementing and sustaining the DMI initiative it will like answered by the end of the session.

<table>
<thead>
<tr>
<th>Suggested speaker(s):</th>
<th>BJA staff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggested time:</strong></td>
<td>1 Hour: 10 minute welcome; 45 minute introductions @ 4-5 minutes/team x 10 teams</td>
</tr>
<tr>
<td><strong>Space requirements:</strong></td>
<td>Main room</td>
</tr>
<tr>
<td><strong>Suggested format:</strong></td>
<td>Informal lecture with jurisdiction introductions</td>
</tr>
<tr>
<td><strong>Suggested materials:</strong></td>
<td>Site Introduction Questions (Appendix 1A)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th><strong>Goals for the DMI Initiative – Overview and Key Elements Accounting for its Success</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>To summarize the goals of the DMI Initiative and provide the basic underlying elements that account for why DMI should and does work.</td>
</tr>
</tbody>
</table>

**Key points/questions:**

- The DMI is a strategic partnership between law enforcement and the community to target open-air drug markets.
- Goals for the DMI Initiative: What DMI is intended to accomplish
  - Eliminate the open air drug market
  - Return control of the public space to the local residents
  - Reduce crime and disorder in the neighborhood
  - Improve the public safety in the community
- Key Elements Accounting for Its Effectiveness
  - Refer to “Nine Steps” to be discussed in the next segment
  - Summarize the essential Elements
    - Data driven – involves crime mapping, incident reviews to better understand the nature of the drug market and to map out the individuals involved in drug sales, purchases, and distribution networks;
    - “Lever pulling” strategies based on notions of focused deterrence
    - Traditional law enforcement operations involving undercover buys and building cases against key players
with warrants and arrests executed upon those deemed “major players”

- Problem-solving approach with less seriously involved offenders who are invited, with their significant family members, to a community meeting
- Community meeting provides residents to talk about their frustration and problems associated with living in an open air drug market; law enforcement promises these offenders their charges will be held in abeyance as long as two conditions are met: (1) the drug market must close immediately and not move elsewhere; and (2) the violence associated with the market must end immediately; they are also offered a wide range of social, drug treatment, vocational, and other services to help them transition out of the drug trade into a law abiding role in the community.

- Why does this work?
  - Emphasize the strong and continuing partnership between law enforcement and the community; this is not a “one-shot” intervention but, rather, builds on a working relationship developed between law enforcement and the community before the intervention and continues afterward, designed to empower the community to maintain its use and enjoyment of its public space.
  - Emphasize the force which the community can exert to address problems within the neighborhood if law enforcement works with the community to provide support for its efforts.

<table>
<thead>
<tr>
<th>Suggested speaker(s):</th>
<th>One faculty with a community and law enforcement representative from a jurisdiction that has implemented the DMI initiative.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested time:</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Space requirements:</td>
<td>Main room</td>
</tr>
<tr>
<td>Suggested format:</td>
<td>Informal lecture</td>
</tr>
<tr>
<td>Suggested materials:</td>
<td>None</td>
</tr>
</tbody>
</table>

3  
**Leadership Role of the Local Police Chief in Implementing the DMI Initiative**

**Goal:** To highlight the critical importance of the police chief’s leadership for
implementing the DMI initiative, the critical tasks the Chief needs to perform, including policy direction and overall leadership, communication with the community, etc., and other tasks that can be delegated.

**Key points/questions:**
- The DMI Initiative reflects a major change in the way open drug markets are targeted, both for the law enforcement agency and for the community.
- The leadership and ongoing overt support of the police chief is essential for developing both the local collaborative relationship with the targeted community as well as ensuring ongoing line support internally.
  - Once the Chief has made clear to both department personnel as well as the targeted community that DMI is a department priority that he/she is initiating, the tasks for implementing the DMI can be delegated to department personnel and others.
- Why the DMI is an important initiative for a Chief to support
- Critical tasks for the Chief to Perform; Critical Tasks that can be delegated

<table>
<thead>
<tr>
<th>Suggested speaker(s):</th>
<th>Two-three police chiefs from jurisdictions that have implemented the DMI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested time:</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Space requirements:</td>
<td>Main room</td>
</tr>
<tr>
<td>Suggested format:</td>
<td>Panel presentation by 2-3 police chiefs from jurisdictions that have implemented the DMI; if the chiefs cannot all be present, a video hook up can be used to involve those not available in person</td>
</tr>
</tbody>
</table>
| Suggested materials: | Testimony of Colonel Dean Esserman before Senate Committee on the Judiciary, September 10, 2008
Interview with Chief James Fealy, High Point, North Carolina
Community Policing Dispatch.October 2009 |

### 4 The Nine Steps of DMI

<table>
<thead>
<tr>
<th>Goals:</th>
<th>To provide an overview of each of the key components of the DMI model.</th>
</tr>
</thead>
</table>
| Key points/questions: | - An explanation and overview of each of the nine-steps.  
  - Define all the terminology.  
  - Explain the importance of implementing each of the nine-steps |
fully. Other jurisdictions have not eradicated the open-market if the implementation was rushed or not fully adopted.
- While this is an outline, the implementation is not necessarily an entirely linear process. Reference a logic model, which shows various pieces operating and influencing each other simultaneously.
- From previous experience the entire process can take anywhere from six months to one year.
- High Point presentation of the step-by-step implementation of each of the nine steps.

<table>
<thead>
<tr>
<th>Suggested speaker(s):</th>
<th>One faculty member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested time:</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Space requirements:</td>
<td>Main room</td>
</tr>
<tr>
<td>Suggested format:</td>
<td>Technical lecture</td>
</tr>
</tbody>
</table>
| Suggested materials:  | • Drug Market Intervention Planning and Implementation Process: The Nine Steps Handout (Appendix 4A)  
• Drug Market Intervention Planning and Implementation Process: The Nine Steps PowerPoint (Appendix 4B)  
• High Point Frequently Asked Questions (Appendix 4C)  
• High Point Strategy-COPS Newsletter (Appendix 4D) |

<table>
<thead>
<tr>
<th>5</th>
<th>Baseline Multidisciplinary Information Needed to Plan the DMI: Building in Law Enforcement and Community Perspectives from the Start</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal:</td>
<td>To provide an orientation to the nature of baseline multidisciplinary information that needs to be compiled in order to design and plan the DMI initiative as well as to subsequently demonstrate its impact</td>
</tr>
</tbody>
</table>
| Key points/questions: | Technical lecture  
- Briefly explain the type of information compiled and data sources used to design and plan the intervention, including law enforcement/crime data; and community perceptions re law enforcement and crime.  
Panel discussion  
- Briefly explain how community and law enforcement perspectives were included from the initial planning stages of the DMI.  
- Discuss the importance diverse methods in assessment data collection in forming strategic plans. |
| Suggested speaker(s): | One faculty member presents the technical lecture overview and then facilitates the panel discussion. Panel should consist of one |
representative from three jurisdictions that have effectively implemented the DMI and emphasized incorporating community and law enforcement perspectives throughout the process.

<table>
<thead>
<tr>
<th>Suggested time:</th>
<th>45 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Space requirements:</td>
<td>Main room</td>
</tr>
<tr>
<td>Suggested format:</td>
<td>Technical lecture and panel discussion</td>
</tr>
</tbody>
</table>
| Suggested materials: | • Building sustainability and Measures for Success from the Beginning (Appendix 5A)  
• Suggested Building in Law Enforcement and Community Perspectives from the start Discussion Questions (Appendix 5B) |

### 6. DMI vs. Other Law Enforcement/Community Initiatives (Suggested as the working lunch.)

**Goal:** To illustrate from the community perspective how DMI differed from other law enforcement interventions in the neighborhood.

**Key points/questions:**
- Law enforcement and community partnership required a change in the perceptions and assumptions that had previously characterized the way law enforcement traditionally interacted with the community and vice versa.
- Importance of assisting communities to develop empowerment and leadership capabilities to be able to work as equal partners with law enforcement.

**Suggested speaker(s):** Community representative from one of the training sites

**Suggested time:** 30 minutes for the speaker

**Space requirements:** Lunch room

**Suggested format:** Informal lecture

**Suggested materials:** None

### 7. The DMI Experience and Impact: Perspectives from Three Jurisdictions That Have Implemented the DMI

**Goal:** To provide a succinct summary of the steps each of the three training sites took to implement the DMI, drawing on the introductory information presented earlier; To help the new jurisdictions get an initial picture of what the DMI has entailed in practice and to provide
evidence that this approach has worked effectively; To highlight challenges, variations among jurisdictions, and successes across a variety of different types of communities and geographic regions.

### Key points/questions:

**Technical lecture**
- Briefly summarize how each of the implementation steps was carried out in your jurisdiction
- Include the respective roles, timeframes and principal activities entailed in:
  - Planning
  - Identifying the target area
  - Developing/nurturing partnerships with the community
  - Getting services to the community
  - Incident review, undercover operations
  - Identifying call-in candidates
  - Preparing for and conducting the call-in
  - Post-call-in activities (enforcement; maintaining law enforcement/community relationships; monitoring services to call-in participants; other related activities (e.g., code enforcement, etc.))
- Impact to date

**Panel discussion**
- What challenges did your jurisdiction face in implementing the DMI strategy? How did your jurisdiction overcome those challenges?
- What components and approach to implementing the DMI worked particularly well in your jurisdiction?
- What lessons were learned (anticipated and unanticipated)? What recommendations do you have for jurisdictions as they begin the DMI implementation?
- How has the community changed since the DMI strategy was implemented? How do you know it has changed?
- In your opinion, why do you think this model works?

<table>
<thead>
<tr>
<th>Suggested speaker(s):</th>
<th>Panel of one representative from each of three training sites; facilitated by one faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested time:</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Space requirements:</td>
<td>Main room</td>
</tr>
<tr>
<td>Suggested format:</td>
<td>Panel discussion; facilitated by one faculty member. (Panel can be organized to provide for each jurisdiction to summarize its approach in total, or in terms of the individual segments discussed.)</td>
</tr>
<tr>
<td>Suggested materials:</td>
<td>• Suggested Experience and Impact Discussion Questions (Appendix 7A)</td>
</tr>
<tr>
<td>8</td>
<td>Breakout By Team: Discussing the Model</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td><strong>Goal:</strong></td>
<td>To provide each team with an opportunity to assess the information that has been presented, discuss its relevance to the open drug market situation(s) in their locales, identify their preparedness to implement the model and additional questions that they have at this point.</td>
</tr>
</tbody>
</table>
| **Key points/questions:** | **Breakout discussion**
- Instruct teams to now meet individually to review the day’s presentations and focus on:
  - What have we heard?
  - Will it work for us?
  - What additional information do we need?
  - Other questions they may have
- Each team starts a SWOT analysis of their preparedness to implement DMI.

**Large group reporting**
- Ask each team to designate a reporter to report back |
| **Suggested speaker(s):** | One faculty to provide instructions; additional faculty should be available to circulate among the teams to answer immediate questions that may be raised as well as develop a sense of issues that may need to be stressed or areas that may be unclear |
| **Suggested time:** | 1.5 hours: 1 hour for break meeting; 30 minutes for report out and large group question and answer |
| **Space requirements:** | Separate meeting space for each team |
| **Suggested format:** | Breakout group by team with an opportunity for reporting |
| **Suggested materials:** | • Strengths Weakness Opportunities and Threats (SWOT) Analysis (Appendix 8A)
• Facilitators Guide (Appendix 8B)
• Flip chart paper and markers to note issues and questions presented |

<table>
<thead>
<tr>
<th>10 not:</th>
<th>Getting Started: Involving the Right People, Agencies, and Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>To provide an overview of who should be involved and what their roles should be. To help jurisdictions understand the need for cooperation among the various agencies and individuals to make this successful.</td>
</tr>
<tr>
<td><strong>Key points:</strong></td>
<td>• Law Enforcement</td>
</tr>
<tr>
<td>questions:</td>
<td>o Police</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>▪ Which levels of command staff need to be involved?</td>
</tr>
<tr>
<td></td>
<td>▪ Building relationships with the community.</td>
</tr>
<tr>
<td></td>
<td>▪ Involving community service officers and choosing the most appropriate officers.</td>
</tr>
<tr>
<td></td>
<td>▪ Training officers for community relationship building.</td>
</tr>
<tr>
<td></td>
<td>▪ Seeking expertise and input from line officers in the process. Asking for feedback and input on how to approach the neighborhood and to conduct the investigations. Also getting feedback from officers on target individuals once the list is created.</td>
</tr>
<tr>
<td></td>
<td>o Probation/parole</td>
</tr>
<tr>
<td></td>
<td>▪ Some candidates may be on probation or parole and these agencies can help to track-down candidates, mandate participation in call-in, and provide additional support.</td>
</tr>
<tr>
<td></td>
<td>o Prosecution</td>
</tr>
<tr>
<td></td>
<td>▪ Will help to formulate the best legal strategies for conducting investigations and not immediately prosecuting the cases.</td>
</tr>
<tr>
<td></td>
<td>• Community</td>
</tr>
<tr>
<td></td>
<td>▪ What are some examples of resistance that may come from the community?</td>
</tr>
<tr>
<td></td>
<td>▪ What are effective strategies for connecting and building relationships with community members?</td>
</tr>
<tr>
<td></td>
<td>▪ The importance of a community leader’s role to serve as a mediator to the community. He/she will support the families and gain trust among residents. He/she will also be a resource for the police.</td>
</tr>
<tr>
<td></td>
<td>▪ Preparing for the length of time in forming relationships with and gaining the trust of the community.</td>
</tr>
<tr>
<td></td>
<td>• Service Providers</td>
</tr>
<tr>
<td></td>
<td>▪ Which service providers have been helpful to include?</td>
</tr>
<tr>
<td></td>
<td>▪ At what point in the process should they be included?</td>
</tr>
<tr>
<td></td>
<td>▪ Has involvement in the DMI changed the delivery of services?</td>
</tr>
<tr>
<td></td>
<td>▪ The unique role that faith based organizations can play for both service provision and garnering community support.</td>
</tr>
<tr>
<td></td>
<td>▪ The importance of coordinating services and filling gaps.</td>
</tr>
<tr>
<td></td>
<td>• Point Person/Coordinator</td>
</tr>
<tr>
<td></td>
<td>▪ Groups tend to operate better when there is a strong leader.</td>
</tr>
<tr>
<td></td>
<td>▪ This person is responsible for coordinating involvement and should have experience leading and facilitating diverse</td>
</tr>
</tbody>
</table>
coalitions.
  o Responsible for leading, maintaining meetings, contact and communication.
  o The qualities and characteristics of someone who should be point of contact and organizer.
    ▪ Someone who can facilitate discussion
    ▪ Organized
    ▪ Mediate potential conflicts
    ▪ Neutral agency representation
  o Possibly a person in an administrative person who already acts coordinator of other initiative, such as Weed and Seed

- **Public Perception**
  o Considerations of how best to work with the media
  o Preparing the media to understand the DMI initiative from the start.

- **Elected Officials**
  o The mayor’s office, district attorney, attorney general, etc.
  o What political considerations should there by and how should elected officials be involved?
  
- What advice can training sites offer to help new jurisdictions just starting out?

<table>
<thead>
<tr>
<th>Suggested speaker(s):</th>
<th>Opening presentation introducing each topic provided by one or more faculty. Multi-disciplinary representatives from two to three training sites for the panel discussion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested time:</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Space requirements:</td>
<td>Main room</td>
</tr>
<tr>
<td>Suggested format:</td>
<td>Informal lecture introducing each topic, followed by panel presentations on topic areas</td>
</tr>
<tr>
<td>Suggested materials:</td>
<td>• Getting Started: Involving the Right People, Agencies and Organizations PowerPoint (Appendix 12A)</td>
</tr>
<tr>
<td></td>
<td>• Suggested Getting Started: Involving the Right People, Agencies, and Organizations Discussion Questions (Appendix 12B)</td>
</tr>
</tbody>
</table>

**11**

**Identifying the Drug Markets/Needs Assessment: Crime Mapping, Data Collection and Analysis, and Surveys (steps #1 and #2)**

**Goal:**
To provide a firm understanding of the importance of data collection for justifying the target area selection to the community and wider public, designing the strategy and approach, and eventually evaluating the impact. To provide examples of various data collection methods.

**Key points/questions:**
• It is important to show the public why a particular target area was selected. The criteria must be objective and defensible by available
data relevant to the problem(s) associated with open air drug markets.

**Quantitative**
- Crime mapping:
  - Systematic crime mapping is important to identify areas where the intervention is potentially needed, but also as evidence to support your decisions against possible public and political criticism.
  - What does crime mapping look like? Who can do this? What is the type of technology involved? What information needs to be compiled?
  - Use illustrations of before and after maps.
- Crime statistics:
  - What type of crime statistics should be collected? What data sources can be used? (e.g. part one crime, 911 calls, etc.)

**Qualitative**
- What are qualities-of-life measures that have been used?
- Surveying officers – collecting their feedback on individuals, target areas, etc.
- Evaluation: These techniques and initial measures will be what are ultimately used to indicate success. Consider what information will be needed up front to know if there was an impact.

<table>
<thead>
<tr>
<th>Suggested speaker(s):</th>
<th>Law Enforcement expert in crime mapping and data analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested time:</td>
<td>1 hour</td>
</tr>
<tr>
<td>Space requirements:</td>
<td>Main room</td>
</tr>
<tr>
<td>Suggested format:</td>
<td>Technical lecture</td>
</tr>
</tbody>
</table>
| Suggested materials: | - Data-Driven: The Role of GIS in Identifying and Analyzing Drug Markets (Appendix 13A)  
  - Alternative Drug Program: Rockford, IL (Appendix 13B)  
  - West End and Daniel Brooks, High Point Community Surveys (Appendix 13C) |

**Closing/Focus for Day Two**
- To summarize the major points of the Day One presentations and the focus of the presentations for Day Two.
- Stress that Day One was designed to provide a summary overview and introduction to DMI, and that many of the operational details will emerge during Day Two and the second session.
### DAY TWO: GETTING STARTED

<table>
<thead>
<tr>
<th></th>
<th><strong>Summary of Day One: Questions/Comments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>To summarize the major points of the Day One presentations, address issues raised by the questions presented at the close of Day One, provide an overview of Day Two, and ask participants if they have any further comments or questions that may have come up</td>
</tr>
</tbody>
</table>
| **Key points/questions:** | - Explain again that the DMI concept entails a number of “moving parts”, that Day One was designed to provide a summary overview and introduction to DMI, and that many of the operational details will be presented during Day Two.  
  - Announce any logistical information relating to hotel checkout; transportation to the airport, etc. |
| **Suggested speaker(s):** | One faculty member |
| **Suggested time:** | 30 minutes |
| **Space requirements:** | Main meeting room |
| **Suggested format:** | Informal lecture |
| **Suggested materials:** | None |

<table>
<thead>
<tr>
<th>2</th>
<th><strong>Investigative Work: Identifying Dealers, Making Cases, Identifying Influentials, and Incident Review (steps #3 and #4)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>To provide an overview of the investigative work involved to build cases against drug dealers in the target areas and to build a list of offenders to be prosecuted and those to be considered for diversion</td>
</tr>
<tr>
<td><strong>Key points/</strong></td>
<td><strong>Police investigations</strong></td>
</tr>
<tr>
<td><strong>Police investigations</strong></td>
<td></td>
</tr>
</tbody>
</table>

---

### Questions:

- An overview of previous police department experiences with conducting the investigations for DMI.
- Vice/narcotics detectives conduct a complete review of the dealers in the area.
- Reports, contacts with the police, and intelligence are examined through link analyses.
- Were there unique approaches to investigations or undercover operations for the DMI?

### Criteria for Selection

- A list of offenders in the target area is created and refined to include only street dealers.
- The types of questions that should influence the criteria include:
  - Is the dealer still active? In this area?
  - History of violence?
  - Street level or mid-level?
  - Pending charges?
- How many were dropped from original lists?

### Prosecution and Case Preparation

- Working with the local prosecutor’s office. At what point is a decision made to hold some cases in abeyance?
  - Unsigned arrest warrants
  - Diversion approaches

### Identifying Influentials

- Identifying influential is tied into developing cases
  - Who is an influential?
    - A positive role model
    - A close family member, friend, pastor, etc.
    - Someone the offender would not want to disappoint
  - What are examples of who the influential could be?
  - What are suggestions of how to identify influential and getting them to help with the call-in.

### Suggested Speakers:

Panelists of police and prosecution representatives from two to three training sites; facilitated by one faculty member who can provide an overview of each topic area

### Suggested Time:

1 hour

### Space Requirements:

Main room

### Suggested Format:

Panel discussion/informal lecture with an opportunity for questions from participants

### Suggested Materials:

- Identifying Influentials (Appendix 2A)
- East Central Intel Sheet (Appendix 2B)
- Winston-Salem Police Department Criminal Investigations Division (Appendix 2C)
### Forming Successful Partnerships and Working with Communities (step #5)

**Goal:** To provide jurisdictions with strategies around how to form strong, working law enforcement relationships with communities and their residents.

<table>
<thead>
<tr>
<th>Key points/questions:</th>
<th>Technical lecture:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Stress the critical importance of developing strong working relationship between law enforcement and the community, whose support is essential and with whom partnerships entailing trust and accountability on both sides need to be developed;</td>
</tr>
<tr>
<td></td>
<td>• Defining a community and community members. Who comprises a community?</td>
</tr>
<tr>
<td></td>
<td>o Residents</td>
</tr>
<tr>
<td></td>
<td>o Service providers</td>
</tr>
<tr>
<td></td>
<td>o Businesses</td>
</tr>
<tr>
<td></td>
<td>o Family members</td>
</tr>
<tr>
<td></td>
<td>o Insiders vs. outsiders</td>
</tr>
<tr>
<td></td>
<td>• What are the key factors in forming strong partnerships with a community?</td>
</tr>
<tr>
<td></td>
<td>o Locating a community leader.</td>
</tr>
<tr>
<td></td>
<td>o Allowing for community members to feel control over the process and the relationship.</td>
</tr>
<tr>
<td></td>
<td>o Recognizing the expertise and level of knowledge of a community and allowing for information exchange.</td>
</tr>
<tr>
<td></td>
<td>o Building mutual trust and respect</td>
</tr>
<tr>
<td></td>
<td>• The importance of not rushing into implementing all the steps of DMI if this step is not completed.</td>
</tr>
<tr>
<td></td>
<td>• Recognizing that the majority of the community is law-abiding citizens that is invested in the health of their community. Ensuring that officers understand this and conveying that understanding to the community.</td>
</tr>
<tr>
<td></td>
<td>• Involving the community in setting the call-in time and place and strategies for notifying the clients.</td>
</tr>
<tr>
<td></td>
<td><strong>Panel discussion</strong></td>
</tr>
<tr>
<td></td>
<td>• How long does forming relationships with a community take? Like any relationship, takes time which may vary depending on any number of factors.</td>
</tr>
<tr>
<td></td>
<td>• What are strategies to recognize and respond to negative conceptions of police in the community?</td>
</tr>
<tr>
<td></td>
<td>• How should broken relationships be mended?</td>
</tr>
<tr>
<td></td>
<td>• Strategies for reaching out to communities when jurisdictions want to keep the location of the DMI target area somewhat of a secret</td>
</tr>
</tbody>
</table>
due to ongoing undercover operations. How should jurisdictions still form strong community partnerships without compromising the investigations?

| Suggested speaker(s):                      | Technical lecture presented by a faculty member with expertise in forming community partnerships and community organizing. Panelists discussion consists of community and law enforcement representatives training sites; facilitated by one or two faculty |
| Suggested time:                           | 1 hour |
| Space requirements:                       | Main room |
| Suggested method:                         | Technical lecture followed by a panel discussion |
| Suggested materials:                      | • Suggested Forming Successful Partnerships and Working with Communities Panel Discussion Questions (Appendix 3A)  
• Raleigh’s Drug Market Initiative Pilot Project Community Meeting Agenda (Appendix 3B)  
• Raleigh’s Drug Market Initiative pilot Project Community Dialogue Questions (Appendix 3C)  
• Raleigh’s Drug Market Pilot Project Newsletter (Appendix 3D)  
• High Point Southside Initiative Update (Appendix 3E)  
• Raleigh’s Drug Market Initiative Choice Project Community Meeting Agenda 5.24.07 (Appendix 3F)  
• Raleigh’s Drug Market Initiative Community meeting Invitation (Appendix 3G) |

4 Organizing and Implementing the Call-In (Steps #6 and #7)

| Goal: | To illustrate the key components of the call-in, how it should be structured, and what it will look like. |
| Key points/questions: | • Setting an appropriate date  
• Strategies for making contact with the offender’s family/other influentials  
• Examples of letters to the candidates and candidates’ families  
• Examples of talking points and guidelines for the call-in speakers  
• Strategies suggested for notifying the offenders  
  - Small group visits (teams of 3-4 with a mixture of law enforcement and community members) Let the clergy/community leader take the lead.  
  - Approximately three weeks prior to the call-in  
  - Provide a “go-by outline” for teams  
  - Meetings can be set-up on the telephone or by going out and knocking on doors |
<table>
<thead>
<tr>
<th>Possible locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>At home, church, etc.</td>
</tr>
<tr>
<td>Probation/parole can mandate participation in the call-in, if appropriate.</td>
</tr>
<tr>
<td>The letter is hand delivered to the offender</td>
</tr>
<tr>
<td>Explain the goals of program: to stop dealing or face prosecution</td>
</tr>
<tr>
<td>May want to tell them about undercover operations.</td>
</tr>
<tr>
<td>Make follow-up phone calls/reminders</td>
</tr>
<tr>
<td>Notifications to target area patrol officers with copies of the letters</td>
</tr>
</tbody>
</table>

### Suggested speaker(s):
Police, prosecution, and community representatives from two to three training sites, facilitated by one faculty member

### Suggested time:
1 hour

### Space requirements:
Main room

### Suggested format:
Informal lecture

### Suggested materials:
- High Point Call-in Video (Appendix 4A)
- Raleigh Offender Notification Letter from the Chief of Police (Appendix 4B)
- High Point Offender Notification Letter from the Chief of Police (Appendix 4C)
- Raleigh Choice Project Notification Session – Overview of Speaking Points (Appendix 4D)
- High Point and Greensboro Joint Notification Call-in Messages and Speaking Points (Appendix 4E)
- High Point Offender Notification Speaking Script (Appendix 4F)
- East Green Initiative Speaking Script (Appendix 4G)
- High Point Call-in Procedure (Appendix 4H)
- High Point Call-in Roster Template (Appendix 4I)

## 5 Involving Service Providers and Providing Case Management

### Goal:
To provide jurisdictions with strategies for coordinated service delivery for DMI clients.

### Key points/questions:
- Explain that the service provision component of the DMI strategy will require tailoring the coordination and provision of services to the situation in the local jurisdiction; efforts should be made to involve existing service providers for this purpose
- Which service providers should be included?
• Clergy
• Employment
• Counseling
• Rehabilitation
• Parole/probation

- The importance of separating out DMI clients from the general population.
  - Examples of how to separate the DMI participants
    - Fast tracking service provision as a reward for not reoffending and being given a second chance (Hempstead)
    - Having a separate service provider category for call-in participants (Hempstead)
    - A caseworker working with DMI clients.

- Employment has been a challenging piece
  - Restrictions in hiring individuals with criminal records.
  - Meeting job qualifications and meeting minimum educational requirements.
  - Where should service providers and individuals look for jobs? What have been successful employment partnerships?
  - What does DOL have to offer?

- How to respond to questions from the “good kids” who say “why don’t I just sell drugs because then I’ll get a job and all these other services?”
- Emphasize the importance of follow-up and follow-through. Make realistic promises that can be achieved.

<table>
<thead>
<tr>
<th>Suggested speaker(s):</th>
<th>One to two service provider representatives from training sites; facilitated by one faculty member.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested time:</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Space requirements:</td>
<td>Main room</td>
</tr>
<tr>
<td>Suggested method:</td>
<td>Informal lecture with opportunity for questions and discussion</td>
</tr>
<tr>
<td>Suggested materials:</td>
<td>- Call-In Candidates Preliminary Assessment of Service Needs (Document developed by Peoria, Illinois DMI Training Team) Appendix 5</td>
</tr>
</tbody>
</table>

### Breakout by Team: Adapting the DMI Strategy to the Local Jurisdiction

**Goal:** To provide an opportunity for the teams to assess their jurisdiction’s readiness to implement the DMI and to brainstorm around anticipated
challenges and areas of implementation planning that remain unclear; To allow teams to develop an initial task plan and timeline covering the next three months for further planning the DMI Initiative in their jurisdiction and identifying any technical assistance needs to be addressed during that period.

<table>
<thead>
<tr>
<th>Key points/questions:</th>
<th>Provide instructions to teams on issues to address during their breakout sessions, including:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Who are the key people that need to be involved in your jurisdiction?</td>
</tr>
<tr>
<td></td>
<td>o Who is already involved? Who still needs to be involved? Who should contact them?</td>
</tr>
<tr>
<td></td>
<td>• Identifying the division of responsibilities among coalition members. Who should be doing what?</td>
</tr>
<tr>
<td></td>
<td>• In which community will you implement the DMI? Does this need to be refined as the result of the discussion in the workshop?</td>
</tr>
<tr>
<td></td>
<td>• How will your jurisdiction approach and work with the target area community?</td>
</tr>
<tr>
<td></td>
<td>• What data collection/crime mapping needs to happen? Who will do it and what is the projected timeline?</td>
</tr>
<tr>
<td></td>
<td>• What is your projected timeline for each step to take place?</td>
</tr>
<tr>
<td></td>
<td>• What potential barriers will you face?</td>
</tr>
<tr>
<td></td>
<td>• What concerns and questions do you still have?</td>
</tr>
<tr>
<td></td>
<td>• What technical assistance, training, and/or additional information do you still need to implement DMI?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested speaker(s):</th>
<th>One to two representatives from training sites to observe and assist, as needed, in the breakout groups. Report out and question and answer by each team, facilitated by faculty.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested time:</td>
<td>1.5 hours: 1 hour for breakout meeting; 30 minutes for report out and large group question and answer</td>
</tr>
<tr>
<td>Space requirements:</td>
<td>Separate meeting space for each team breakout; main room for reporting back</td>
</tr>
<tr>
<td>Suggested format:</td>
<td>Breakout by team into an opportunity for reporting</td>
</tr>
<tr>
<td>Suggested materials:</td>
<td>• Team Breakout – Action Plan and Task Timeline (Appendix 17A)</td>
</tr>
<tr>
<td></td>
<td>• Facilitators Guide (Appendix 17B)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7</th>
<th>Closing: Plans for Next Session and Intervening Three Month Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key points:</td>
<td>• Briefly review the major topics covered during this first training session;</td>
</tr>
<tr>
<td></td>
<td>• Summary of the key points made throughout the training</td>
</tr>
<tr>
<td></td>
<td>o DMI is not aiming to eliminate drug dealing, but to close an</td>
</tr>
</tbody>
</table>
Summarize the goals of the DMI initiative
- Summarize the Essential Elements of the DMI initiative

Summarize the anticipated tasks each team will work on before the next training session which should address at a minimum:
1. a plan for obtaining buy-in and support from key law enforcement leaders and prosecution officials;
2. identifying potential target areas; and
3. beginning communication with community leaders.

Note that faculty will be in contact with the POC for each team following this session to discuss team’s progress and any issues that emerge.
- Technical assistance is available if it is needed and provide contact information of how to obtain that assistance.
- Provide information on accessing the ANGEL website.
- Emphasize that the same individuals from the jurisdictions should come to the next two trainings because of the importance of consistency and fully understanding the DMI. Provide the potential time frames of the locations if possible.
- If after this training, you realize that someone else from your jurisdiction who has not attended should be involved, please discuss this with BJA staff.
- Note the participant list.
- Ask all participants to complete and return workshop evaluation form.

<table>
<thead>
<tr>
<th>Suggested speakers:</th>
<th>BJA staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested time:</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Space requirements:</td>
<td>Main room</td>
</tr>
<tr>
<td>Suggested format:</td>
<td>Informal lecture</td>
</tr>
</tbody>
</table>
| Suggested materials:| - Evaluation Form (Appendix 7A)
- Session I Task Timeline (Appendix 7B)
- Accessing and Navigating ANGEL – DMI Project (Appendix 7C)
- Technical Assistance Request Form (Appendix 7D)
- Participant List Template (Appendix 7E) |
TRAINING SESSION #2

DMI IN PRACTICE: ADDRESSING CRITICAL ISSUES

Goal: To examine and analyze the anticipated challenges of putting DMI into practice.

MODULES:

AFTERNOON/EVENING PRIOR TO DAY ONE
➢ Catch-up session for anyone who missed the first training: 2 hours
➢ Pre-Conference Faculty Meeting: 2 hours

DAY ONE: Special Elements of the DMI Strategy
1. Welcome and Introductions 30 minutes
2. Reports from Each of the Participating Sites: 1 hour
3. Building Law Enforcement-Community Partnerships: What’s Different About the Partnerships Required for the DMI Initiative?
   a. Beginning/Continuing the Conversation About Drug Issues and Police/Community Relations: 45 minutes
   b. Special Features of the DMI Law Enforcement/Community Partnership: 30 minutes
   c. Helping the Community to Become a Full Partner with Law Enforcement in the DMI Initiative: 45 minutes
   d. Service Provision: The Importance of Follow-up and Follow-through (Step 9): 30 minutes
   e. Impact of DMI in the Community (working lunch): 15 minutes
   f. Sustaining the Partnership After the Call-In: What’s Required: 30 minutes
   g. Breakout by Discipline: 1 hour
   h. Breakout by Teams: Building the Local Law Enforcement/Community Partnership Needed to Implement the DMI: 1.5 hours
   i. Reports from Team: 30 minutes

DAY TWO: Further Refining the DMI Approach
1. Summing Up Day One/Focus of Day 2: 15 minutes
2. Additional Ancillary Responses to Open Drug Market Sales to Consider to Strengthen the Initiative and Develop Community Buy-In: 45 minutes
3. Developing a Baseline for Assessing the Impact of the DMI: 30 minutes
4. Dealing With The Media: 30 minutes
5. Refinement of Action Plans:  1 hour
6. Closing: Summing Up the Session: Plans for Post-Session Activities and Final Training Session:  30 minutes

Participants: The DMI team consisting of representatives of prosecution, police, community leadership, and service providers. This team should remain the same throughout all three trainings.

Faculty: Training workshop organizers as faculty facilitators with two to three representatives (ideally cross-discipline representation of law enforcement, community leaders, and social service provider) from three sites that have successfully implemented the DMI.

Suggested time: 1.5 days

Suggested timeframe: three-four months following Session I

Suggested space/equipment needs:
- Main room: Half moon round tables/chairs with seats facing the front
  - A podium
  - Laptop, wires, and screen for PowerPoint
  - Microphones at the podium and handheld for questions.
  - Panelist table
  - Flipchart paper and markers
- Breakfast buffet
- Registration table
- Lunch tables and chairs
- Additional small rooms for breakout groups

AFTERNOON/EVENING PRIOR TO DAY 1 (Optional): Catch Up Session for New Attendees

PRE-CONFERENCE FACULTY MEETING:  2 hours

[to discuss focus and organization of the session, content and format of the session segments, background on each of the participating teams, outcomes to be achieved by the end of the session]

PRE-TRAINING SESSION: CATCH-UP/REVIEW SESSION FOR NEW PARTICIPANTS  2 hours

A required two hour session the evening preceding the start of the second training session for any attendees who were not present at the first training session. The focus for the meeting should be upon providing a summary of the basic information that was covered in the first session as well as ascertaining the role the new participant will have on the
team, how much they know about the team’s DMI activities, and what their present and future involvement will be with the project.

<table>
<thead>
<tr>
<th>1</th>
<th>Catch-up Session for Anyone who Missed the First Training</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>In anticipation of at least a few team members changing between the first and second training, this session would provide a conceptual foundation of DMI, an overview of the key components of DMI, and briefly summarize the topics covered during Session I and the goals for Session II.</td>
</tr>
</tbody>
</table>
| **Key points/questions:** | **Overview**  
  - The DMI is a strategic partnership between law enforcement and the community to target open-air drug markets.  
  - Goals for the DMI Initiative: What DMI is intended to accomplish  
    - Eliminate the open air drug market  
    - Return control of the public space to the local residents  
    - Reduce crime and disorder in the neighborhood  
    - Improve the public safety in the community  
  - Key Elements Accounting for Its Effectiveness  
    - Refer to “Nine Steps” to be discussed in the next segment  
    - Summarize the essential Elements  
      - Data driven – involves crime mapping, incident reviews to better understand the nature of the drug market and to map out the individuals involved in drug sales, purchases, and distribution networks;  
      - “Lever pulling” strategies based on notions of focused deterrence  
      - Traditional law enforcement operations involving undercover buys and building cases against key players with warrants and arrests executed upon those deemed “major players”  
      - Problem-solving approach with less seriously involved offenders who are invited, with their significant family members, to a community meeting  
      - Community meeting provides residents to talk about their frustration and problems associated with living in an open air drug market; law enforcement promises these offenders their charges will be held in abeyance as long as two conditions are met: (1) the drug market must close immediately and not move elsewhere; and (2) the violence associated with the market must end immediately; they are also offered a wide range of social, drug treatment, vocational, and other services to help them transition out of the drug trade into a law"
abiding role in the community.

- Why does this work?
  - Emphasize the strong and continuing partnership between law enforcement and the community; this is not a “one-shot” intervention but, rather, builds on a working relationship developed between law enforcement and the community before the intervention and continues afterward, designed to empower the community to maintain its use and enjoyment of its public space.
  - Emphasize the force which the community can exert to address problems within the neighborhood if law enforcement works with the community to provide support for its efforts.

**The Nine Steps**

- An explanation and overview of each of the nine-steps.
- Define all the terminology.
- Explain the importance of implementing each of the nine-steps fully. Other jurisdictions have not eradicated the open-market if the implementation was rushed or not fully adopted.
- While this is an outline, the implementation is not necessarily an entirely linear process. Reference a logic model, which shows various pieces operating and influencing each other simultaneously.
- From previous experience the entire process can take anywhere from six months to one year.
- High Point presentation of the step-by-step implementation of each of the nine steps.

<table>
<thead>
<tr>
<th><strong>Other Issues To Address:</strong></th>
<th>Ascertaining the role the new participant will have on the team, how much they know about the team’s DMI activities, and what their present and future involvement will be with the project.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggested speaker(s):</strong></td>
<td>One faculty and one to two law enforcement and community representatives from training sites.</td>
</tr>
<tr>
<td><strong>Suggested time:</strong></td>
<td>2 hours on the evening prior to Day One</td>
</tr>
<tr>
<td><strong>Space requirements:</strong></td>
<td>Small room with a projector</td>
</tr>
<tr>
<td><strong>Suggested format:</strong></td>
<td>Technical lecture. Required only for attendees who did not come to the first training and any others who would like to attend</td>
</tr>
</tbody>
</table>
| **Suggested materials:**    | - Catch-up PowerPoint (Needs to be developed, to reflect material covered in previous trainings.)
  - Copies of operational materials and presentations from the first training (Appendices 7-18) |
### DAY ONE: Special Elements of the DMI Strategy

<table>
<thead>
<tr>
<th>1</th>
<th>Welcome and Introduction</th>
</tr>
</thead>
</table>
| **Key points/questions:** | - Thank and congratulate jurisdictions for continuing with this initiative.  
  - House keeping regarding hotel, agenda, meeting set-up, etc.  
  - Review of the content covered in Session I, the *Nine Steps* for implementing DMI, and the focus for Session II |
| **Suggested speaker(s):** | BJA staff |
| **Suggested time:** | 30 minutes |
| **Space requirements:** | Main room |
| **Suggested format:** | Informal lecture |
| **Suggested materials:** | - *Drug Market Intervention Planning and Implementation Process: The Nine Steps* PowerPoint (Appendix 1A) |

<table>
<thead>
<tr>
<th>2</th>
<th>Reports from Each of the Participating Sites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>To provide an opportunity for the jurisdictions to update each other on the status of the DMI planning in their respective jurisdictions. Each site to report on (1) progress in achieving the tasks outlined for the session; (2) any unanticipated problems encountered; (3) at least one issue that has emerged for which they would like comment from the other sites; (4) law enforcement/community activities that have been undertaken and their results; and (5) what they hope to achieve by attending the session</td>
</tr>
<tr>
<td><strong>Key points/questions:</strong></td>
<td>- The POC for each jurisdiction introduces the team members present and their respective roles in the DMI and provides a summary status report on (a) tasks accomplished; (b) whether commitment has been obtained from key law enforcement leaders to processed with the DMI; (c) any unanticipated issues that have emerged; and (d) issues relating to the DMI components or other questions the team would like to address at the session.</td>
</tr>
<tr>
<td><strong>Suggested speaker(s):</strong></td>
<td>Faculty Facilitator</td>
</tr>
<tr>
<td><strong>Suggested time:</strong></td>
<td>1 hour</td>
</tr>
<tr>
<td><strong>Space requirements:</strong></td>
<td>Main room</td>
</tr>
</tbody>
</table>
| **Suggested format:** | Faculty facilitated discussion, to elicit comments from each team and to
format: promote discussion of any relevant issues presented for plenary discussion.

Suggested materials: • Site Introduction Questions (Appendix 2A)

<table>
<thead>
<tr>
<th>3 (a–h)</th>
<th>Building Law Enforcement-Community Partnerships: What’s Different About the Partnerships Required for the DMI Initiative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Goal:</td>
<td>To highlight the special features of the communication law enforcement needs to develop with the community in the targeted area; the capabilities that the community needs to demonstrate/develop to convey its “no tolerance” message; ways to develop and enhance these relationships; and issues and tensions that need to be candidly and constructively addressed. The seven components listed below should be presented in sequence.</td>
</tr>
</tbody>
</table>

| 3(a) | Beginning/Continuing the Conversation about Drug Issues and Police and Community Relations |
| Goal: | To provide the foundation and framework for and develop a candid interchange relating to perceptions and assumptions that frequently characterize police and community relations. |
| Key points/questions: | The presenters should candidly discuss frequent assumptions and perceptions that characterize police/community relationships and barriers that have frequently inhibited the development of trust, and accountability, and sustained commitment that is essential for the DMI initiative |
| Suggested speaker(s): | Police and community representatives from two to three training sites; facilitated by an expert in community perceptions and cultural sensitivities. |
| Suggested time: | 45 minutes |
| Space requirements: | Main room |
| Suggested format: | Facilitated discussion of issues addressed to panelist, with additional plenary discussion, as appropriate. |
| Suggested materials: | • Suggested Continuing the Conversation about Drug Issues and Police-Community Relations Discussion Questions (Appendix 3A) |

| 3(b) | Special Features of the DMI Law Enforcement/Community Partnership |
| Goal: | To highlight the special features of the law enforcement/community relationship in DMI that distinguish it from business as usual. |
| Key points/ | • Reinforce from the practitioner perspective the essential elements of |
### 3(e) Helping the Community to Become a Full Partner with Law Enforcement in the DMI Initiative

**Goal:**
To highlight special support that may be needed to promote community capacity building and leadership.

**Key points/questions:**
- Most communities have a wide range of local talent and leadership potential that can be quickly tapped for the DMI but may also need support in developing the leadership skills to mobilize and organize the community and develop the interagency and intergovernmental relationships needed; mentoring, networking and other support may be an important area for technical assistance
- In some communities trust and opportunities for open, candid dialogue need to be nurtured in order to begin to develop the law enforcement/community partnership which is the foundation for the DMI initiative.
- Building on successful DMI models can be very helpful and avoid having to “reinvent the wheel”

**Suggested speaker(s):**
Two to three community representatives from training sites; facilitated by one faculty expert in community development/organizing.

**Suggested time:**
45 minutes

**Space requirements:**
Main room

**Suggested format:**
Panel discussion

**Suggested materials:**
- Suggested Helping the Community to Become a Full Partner with Law Enforcement in the DMI Initiative Discussion Questions (Appendix 3C)
- Additional sample community organizational materials from
### 3(d) Service provision: The importance of follow-up and follow-through (step #9)

**Goal:** To emphasize the importance of following-up with the individuals from the call-in to encourage them to stay away from drug dealing as well as to demonstrate to the community that DMI is a serious commitment to these individuals and the community.

**Key points/questions:**
- The resource coordinator should maintain contact with the offenders to determine if they are getting the help they need and should follow-through if they are not.
- Using mentors for notified offenders.
- Encouraging the community to maintain contact with the offenders through phone calls and visits.
- Continuing groups with clients to support one another.
- The community should stay informed of the service provision and results of the call-in via the police department dispersing newsletters, flyers, and other multi-media about the targeted drug deals.
- Close monitoring of the crime data with continual feedback from the research partners and continual communication with the community.

**Suggested speaker(s):** Two to three resource coordinators, community representatives, and/or law enforcement representatives from training sites.

**Suggested time:** 1 hour

**Space requirements:** Main room

**Suggested format:** Panel discussion

**Suggested materials:**
- Suggested Service Provision: The Importance of Follow-up and Follow-through Discussion Questions (Appendix 3D)

### 3(e) Impact of DMI in the Community: Lunch presentation

**Goal:** To provide a perspective from a community resident on the impact of the DMI on day to day life in the targeted area.

**Key points/questions:**
- How day to day life in the community changed following the DMI intervention
- Continuing Challenges

**Suggested speaker(s):** A Community representative from a training site.
<table>
<thead>
<tr>
<th><strong>3(f)</strong></th>
<th><strong>Sustaining the Partnership After the Call-In: What’s Required: (Step # 8)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>To stress the continuing law enforcement and community communication and support needed following the call-in and the elements of continued law enforcement/community partnership that need to be sustained over the long term</td>
</tr>
<tr>
<td><strong>Key points/questions:</strong></td>
<td>- The call-in is the beginning of the sustained DMI initiative; the partnership developed between law enforcement and the community needs to be sustained following the call-in to ensure the market stays shut as well as to ensure continued nurturing of the trust and accountability between the community and law enforcement begun during DMI planning</td>
</tr>
<tr>
<td><strong>Suggested speaker(s):</strong></td>
<td>Presentations by law enforcement and community representatives from at least two training sites; facilitated by one faculty member.</td>
</tr>
<tr>
<td><strong>Suggested time:</strong></td>
<td>30 minutes</td>
</tr>
<tr>
<td><strong>Space requirements:</strong></td>
<td>Main room</td>
</tr>
<tr>
<td><strong>Suggested format:</strong></td>
<td>Panel discussion with informal lecture components</td>
</tr>
<tr>
<td><strong>Suggested materials:</strong></td>
<td>- Suggested Sustaining the Partnership after the Call-in: What’s Required Discussion Questions (Appendix 3E)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>3(g)</strong></th>
<th><strong>Breakout by Discipline</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>To provide opportunity for peers across jurisdictions to discuss their comments regarding the panel presentations and the implications of the presentations on their respective roles in the DMI initiative</td>
</tr>
<tr>
<td><strong>Key points/questions:</strong></td>
<td>Instruct participants to break out into small groups based on the discipline(s) they represent: law enforcement; prosecution; community representative; service provider. Provide instructions for each breakout to consider the day’s presentation on the various topics relating to the law enforcement/community partnerships needed for DMI and to</td>
</tr>
</tbody>
</table>
comment on (1) their feasibility in their locales; (2) any challenges/barriers that would need to be addressed; and (3) the role they envision playing in the development/sustaining of such partnerships

<table>
<thead>
<tr>
<th>Suggested speaker(s):</th>
<th>One to two representatives from training sites to observe and assist, as needed, in the small group discussion. Report out and question and answer by each group, facilitated by one faculty and others, as appropriate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested time:</td>
<td>45 minutes for meeting; 15 minutes for reporting out</td>
</tr>
<tr>
<td>Space requirements:</td>
<td>Separate meeting space for each breakout group; main room for reporting back</td>
</tr>
<tr>
<td>Suggested format:</td>
<td>Breakout group by discipline with an opportunity for reporting</td>
</tr>
</tbody>
</table>
| Suggested materials:  | • Facilitators Guide (Appendix 3F)  
• Flip chart paper and markers to note issues and questions presented |

<table>
<thead>
<tr>
<th>3(h) Breakout by Team: Initial Planning to Build the Local Law Enforcement/Community Partnerships Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal:</td>
</tr>
</tbody>
</table>
| Key points/questions: | Provide instructions to teams on issues to address during their breakout sessions, including:  
• Were the issues presented by the panelists similar or dissimilar to those in your community? Target area?  
• What will it take to develop the type of law enforcement/community trust, accountability and sustained relationships that are needed for the DMI?  
• What strengths can you build up? What challenges need to be addressed? |
| Suggested speaker(s): | One to two representatives from training sites to observe and assist, as needed, in the small group discussion. Report out and question and answer by each team, facilitated by one faculty and others, as appropriate. |
| Suggested time: | 1 hour for breakout meeting; 30 minutes for report out and large group question and answer |
| Space requirements: | Separate meeting space for each team breakout; main room for reporting back |
| Suggested format: | Breakout group by team with an opportunity for reporting |
| Suggested materials: | • Facilitators Guide (Appendix 3G) |
### Closing/Focus for Day Two

**Goal:** To address any questions or issues that participants raise and to summarize the major points of the Day One presentations and the focus of the presentations for Day Two.

**Key points/questions:**
- Stress that Day One was designed to build on the Session I operational information to address some of the challenges, and issues that will likely need to be addressed in performing the operational tasks.
- Encourage the teams to be creative in designing their DMI strategies to fit the special situations of their respective locales; some potential refinements will be touched on during Day Two.

<table>
<thead>
<tr>
<th>Suggested speaker(s):</th>
<th>One faculty member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested time:</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Space requirements:</td>
<td>Main meeting room</td>
</tr>
<tr>
<td>Suggested format:</td>
<td>Informal lecture</td>
</tr>
<tr>
<td>Suggested materials:</td>
<td>None</td>
</tr>
</tbody>
</table>

### DAY TWO: Further Refining the DMI Approach

#### Summary of Day One: Questions/Comments

**Goal:** To summarize the major points of the Day One presentations and discussions, address issues raised by the questions presented at the close of Day One, provide an overview of Day 2, and ask participants if they have any further comments or questions that may have come up

**Key points/questions:**
- Explain that the second day will focus on special issues relating to DMI: (1) additional ancillary response to open drug market sales that may be considered as complements to the DMI; (2) dealing with the media; and (3) developing a baseline for assessing impact

<table>
<thead>
<tr>
<th>Suggested speaker(s):</th>
<th>One faculty member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested time:</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Space</td>
<td>Main room</td>
</tr>
</tbody>
</table>

---

- Drugs, Race, & Common Ground by David Kennedy (Appendix 3H)
- Flip chart paper and markers to note issues and questions presented
### Additional Ancillary Responses to Open Drug Market Sales to Consider To Strengthen the Initiative and Develop Community Buy-in

| **Goal:** | To present information on a range of additional strategies that may be useful in conjunction with the DMI initiative that may promote long term disruption of the drug market and focus primarily on civil remedies |
| **Key points/questions:** | - There are a variety of civil and other remedies that can be used to complement the law enforcement focus of the DMI and that may address problems that aren’t directly impacted by the DMI, including zoning ordinances, nuisance abatement statutes, modifications of the physical environment (e.g., removing payphones, modifying access routes, etc.) and other tools that may be useful in conjunction with the DMI  
- These avenues may be worthwhile for the community to consider as part of its community mobilization and engagement efforts. |
| **Suggested speakers:** | A community representative and prosecutor from training sites which have considered and/or pursued some of these avenues; facilitated by one faculty member. |
| **Suggested time:** | 45 minutes |
| **Space requirements:** | Main room |
| **Suggested format:** | Informal lecture with an opportunity for discussion |
| **Suggested materials:** | - Examples of Nuisance Abatement Statutes (Appendix 2A) |

### Developing a Baseline for Assessing the Impact of the DMI

| **Goal:** | To provide strategies for measuring the impact of the DMI by referencing data and other information compiled during the planning stages |
| **Key points/questions:** | - Discuss a range of measures that may be developed to provide a baseline for measuring the impact of the DMI and for monitoring the shutdown. |
• Explore law enforcement measures, such as reduced calls for service related to drug dealing and using; reduced calls for service related to crime and disorder; diminishing arrest rates for drug sales or drug possession with similar levels of enforcement.
• Explore potential quality of life measures relating to the community well being and ways to compile these measures (e.g., surveys, focus groups, structured observations, etc.); discuss how to measure community perceptions regarding safety, such as reduced vehicle traffic and loitering; renewed legitimate use of public spaces (parks or recreational areas, etc.).
• Briefly discuss strategies for avoiding displacement.

<table>
<thead>
<tr>
<th>Suggested speaker(s):</th>
<th>Law enforcement representatives from one to two training sites; facilitated by one faculty member. It may also include a researcher who has evaluated the impact of DMI in a training site.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested time:</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Space requirements:</td>
<td>Main room</td>
</tr>
<tr>
<td>Suggested format:</td>
<td>Technical lecture</td>
</tr>
<tr>
<td>Suggested materials:</td>
<td>• Performance Measures Presentation (Appendix 3A)</td>
</tr>
<tr>
<td></td>
<td>• Raleigh Perception Survey Coding Key (Appendix 3B)</td>
</tr>
<tr>
<td></td>
<td>• Impact of the Drug Market Intervention (Appendix 3C)</td>
</tr>
<tr>
<td></td>
<td>• Problem Oriented Policing (Appendix 3d)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>Dealing with the Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal:</td>
<td>To alert jurisdictions to the importance of involving the media from the start so that they understand the DMI concept, the implementation process, and the goals to be achieved.</td>
</tr>
</tbody>
</table>
| Key points/questions: | • Strategies for being proactive with the media  
• Examples of good and bad experiences with the media and underlying reasons for good or bad experiences  
• How to work with the media around sensitive issues, such as keeping the police undercover operations a secret? |
<p>| Suggested speaker(s): | One or two leaders from training sites who can speak to their media experience (preferably a press officer if available), facilitated by one faculty. |
| Suggested time: | 30 minutes |
| Space requirements: | Main room. |
| Suggested format: | Informal lecture with an opportunity for discussion |</p>
<table>
<thead>
<tr>
<th>Suggested materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rockford-For Some Drug Dealers, A Second Chance (Appendix 4A)</td>
</tr>
<tr>
<td>Rockford Police Chief Vouches for ‘Hug a Thug’ (Appendix 4B)</td>
</tr>
<tr>
<td>Hempstead: The DA’s Defense Amid Fallout from Plan to Allow Suspected Drug Dealers to Avoid Prison, Rice, Supports Say It’s Worked Before (Appendix 4C)</td>
</tr>
<tr>
<td>Hempstead: Rice’s Reward is a Strange Drug Deal (Appendix 4D)</td>
</tr>
<tr>
<td>Hempstead: New Program Reforms Drug-Torn Neighborhood (Appendix 4E)</td>
</tr>
<tr>
<td>Hempstead: ABC News Story (Appendix 4F)</td>
</tr>
<tr>
<td>High Point: Novel Police Tactic Puts Drug Markets Out of Business Confronted by the Evidence, Dealers in High Point, N.C., Succumb to Pressure (Appendix 4G)</td>
</tr>
<tr>
<td>Providence: Closing ‘Crack Highway’ (Appendix 4H)</td>
</tr>
<tr>
<td>Milwaukee: How to Let People do Heroes’ Work (Appendix 4I)</td>
</tr>
<tr>
<td>Winston-Salem: Press Release “new Hope Initiative” (Appendix 4J)</td>
</tr>
<tr>
<td>High Point: Sample Op-Ed (Appendix 4K)Police &amp; Community Celebrate Successful Lockwood Crime Fighting Initiative with Cookout (Appendix 4L)</td>
</tr>
<tr>
<td>Dealer invited to community and anti-drug meeting arrested the next day (Appendix 4M)</td>
</tr>
<tr>
<td>Residents Confront Local Drug Dealers Over Community Impact (Appendix 4N)</td>
</tr>
<tr>
<td>Gauging Drug Sweep Success will take time (Appendix 4O)</td>
</tr>
<tr>
<td>Drug Dealer Intervention (Appendix 4P)</td>
</tr>
<tr>
<td>Six alleged drug dealers agree to a deal (Appendix 4Q)</td>
</tr>
<tr>
<td>Alleged Drug Offenders Offered a second chance (Appendix 4R)</td>
</tr>
<tr>
<td>Drug Market Intervention (Appendix 4S)</td>
</tr>
<tr>
<td>Middletown Drug Market Intervention (Appendix 4T)</td>
</tr>
<tr>
<td>Program gives Dealer’s 2nd Chance: Non-violent Offenders get help for promise to reform (Appendix 4U)</td>
</tr>
<tr>
<td>First Significant Sentence in Open-air Drug War (Appendix 4V)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Breakout by Team: Refinement of Action Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong> To provide teams further opportunity to develop their individualized action plans and implementation timeframes</td>
</tr>
<tr>
<td><strong>Key points:</strong> General instructions/questions for the groups:</td>
</tr>
<tr>
<td>• Encourage teams to review preliminary plans and develop necessary tasks to ensure that, by the third training workshop, if not before, each team will have (1) identified at least one potential target</td>
</tr>
</tbody>
</table>
area for DMI implementation; (2) developed support from key policy leaders to implement the DMI; (3) developed the law enforcement data needed to determine the target area as well as to provide a baseline for subsequent impact assessment; (4) made substantial progress in developing law enforcement/community partnerships and mechanisms to sustain them on an on-going basis; (5) have in place the network of social and other services needed to support the call-in participants; (6) made substantial progress in conducting undercover operations and building cases in the target area(s) and (7) may have begun arrangement for a call-in.

- Encourage teams to determine what needs to still be done?
  - Who will do it?
  - How long will it take?
  - What type of assistance will be needed?

<table>
<thead>
<tr>
<th>Suggested speakers:</th>
<th>Two to three representatives from training sites sit in on team discussions, providing guidance where possible.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested time:</td>
<td>1 hour</td>
</tr>
<tr>
<td>Space requirements:</td>
<td>Separate meeting space for each team breakout; main room for reporting back</td>
</tr>
<tr>
<td>Suggested format:</td>
<td>Breakout by team with an opportunity for reporting</td>
</tr>
<tr>
<td>Suggested materials:</td>
<td>• Team Breakout: Refining the Action Plan (Appendix 5A)</td>
</tr>
<tr>
<td></td>
<td>• Facilitators Guide (Appendix 5B)</td>
</tr>
</tbody>
</table>

### Closing/Summing Up the Session: Plans for Post-session Activities and Final Training Session

<table>
<thead>
<tr>
<th>Key points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sum up the topics addressed at the session and expectations for tasks to be performed before the final session</td>
</tr>
<tr>
<td>• Remind teams they will be contacted by faculty after the session, procedures for accessing MSU’s AMNGEL website, and the availability of a wide range of technical assistance to support planning efforts.</td>
</tr>
<tr>
<td>• Remind the attendees to return their participant evaluation forms</td>
</tr>
<tr>
<td>• Note the participant list.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested speaker(s):</th>
<th>BJA staff person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested time:</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Space requirements:</td>
<td>Main room</td>
</tr>
<tr>
<td>Suggested method:</td>
<td>Informal lecture</td>
</tr>
</tbody>
</table>
| Suggested materials: | • Evaluation Form (Appendix 6A)  
• Session II Task Timeline (Appendix 6B)  
• Accessing and Navigating ANGEL – DMI Project (Appendix 6C)  
• Technical Assistance Request Form (Appendix 6D)  
• Participant List Template (Appendix 6E) |
TRAINING SESSION #3

PULLING IT ALL TOGETHER

Goal: To provide peer-to-peer support for implementation, address special issues that may be relevant to the DMI implementation, and strengthen the foundation for DMI implementation.

Modules:

AFTERNOON/EVENING PRIOR TO DAY 1

PRE-CONFERENCE FACULTY MEETING: 2 hours

[to discuss focus and organization of the session, content and format of the session segments, background on each of the participating teams, outcomes to be achieved by the end of the session]

PRE-TRAINING SESSION: CATCH-UP/REVIEW SESSION FOR NEW PARTICIPANTS 2 hours

A required two hour session the evening preceding the start of the second training session for any attendees who were not present at the first training session. The focus for the meeting should be upon providing a summary of the basic information that was covered in the session(s) these new participants have missed as well as ascertaining the role the new participant will have on the team, how much they know about the team’s DMI activities, and what their present and future involvement will be with the project.

DAY ONE: Peer-to-Peer Interchange and Discussion of Special Issues

1. Welcome and Overview of the Third Training 30 minutes
2. Reports from Each of the Participating Teams 1 hour
3. Breakout by Discipline 1 hours
4. Maintaining the Shutdown and the Law Enforcement-Community Partnership 1.5 hours
5. Comments from Community Representative on the Impact of DMI for the Community (working lunch) 15 minutes
6. Multi-Team Breakout Session 1.5 hours
7. Special Issues of Interest to the Participating Teams 2 hours
8. Closing Q and A: Summing Up Day One: Plans for Day Two 15 minutes

DAY 2: Peer to Peer Support and Discussion

1. Summing Up Day One/Focus of Day Two 15 minutes
2. Impact of DMI on One Community: Hempstead, Long Island 30 minutes
3. Breakout by Team and Refinement of the Action Plan 2 hours
4. Closing: Technical Assistance and Follow up Communication: 15 minutes
**Participants:** The DMI team consisting of representatives of prosecution, police, community leadership, and service providers. This team should remain the same throughout all three trainings.

**Faculty:** Training workshop organizers as faculty facilitators with two to three representatives (ideally cross-discipline representation of law enforcement, community leaders, and social service provider) from three sites that have successfully implemented the DMI.

**Suggested time:** 1.5 days

**Suggested time frame:** Four months following second training session

**Suggested space/equipment needs:**

**[Pre-Conference Faculty Meeting: small meeting room for 8-10 participants**

**With conference table and chairs]**

- Main room: Half moon round tables with seats facing the front
  - A podium
  - Laptop, wires, and screen for PowerPoint
  - Microphones at the podium and handheld for questions.
  - Panelist table
  - Flipchart paper and markers
- Breakfast buffet
- Registration table
- Lunch tables
- Additional small rooms for breakout groups

<table>
<thead>
<tr>
<th>1</th>
<th><strong>Catch-up Session for Anyone who Missed the First or Second Training</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>In anticipation of at least a few team members changing between the first and second trainings, this session would provide a conceptual foundation of DMI, an overview of the key components of DMI, and briefly summarize the topics covered during Session I and II and the goals for Session III.</td>
</tr>
</tbody>
</table>
| **Key points/questions:** | **Overview**
- The DMI is a strategic partnership between law enforcement and the community to target open-air drug markets.
- Goals for the DMI Initiative: What DMI is intended to accomplish
  - Eliminate the open air drug market
  - Return control of the public space to the local residents |
- Reduce crime and disorder in the neighborhood
- Improve the public safety in the community

**Key Elements Accounting for Its Effectiveness**
- Refer to “Nine Steps” to be discussed in the next segment
- Summarize the essential Elements
  - Data driven – involves crime mapping, incident reviews to better understand the nature of the drug market and to map out the individuals involved in drug sales, purchases, and distribution networks;
  - “Lever pulling” strategies based on notions of focused deterrence
  - Traditional law enforcement operations involving undercover buys and building cases against key players with warrants and arrests executed upon those deemed “major players”
  - Problem-solving approach with less seriously involved offenders who are invited, with their significant family members, to a community meeting
  - Community meeting provides residents to talk about their frustration and problems associated with living in an open air drug market; law enforcement promises these offenders their charges will be held in abeyance as long as two conditions are met: (1) the drug market must close immediately and not move elsewhere; and (2) the violence associated with the market must end immediately; they are also offered a wide range of social, drug treatment, vocational, and other services to help them transition out of the drug trade into a law abiding role in the community.

**Why does this work?**
- Emphasize the strong and continuing partnership between law enforcement and the community; this is not a “one-shot” intervention but, rather, builds on a working relationship developed between law enforcement and the community before the intervention and continues afterward, designed to empower the community to maintain its use and enjoyment of its public space.
- Emphasize the force which the community can exert to address problems within the neighborhood if law enforcement works with the community to provide support for its efforts.

**The Nine Steps**
- An explanation and overview of each of the nine-steps.
- Define all the terminology.
- Explain the importance of implementing each of the nine-steps fully. Other jurisdictions have not eradicated the open-market if the implementation was rushed or not fully adopted.
- While this is an outline, the implementation is not necessarily an entirely linear process. Reference a logic model, which shows various pieces operating and influencing each other simultaneously.
- From previous experience the entire process can take anywhere from six months to one year.
- High Point presentation of the step-by-step implementation of each of the nine steps.

### Other Issues To Address:

- Ascertaining the role the new participant will have on the team, how much they know about the team’s DMI activities, and what their present and future involvement will be with the project.

### Suggested speaker(s):

- One faculty and one to two law enforcement and community representatives from training sites.

### Suggested time:

- 2 hours in the afternoon or evening prior to Day One

### Space requirements:

- Small room with a projector

### Suggested format:

- Technical lecture. Required only for attendees who did not come to the first or second training and any others who would like to attend

### Suggested materials:

- Catch-up PowerPoint (Needs to be developed, to reflect material covered in previous trainings.)
- Copies of operational materials and presentations from the first and second training sessions (Appendices listed under Chapter 3)

### Welcome and Overview of the Third Training

<table>
<thead>
<tr>
<th>Key points/questions:</th>
<th>Welcome and Overview of the Third Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thank and congratulate jurisdictions for continuing on this initiative.</td>
<td></td>
</tr>
<tr>
<td>House keeping regarding hotel, agenda, meeting set-up, etc.</td>
<td></td>
</tr>
<tr>
<td>Summary of principal issues addressed in second training and focus of the third/last training.</td>
<td></td>
</tr>
</tbody>
</table>

### Suggested speakers:

- BJA staff

### Suggested time:

- 15 minutes

### Space requirements:

- Main room

### Suggested format:

- Informal lecture

### Suggested materials:

- None
### 2 Reports from Each of the Participating Teams

<table>
<thead>
<tr>
<th>Goal:</th>
<th>To provide an opportunity for the jurisdictions to update each other on the status of the DMI in their locale.</th>
</tr>
</thead>
</table>
| Key points/questions: | Each team’s POC reports on (a) tasks/goals established at the second training session; (b) tasks actually accomplished; (c) whether commitment has been obtained/continues from key law enforcement leaders to proceed with the DMI; (d) any unanticipated issues that have emerged; (e) specific law enforcement/community engagement activities and results; and (f) information on DMI components or other issues the team would like addressed at this session.

- Any teams that have implemented the DMI will provide a summary of what occurred and any impact that has subsequently been noted. |
| Suggested speaker(s): | Facilitated by BJA staff. |
| Suggested time: | 1 hour |
| Space requirements: | Main room |
| Suggested format: | Informal lecture with jurisdiction introductions and reports into a discussion of issues and questions |
| Suggested materials: | - Site Introduction Questions (Appendix 2A)
- Optional additional summary materials for handout or PowerPoint presentations from the teams |

### 3 Breakouts By Discipline

<table>
<thead>
<tr>
<th>Goal:</th>
<th>To provide opportunity for representatives from law enforcement, prosecution, service providers, and community to discuss the DMI implementation from the perspective of their specific disciplines</th>
</tr>
</thead>
</table>
| Key points/questions: | Instruct participants to work in the discipline-specific groups to

- Discuss developments that have occurred in their respective jurisdictions, issues that have emerged, strategies to address them; questions raised; stumbling blocks, if any, encountered, etc., relating to the planning and implementation of the DMI and development of the partnerships required.

- Share information and obtain/provide constructive feedback to one another that might be relevant to support the strategies that their respective disciplines are developing/need to develop. |
<p>| Suggested speaker(s): | Representatives from two to three training sites sit in on discussions and provide guidance, as appropriate sites; facilitated by faculty members |</p>
<table>
<thead>
<tr>
<th>Suggested time:</th>
<th>1.5 hours: 1 hour for meeting; 30 minutes for reporting back to group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Space requirements:</td>
<td>Separate meeting space for each discipline breakout; main room for reporting back</td>
</tr>
<tr>
<td>Suggested format:</td>
<td>Breakout group by discipline</td>
</tr>
<tr>
<td>Suggested materials:</td>
<td>• Facilitators Guide (Appendix 3A)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>Maintaining the Shutdown and the Law Enforcement/Community Partnership</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>To focus on the experiences of three training sites regarding strategies and experience in maintaining the shutdown and sustaining the law enforcement/community relationship.</td>
</tr>
</tbody>
</table>
| **Key points/questions:** | **Moderator comments**  
- Stress the need to continually nurture the law enforcement/community partnership that has developed, particularly as new issues emerge, potential turnover occurs among leadership, etc.  
- Stress the need to continually monitor the shutdown and promptly respond to signs that the open drug market may be re-emerging  
- Stress that the community should feel ownership over the neighborhood and it should be self-sustaining.  
**Panel discussion**  
- What are strategies for continuing partnerships with the community? Should meetings be maintained? What other types of presence can the police have in the community if not patrolling?  
- What challenges have previous DMI jurisdictions had with maintenance of the shutdown? What strategies and responses were used to meet these challenges?  
- Has there been displacement to neighboring blocks, districts, etc? If so, how has this been addressed? |
| **Suggested speaker(s):** | Law Enforcement and Community representatives from two to three training sites comment on the post-call-in period, as appropriate, directed by questions from one faculty moderator. |
| **Suggested time:** | 1.5 Hours, including an opportunity for question and answers |
| **Space requirements:** | Main room |
| **Suggested format:** | Panel discussion |
| **Suggested materials:** | • Suggested Maintaining the Shutdown and the Law Enforcement and Community Partnership Discussion Questions (Appendix 4A) |
### High Point – Post Initiative Elements (Appendix 4B)

<table>
<thead>
<tr>
<th>5</th>
<th>Comments from Community Representative on Impact of DMI for the Community (Recommended as the working lunch.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>To illustrate from a community member’s perspective the impact of DMI on community life.</td>
</tr>
<tr>
<td><strong>Key points:</strong></td>
<td>• Illustrate examples of how the quality of daily life in the targeted area changed along with changes in the community’s perception of law enforcement.</td>
</tr>
<tr>
<td><strong>Suggested speaker(s):</strong></td>
<td>Community representative from one of the training sites</td>
</tr>
<tr>
<td><strong>Suggested time:</strong></td>
<td>15-30 minutes for the speaker</td>
</tr>
<tr>
<td><strong>Space requirements:</strong></td>
<td>Lunch room</td>
</tr>
<tr>
<td><strong>Suggested format:</strong></td>
<td>Informal lecture</td>
</tr>
<tr>
<td><strong>Suggested materials:</strong></td>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6</th>
<th>Multi-Team Breakout Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>To provide an opportunity for interchange among the jurisdictions and for them to receive advice and support from their peers and faculty about their proposed implementation plans and any lingering concerns/questions.</td>
</tr>
</tbody>
</table>
| **Key points/questions:** | • Instruct teams to meet in smaller groups to discuss their experience to date in developing the DMI strategy, unanticipated issues that have emerged, strategies that have been used to address them, as appropriate, current issues being addressed, and related topics bearing on the jurisdiction’s ability/readiness to implement the DMI.  
• Advise teams they should be prepared to report out on common as well as special issues the teams have encountered, strategies for addressing them, as appropriate, and current outstanding issues now being addressed |
| **Suggested speaker(s):** | Two to three representatives from training sites facilitate, observe discussions, and provide guidance as appropriate. |
| **Suggested time:** | 1 hour for discussion; 30 minutes for reporting and discussion of issues raised |
| **Space requirements:** | Adequate space for 3-4 small group discussions of approximately 10 persons in each group |
7 Special Issues of Interest to the Participating Teams

**Goal**: To address special issues relating to the planning and implementation of the DMI that have emerged for the participating teams or may be of interest.

**Key points/questions:**
- Provide brief overview of special issues that may be relevant at some point to the planning and implementation of the DMI initiative, including (1) implementing DMI in public housing environments; (2) dealing with gang activity; and/or integrating DMI in Weed and Seed Neighborhoods.
- Gear level of detailed information provided on these issues, or other topics raised, to level of interest of participating teams:

**Examples of topic areas**
- **Implementing DMI in Public Housing Environments**
  - A segment on this topic could include a panel presentation by law enforcement and community representatives from jurisdictions that have implemented or considered implementing DMI in a public housing environment; particular focus would be on distinctions in the nature of the “community” that needs to be involved; and HUD leasing and other tools that can be utilized as leverage to promote the “no tolerance” message;

- **Dealing with Gang Activity in the Targeted Area**
  - A segment on this topic would focus on special issues that are raised when gang activity is underway in the targeted area and would provide law enforcement and community perspectives from the training sites on how gang activity was factored into the DMI strategy. Panelists would include law enforcement and community representatives;

- **Integrating DMI in Weed and Seed Neighborhoods**
  - A segment on this topic would address the relative merits and tradeoffs of targeting for DMI implementation neighborhoods already part of Weed and Seed Initiatives. Panelists could include law enforcement and community representatives from training sites that are considered (and may or may not have included) Weed and Seed neighborhoods in their targeted DMI areas.

**Suggested speaker(s):**
- Law enforcement, community, and/or other representatives from training sites that have relevant experience in one or more of the special

---

**Suggested format:** Multi-team breakout session with teams that may be paired based on size of their jurisdiction or any other common characteristics they may share

**Suggested materials:**
- Facilitators Guide (Appendix 6A)
- Team Breakout – Action Plan and Task Timeline (Appendix 6B)
issues areas; facilitated by one faculty members.

<table>
<thead>
<tr>
<th>Suggested time:</th>
<th>1.75 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Space requirements:</td>
<td>Main room</td>
</tr>
<tr>
<td>Suggested format:</td>
<td>Panel discussion with informal panelist presentations and an opportunity for questions and answers with participants</td>
</tr>
</tbody>
</table>
| Suggested materials: | • Suggested Special Issues Discussion Questions (Appendix 32A)???
  • Materials as appropriate to the topic |

**8** Closing: Q and A: Summing Up Day One: Plans for Day Two

<table>
<thead>
<tr>
<th>Goal:</th>
<th>To summarize the major points of the Day One presentations and discussions and the focus of the presentations for Day Two.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key points:</td>
<td>Stress that Day Two will be the last opportunity to provide formal instruction to the teams so that any questions, potential technical assistance needs, or other issues relevant to ensuring the capability to implement the DMI should be raised at the session.</td>
</tr>
<tr>
<td>Suggested speaker(s):</td>
<td>One faculty member</td>
</tr>
<tr>
<td>Suggested time:</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Space requirements:</td>
<td>Main room</td>
</tr>
<tr>
<td>Suggested format:</td>
<td>Informal lecture</td>
</tr>
<tr>
<td>Suggested materials:</td>
<td>None</td>
</tr>
</tbody>
</table>

**DAY TWO: PEER-TO-PEER SUPPORT AND DISCUSSION**

<table>
<thead>
<tr>
<th>1</th>
<th>Summing Up Day One/Focus of Day Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal:</td>
<td>To summarize the topics and special issues addressed during Day One and to provide overview of this final session focusing on refinements of team plans.</td>
</tr>
</tbody>
</table>
| Key points/ questions: | • Provide a brief summary of the training program organization, beginning with an introduction to DMI in the first session, more detailed treatment of operational components in the second session, and the promotion of networking, information sharing, and refinements in the implementation plan during this last session.
  • Address any relevant logistical issues (e.g., hotel checkout, airport transportation, etc.)
  • Remind teams of the availability of follow-up technical assistance |
### 2 Impact of DMI on a Community: Hempstead, Long Island

**Goal:** To provide jurisdictions a final opportunity to observe what needs to be completed for the DMI and an opportunity to ask questions and discuss approaches with those who have already completed the process. (Training staff could substitute another site.)

**Key points/questions:**
- The law enforcement/community partnership developed through the DMI initiative can have implications for the life of the community that are long lasting, well beyond the period of the DMI intervention.
- What has been the impact of DMI on the community in terms of:
  - The relationship with law enforcement?
  - Day-to-day living?

**Suggested speaker(s):** One to two representatives from training sites who can succinctly summarize the impact of DMI.

**Suggested time:** 30 minutes

**Space requirements:** Main room (with equipment capable of showing a video)

**Suggested format:** Informal lecture and use of video or related media documenting the impact of DMI on the community

**Suggested materials:** Hempstead: ABC News Story (Appendix 2A)

### 3 Breakout by Team: Refinement of the Action Plan

**Goal:** To provide faculty guidance and suggestions, as appropriate, to each team regarding its proposed DMI Implementation plan and timetable.

**Key points/questions:**
- Each team will review their action plans to date.
- They will then meet with a faculty member to review the plans with a focus on:
Tasks to date.
- Developing a detailed work plan for further planning, as appropriate.
- Performance measures that will be used.
- Any technical assistance (on site, networking, information, etc.) needed to support the plan.
- And other related implementation plans.

Suggested speaker(s):
Three faculty, including representatives from training sites, observe team breakout discussions and provide guidance, as appropriate, for the final refinement of the team’s implementation plan and timetable.

Suggested time:
2 hours: 1.5 hours for team meetings, 30 minutes for reporting

Space requirements:
Adequate space for 3-4 small group discussions of approximately 10 persons in each group

Suggested format:
Breakout by team into an opportunity for reporting

Suggested materials:
Facilitators Guide (Appendix 3A)
Team Breakout: Refining the Action Plan (Appendix 3B)

Closing: Technical Assistance and Follow-up Communication

Goal:
To reinforce the goals and concepts critical to the DMI initiative that has been provided to the teams regarding the DMI initiative through the training series and the ongoing technical assistance available to them as they proceed with the DMI implementation.

Key points/questions:
- Stress that the teams have been provided with a sound foundation for moving forward to implement the DMI initiative that no two jurisdictions are alike in terms of the tasks and timeframe required, that a strong law enforcement/community partnership built on mutual trust and respect is critical to both implementing and sustaining the DMI initiative.
- Invite the teams to reassess, as necessary, the planning tasks and timetable developed at these meetings and to request technical assistance for this purpose.
- Remind attendees to the ANGEL website and resources posted.
- Alert teams to the follow up contact they should expect from faculty for 2-3 months unless circumstances warrant a longer follow-up period.
- Remind attendees to leave their completed evaluation form.
- Note the participant list.

Suggested speakers: BJA staff

Suggested time: 15 minutes

Space Main room
<table>
<thead>
<tr>
<th>requirements:</th>
<th>Informal lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggested format:</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **Suggested materials:** | • Evaluation Form (Appendix 4A)  
• Session II Task Timeline (Appendix 4B)  
• Accessing and Navigating ANGEL – DMI Project (Appendix 4C)  
• Technical Assistance Request Form (Appendix 4D)  
• Participant List Template (Appendix 4E) |
POST-TRAINING FOLLOW-UP

Follow-up and Recruitment

DMI implementation sites follow-up:
Approximately two to three months after the final workshop, conference staff should follow-up with the DMI sites to ask points of contact about any additional technical assistance needs. During this follow-up, staff should ask about the current status of implementation and for an update on the progress after the final workshop. This follow-up will also maintain contact with the sites for future communication.

Evaluation of the training and the training curriculum:
After completing the third training, the evaluations from the three trainings should be reviewed as a collective whole. The ratings, suggestions, and comments in these evaluations as well as conference staff feedback should be used to make edits and adjustments to the training manual.

Recruitment for the next DMI training round:
Following the final training, individuals who staff noted as leaders should be approached about serving as faculty for potential subsequent training of future BJA DMI implementation sites. These should include individuals from sites who had successful implementation experiences and were able to fully adopt each of the components of the DMI strategy. Representatives of law enforcement, service providers, and the community will be needed.
VOLUME II: SUPPORTING MATERIALS