

Community Connect Project with Chattanooga Police Department

A Needs Assessment and Program Proposal

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Abstract

This program proposal is based on literature that highlights racial inequalities, injustices, and police violence as well as a needs assessment of the Chattanooga Police Department (CPD). The purpose of this study is to identify racial inequalities in police violence at the Chattanooga Police Department and assist with implementing successful interventions. The proposed program will focus on partnering with the Chattanooga Police Department with the focus of the implementation of community policing approaches, social workers within the department, and annual diversity training. The aim of the program will include the understanding of diversity awareness, racial trauma, and cultural competence. There will be an emphasis on transparency and accountability. Chattanooga Connect Project (CCP) will promote partnership between CPD and the community in which it serves. Community Connect Project will facilitate dire change by significantly reducing prejudice and discriminatory behaviors, as well as, racial inequalities in police violence. Limitations of the proposal include funding, participant engagement, and police culture.

Background of the Problem

In the wake of one of the most massive racial justice movements, Black Lives Matter (BLM), communities across the United States are demanding accountability and change in the relationship between law enforcement and those sworn to protect. Civis Analytics (2020) found that 62% of Americans express support for the BLM. Demographic analyses show at least 50% approval of the movement across gender, education, and income levels (Civis, 2020). The research focused on police trust showed drastic differences among racial demographics, most variance being that only 7% of Black Americans strongly trust the police (Civis, 2020).

Tension and distrust between law enforcement and Black Americans have deep roots as a social issue. Thomas (2016) discusses how America's past is still the basis of the current problem. The origins of Southern American police development focused mainly on slave patrol (Thomas, 2016). These patrol squads, overseen by sheriff departments, were responsible for catching runaway slaves and would often beat, rape, whip, and hang those in violation of not having permission from their masters (Thomas, 2016). Post-slavery, police continued to enforce segregation in the Southern states, which directly controlled and limited civil rights. Racial discrepancies continue at such high rates today that Black Americans often fear for their school-aged children's safety and have regular conversations teaching them submissive ways to act and talk during hypothetical police encounters (Nettles & Eng, 2019).

Chattanooga, TN, was also a setting for many protests demanding attention to police brutality and racial injustice. The community commemorated the movement by creating a large Black Lives Matter mural on the streets of downtown Chattanooga (Cooper, 2020). For many of the city's citizens, this mural represents unity, inspiration, and awareness of Chattanooga's historical oppression (Cooper, 2020).

According to the United States Census (2019), Chattanooga has a population of approximately 182,799 citizens. The White community makes up 61.7%, Black or African American descent is 32.6%, leaving the remaining 5.7% as other minorities (U.S. Census, 2019). Chattanooga Police Department (CPD) arrest rates from 2018 to 2020 show a substantial racial disproportion. Despite Black or African Americans being only 32.6% of the population, they represent 51% of CPD arrests (ChattaData, 2020). The most common types of arrests that the Chattanooga Black and African American population represent include traffic violations, misdemeanor drug charges, serving warrants, and trespassing (ChattaData, 2020). This data also shows a similar trend in excessive force within the police field, with 54% of incidents involving Black or African Americans. This same population accounts for the majority of anti-racial hate crimes recorded by CPD from 2003-2018 (Chattanooga Police Department, 2020)

Due to the inequity and disproportion of arrests and treatment towards minority groups in the Chattanooga community, there is a need for additional and continual cultural diversity education and sensitivity training programs for all CPD cadets, seasoned officers, and upper administration.

Tennessee law contains no provision defining or criminalizing hate/bias, other than the language in Tenn. Code Ann. 39-17-309 Civil Rights Intimidation. The key area is the police officers not being up to date or not informed on racial trauma. Racial trauma can be defined as people of color and indigenous people' reaction to dangerous events and real or perceived experiences of discrimination (Comas-Diaz et al., 2019). As stated before, there has been an outcry of people for justice due to police brutality, specifically towards minorities. Instead of tending towards those that have experienced racial trauma, the social problem we will be focusing on is the police who might incite the trauma. We are specifically looking at the

Chattanooga Police Department and incidents of racial discrimination. According to Chattanooga, there have been 751 complaints describing a use of force incidents from Chattanooga police officers since January of 2018. Continuing to use the Chattanooga, 54% of the incidents involved a black complainants. There is a problem between the Chattanooga police and the black community. The program will be addressing their treatment of the black community.

The population we have identified is the Chattanooga Police Department. The Chattanooga Police department is a government funded program, whose mission is “To keep you, your family and our community safe”. The Police department is a 24 hour a day, seven days a week law enforcement agency that handles crime prevention and community outreach; drug concerns; neighborhood policing; homicides and other things only in the city limits.

The Chattanooga Police department contains many different demographics. Based on the News report given on May, 2019, The Chattanooga Police Department contained 390 Whites, 69 Blacks, 21 Hispanic and Latinos, 3 Asians and 1 Native Hawaiian (Hughes, 2019). In total there are 500 officers patrolling the Chattanooga community. In number there are 305 neighborhood police; 119 Investigators; 61 special operators; 12 administrators and professional standards; 3 community & department services; and 122 professional staff members. According to a 2013 Bureau of Justice survey, more than 70% of 12,000-plus local agencies and their nearly 500,000 sworn officers were white (2016). Just 12% were black and 11% Latino (Hughes, 2019) ; however, in the many years before The Chattanooga Police Department has placed focus on recruiting minority members.

Uniqueness of the Program

This proposal will focus on the implementation of the Community Connect Project (CCP) that will focus on diversity awareness, racial trauma, and cultural competence. CCP will promote

positive interaction and partnership between CPD and the community. This program will reduce prejudice and discriminatory behaviors, as well as, create an inclusive environment. Creating an inclusive environment will enhance the community's connection and respect for minorities. In order to achieve its goals, CCP will implement an extensive training on racial trauma, cultural competency, and accountability, as well as an accountability partnership program for CPD officers. The program researchers will also meet with CPD executive staff regularly to recommend long term intervention goals of implementing the community policing model and utilizing social workers within the department.

Community policing has been proven to reduce the tension between officers and the community. This program, Community Connect Project, will recommend many approaches from the community policing philosophy. To begin, hiring police officers from within the community being policed will be essential in achieving success in community policing. The officers will be assigned the same communities each work shift to ensure they are well-known by the community members. Furthermore, this style of policing is known for its ability to promote organizational strategies to create partnerships and problem-solve with the community being served. Another important approach this style of policing offers is the opportunity for community members to say how their community should be policed. The ability to create trust and legitimacy between the community and police is a highlight of this philosophy and produces successful outcomes. According to Wong (2000), community policing "is the only form of policing available for anyone who seeks to improve police operations, management, or relations with the public." Implementing community policing will result in strengthening the relations of police officers and the community, as and promote effective policing. All of these characteristics are needed to combat the long-standing and deep-rooted issues associated with racial injustices in policing.

Due to recent events and social media outrage, police reforms have been a topic of conversation. Brainstorming ways to address discrimination, racism, and social injustices within the police department have been forefront. According to Social Worker Advocates (2020), changing how police respond to calls is necessary when addressing these issues. This will be another recommendation of the Community Connect Program. Social workers are trained in cultural competency which allows them “to respond to nonviolent disturbance.” Eliminating police from non-violent calls and allowing social workers to respond will highlight the “culturally appropriate and community-based solution” approaches social workers are skilled in. Because social workers are the largest group of mental health providers, they are trained to effectively manage situations involving mental health issues and homelessness. People who suffer from mental health illnesses are 16 times more likely to be killed by the police. While mental health issues among minorities are underreported and disproportionate, statistics show that 20% of Tennessee’s adult population have mental health illnesses (SAMHSA 2016). Tennessee’s rate of adults with mental illness is more than the United States average of 18%. These statistics provide proof of prevalence of mental health illness and the need to implement a social work unit within the Chattanooga Police Department. The unit will also address culture within the police department, facilitate ethical decision making, and training.

It is found that “training reduced complaints against the police by 10.0% and reduced the use of force against civilians by 6.4% over two years” (Wood, Tyler, & Papachristos, 2020). The Chattanooga Police Department offers many training opportunities, however; there is an imperative need to implement additional training that addresses racial injustices. Focusing on an annual diversity awareness and sensitivity training will be included in the program. Training implemented by the program will be offered to all CPD cadets, seasoned officers, and upper

administration. Focuses of the annual training will include diversity awareness, racial trauma, accountability, and cultural competence. The training will include ways to effectively engage in encounters with different cultures, specifically minorities. Additionally, training exercises will help police officers de-escalate situations of conflict, rather than utilizing excessive force. As stated above “there have been 751 complaints describing a use of force incidents from Chattanooga police officers since January of 2018. 54% of the incidents involved a black complainant.” This exemplifies the dire need to incorporate training specific to addressing racial injustices by facilitating training in diversity and cultural competence.

The CPD has organized their own community organization that connects members in the neighborhood with the police. The program Community Police Interaction Committee (CPIC) is held once a month with members of the community to determine how they can better serve them. The committee is seeking to bring the members in the Chattanooga community and police officers closer together; in hopes to improve police relations, community policing, understanding and respect (Chattanooga Police Department 2020).

CPD also has a program called the Citizens Police Academy. The program was started in 1999, it was created to bring the members in Chattanooga and CPD together to allow them to develop practical relationships. The academy is a nine week education program that serves to give a better perspective on the work Police officers provide such as; activities that allow interaction amongst the police and members in the community, and open discussions. The Citizen Police Academy also presents a more detailed look at the criminal justice system in Chattanooga (Chattanooga Police Department 2020)

Community Connect Project (CCP) will recommend that Chattanooga Police officers live within the same community district that they are assigned to serve and protect. The program

hopes that this will create positive bonds between the community and officers. The officers should feel more involved and connected to their community and citizens. This may lead to a more humanized leadership role perspective from both the officers and civilians.

CCP will recommend including social workers within the Chattanooga Police Department (CPD) framework. These police social workers will provide community services such as crisis intervention, meditation, and referrals, as well as mental health services for police officers and their family. Due to the extensive cultural and diversity training in the social work field, CCP will include the social workers in the development of the curriculum and frequency of required CPD diversity and sensitivity training. A new key component to the training will include racial trauma and how it affects individuals, communities and society. The social workers will work alongside police officers and as trainers. Since police officers respond to many crisis situations, they may benefit from strengthening their social work skills. Improving case management skills and community agency knowledge may also help. Police officers need to build connections with the surrounding agencies and know how and when to refer a citizen when the sources meet their needs.

CCP will also implement an accountability program for the police officers. The program plans to match each CPD officer to a partner after completing the three part training.

Literature Review and Evidence-Based Practices

Several studies have focused on the disproportionate injustice that the Black community faces at the hands of the police force. (Schwartz & Jahn 2020; Bryant et al., 2017; Schwartz, 2020; Adedoyin et al., 2019). In a study mapping out police fatal violence across multiple metropolitan areas in the country from 2013-2017, it was discovered that Black people were 3.23 times more likely to be killed by the police compared to White people (Schwartz & Jahn 2020).

In 2017, Bryant et al found that “Black Americans are more than twice as likely to be unarmed when killed by police as Whites.”(Bryant et al., 2017). In 2020, Schwartz reported that Black men have a one in a thousand chance of being killed by the police which is highest among all demographics (Schwartz, 2020). Adedoyin et al acknowledged that due to the negative stereotype of Black males, some police officers insist they were fearful for their life before they shot the Black person. This is just one of the many reasons for the higher rates of violence towards the Black community (Adedoyin et al., 2019).

Other studies examined the importance of individual perception in regards to police violence and race. (Reinka & Leach, 2017; Pollock & Menard, 2015; Frankham, 2019; Embrick, 2015). In 2017, Reinka & Leach noted that due to the recent deaths of unarmed black men and women by police, there are higher negative attitudes and distrust in law enforcement (Reinka & Leach, 2017). In a 2015 study by Pollock & Menard on the perception of police fairness, they found that individuals were able to rationally recognize unfair police activity during their specific arrest (Pollock & Menard, 2015). The literature also acknowledges how individuals' perception of police violence is being influenced by how the media portrays people with mental illness who were killed by police. In 2019, Frankham examined that mental illness is emphasized more times with White people than Black or Hispanic people (Frankham, 2019). It is also noted in 2015 by Embrick, that the media perpetuates negative stereotypes further by consistently portraying white people as innocent victims (Embrick, 2015). There are long term effects of these negative perceptions and portrayals of police violence towards the Black community.

Several studies acknowledge the lasting negative psychological effects of police violence which need to be addressed in order to ensure the safety of the community (Mummolo, 2018; Bryant et al.; 2017; Wilson & Wolfer, 2020). In 2018, Mummolo noted the increased use of

military force by the police has increased tension and distrust between minorities and law enforcement (Mummolo, 2018). Bryant et al in 2017 reported that the consequences for this police violence include fear, self-destructive behaviors, anger and even Post Traumatic Stress Disorder(PTSD) (Bryant et al., 2017). Specifically, in 2020, Wilson and Wolfer found that individuals are at higher risk of experiencing racial trauma due to being exposed to continued police brutality (Wilson & Wolfer, 2020).

Finally, other studies have noted the necessity of not only additional training for the police force but also further accountability for the entire law enforcement agency. (Shockey-Eckles, 2011; Obasogie, 2020; Sekhon, 2019; Phillips, 2015; Price & Payton, 2017). The article by Shockey-Eckles in 2011 focused on police culture, the Blue Wall, and how officers not only use secrecy but also department switching in order to continue service after a misconduct allegation (Shockey-Eckles, 2011). In 2020, Obasogie acknowledged that because officers are judged differently in the legal system, police abuse is out of control (Obasogie, 2020). Review of American police discovers that police have grown to be legality agents who operate in a state where they have a relationship with the law, but cannot be restrained by it. There needs to be a system to force police officers to adhere to the law (Sekhon, 2019). In 2015, Philips found that 40% of police officers reported they were unsure if they would ‘report the use of unnecessary force.’” which means that close to half of the officers were not confident in their behavior and actions while on duty (Phillips, 2015). In a study measuring police use of lethal force, racial bias, occupational violence in police officers, and racial disparity in homicide by officers, the evidence suggests that appropriate training is needed to help reduce the number of instances where police officers use discriminatory lethal force and tactics against African Americans (Price & Payton, 2017). Based on this review of the literature, we conclude that the Black community is

at risk for higher police violence. It is clear that evidence based training is necessary to bring change and safety to this community.

Lum, Koper, and Telep (2010) mapped 97 police evaluation studies and found that the evidence-based policing matrix reduced crime. The Police Matrix includes three main focuses: the target of intervention, level of prevention, and reactivity to the level of proactivity of the intervention. This research found that police intervention strategies focused on individuals as the target population shows a non-significant reduction in crime and often adverse results. Since most policing targets individuals, further consideration into targeting geographic places or neighborhoods may benefit crime reduction. Proactive interventions focused on areas may reduce crime more effectively than reactive interventions targeting individuals (Lum et al., 2010).

Body-worn police cameras and training focused on de-escalation, bias, intervention, and citizen oversight are popular models used to reduce officer related crimes (Engel, McManus, & Isaza, 2020). Although used frequently, these interventions lack the support of empirical evidence. Ariel et al. (2016) found that increased force sometimes followed when police activated body cameras. The researchers further explain that discretion when police officers turn on their cameras can significantly impact these outcomes. Police officers tended to turn on their cameras when a situation was already escalating. The action of activating the cameras during such cases can further escalate and agitate both the suspect and the officer (Ariel et al., 2016). After their findings, these researchers recommend that cameras should be on at all times. Verbal recognition of the body-camera should be calmly addressed to remind the officer and inform the suspect to strengthen conduct rules. Lum, Stoltz, Koper & Scherer (2019) reviewed 70 empirical

studies and recognized that police officers embrace body cameras for their protection. Still, no dramatic change in police behavior has followed the use of body cameras.

Changes in the community policing model may be pertinent to improve the relationship with police and minority citizens. Giwa (2018) focuses on the importance of introducing social workers into a policing model. Due to the cultural competency and diversity acceptance of social work training, social workers could assist police programs to provide a more bias-free policing program (Giwa, 2018). Wilson and Wolfer (2020) also recommend incorporating social workers to reduce police brutality and promote racial tensions with the community served. Lamin and Teboh (2016) used a qualitative methodology on a random sample of 40 police units within the Minnesota Municipal Law Enforcement. This research found that police officers lacked significant knowledge and practical skills in social service areas. These researchers suggest that increased educational prerequisites for officers or collaboration with social workers might improve critical thinking and people skills in the field.

Some previous research discusses the lack of success with diversity training and positive affect in racial inequity. Dobbin, Kalev, and Kelley (2007) surveyed 829 companies that implemented diversity training programs and found no evidence of permanent positive change in an average workplace setting. This research study did, however, reveal that mentor programs created significant positive change. Bezrukova, Spell, Perry, and Jehn (2016) also found no evidence that diversity training changed people's biases. This study's results provided evidence that such training can promote enlightenment and education on racial differences, but they are not necessarily successful in changing an individual's core feelings permanently. Bezrukova and colleagues (2016) mentioned that single or periodic training might help temporary mindset

changes. Still, the deep-rooted biases may only strengthen again if individuals remain in the discriminatory environment and culture that created the biases originally.

Petrova (2014) discussed how the Integral Theory for policing systems could make positive reform. The four quadrants include police officer perspective and assessing their mental health regularly, the way officers operate in the world to bring safety, the importance of officers being direct contributors to the community they police and aware of their own biases and prejudices, accountability within police departments, and determining limitations for police services (Petrova, 2014). Walker (2012) also focuses on the facilitation of holding police officers accountable for their actions. The proposed reform suggested that officers should be trained and monitored to ensure accountability. Training increases the receptivity innovations to police officers. The model also offers consistent departmental monitoring to verify accountability (Walker, 2012). Response to police misconduct is critical in reforming racial tensions (Rushin, 2016). The U.S. decentralization of policing creates disparities between departments at various levels. Organizational leadership is a crucial focus in improving police culture that easily permits systemic wrongdoings (Rushin, 2016).

Ray, Ortiz, and Nash (2017) reviewed literature interested in racialized organizational theory within the policing framework. They focused on recruitment, hiring, and promotion of police officials. They found that racial representation in police makes only small advances towards racial equity. The deep-rooted code of police ethics remains very racialized. “These shared notions of identity might very well contribute to the lack of full racial integration within police departments and thus work to structure police departments as racialized social systems” (Ray et al., 2017).

This program's goal is to minimize the number of deaths of blacks at the hands of law enforcement and hold police officers accountable for their actions. Putting into practice the study of Integral Theory by Petrova (2014), we will create a program to train CPD officers on racial trauma and cultural awareness to help officer's understand and become aware of their biases and prejudices. The program will also implement a system of accountability partnership for officers.

Problem Statement

We know there are racial inequities in police violence from observations, we know Black Americans face higher rates of police brutality from the literature review, however we don't know the effects of including social work skills in police training and that is the reason we should explore adding the Community Connection Project to the Chattanooga Police Department.

Needs Assessment Research Plan

Need for the Program

Due to the 2020 protests that followed the death of George Floyd, police departments across the country are being called to address the racial injustice in law enforcement. The Chief of the Chattanooga Police Department David Roddy has initiated and highlighted two police amendments to help reform issues of illegal acts on duty. One of which is the "Duty to Intervene" enable other officers to intervene when an illegal act is being committed which will help to keep all officers accountable for their actions. The second is "Warning before Shooting" which is a part of the CPD policy to give a warning before using the force of a firearm (WTVC Staff, 2020).

Along with these policy updates, the CPD acknowledged how they are currently training their cadets on diversity, racial issues, and cultural differences. They have a program called

“cultural immersion” which is a 50 hour training that cadets are required to complete. Once completed, cadets will present what they learned to their community and department. This training aims to teach cadets about the community in which they serve and protect (Connect with Chattanooga, 2015). Yet this one time training during cadet school is not enough to address the many aspects of diversity and the multitude of experiences they will face in the field.

The targeted need is addressing racial injustices specifically relating to the Chattanooga Police Department. There is a critical need to implement a program that relies on changing the culture within the department. Being proposed is an implementation of the Community Connect Project (CCP) that will focus on diversity awareness, racial trauma, and cultural competence. CCP will promote positive interaction and partnership between CPD and the community. This program will reduce prejudice and discriminatory behaviors, as well as, create an inclusive environment. Creating an inclusive environment will enhance the community’s connection and respect for minorities. In order to achieve its goals, CCP will consist of implementing community policing, social workers within the department, and annual diversity training.

Sources of Data

Despite the CPD recent efforts to improve their public involvement, the data still shows that there is a strong need for further CPD training and intervention techniques to address these gaps. There are various data sources readily available to the public that can be utilized by the researchers. The Chattanooga Open Data Portal publicly shares data collected by the City of Chattanooga and local citizens. This portal was created through a partnership with the Chattanooga Public Library, Open Chattanooga, and the City of Chattanooga (ChattaData, 2020). This source offers community data in hopes to solve problems, promote education, and improve community interactions. The Chattanooga Police Department (CPD) has recently started

sharing their data on this portal in transparent attempts to support their mission of keeping Chattanooga safe, earning respect from all diverse communities, and increasing policing equity. (ChattaData, 2020). Data collected from 2018 to 2020 include the number of citations, arrests, use of force, and citizen complaints concerning CPD officers. Racial ethnicity is broken down into categories of African American, Asian, Hispanic, and White. Additionally, data sets note the geographic location. This information uncovers discrepancies of policing experience in specific communities of Chattanooga.

Bias-motivated incidents reported between 2003 and 2018 are also tracked on the Chattanooga Open Data Portal. Types of bias for this data include anti-racial, anti-sexual, anti-disabilities, anti-religious, anti-ethnicity, gender, and gender identity, with the geographic location included. CPD defines bias-motivated incidents as illegal offenses with the added motivation of bias towards the victim. (Chattanooga Police Department, 2020).

CPD Internal Affairs Reports from 2016 to 2019 are accessible to the public. CPD states that they thoroughly investigate all misconduct allegations. These allegations may be issued by internal or external sources of the CPD, including third-party and anonymous reports (City of Chattanooga, n.d.). An Administrative Review Committee (ARC) consisting of an Assistant Chief Police Officer, three citizens, and three CPD officers appointed by the Chief of Police review the conduct violations and recommend disciplinary action to the Deputy Chief and CPD Chief of Police. Corrective action is categorized into four possible outcomes. These include not sustained, exonerated, unfounded, or sustained. The Chief of Police has the final power to determine if the allegations result in disciplinary action (City of Chattanooga, n.d.). This data may offer insight into accountability regulations and trends of CPD officers and administration.

CPD released demographic data of officers to the *Chattanooga Times Free Press* in 2019. African American officers represented only 14%, with 69 officers of 487 employed (Hughes, 2019). This report shows that 4% of Hispanic officers closely resemble Chattanooga's 5% Hispanic population. In contrast, the African American representation is merely half of the 33% of the African American Chattanooga population. This imbalance may contribute to adverse effects in the CPD and community relations.

Job satisfaction and officer's reactions to CPD integrity, poverty, racial trauma, police interventions, and other diversity factors will be measured by qualitative interviews with a sample of CPD officers. These interviews will also use questions targeted to measure the long-term effects of the poverty simulation.

It is critical to understand the community's views on the CPD to assess the effectiveness of the police department's interventions and relationship with its citizens. A qualitative interview will be given to CPD officers and community citizens to better understand public views of police performance, satisfaction, effectiveness, trust, and perceived safety by CPD. The community interviews will be given to residents living in the CPD patrolled neighborhoods (See Appendix A). Demographics will include race, sex, age, income, ethnicity, marital status, and geographic location. This data will allow researchers to notice any differences in attitudes towards CPD among different demographics. The CPD interviews will be given to CPD officers (See Appendix B).

The Police-Public Contact Survey (PPCS) will be used to better understand citizens' personal experience with CPD law enforcement (See Appendix C). PPCS is a quantitative survey created by the Bureau of Justice Statistics designed to learn information from individuals that have come into contact with police personnel (BJS, 2015). Chattanooga citizens having direct

contact with police or victims of crimes resulting in police contact from 2015 to 2020 will complete these surveys.

Statement of Purpose

The purpose of this study is to identify racial inequalities in police violence and brutality at the Chattanooga Police Department. The study will recognize the significance of community members attitudes towards CPD officers including trust, safety, and effectiveness of the department. The study will also indicate police officers attitudes towards community members and ways in which the department is currently addressing issues. Focus will additionally cover needs and gaps that can be addressed to make CPD more effective in the community. The information obtained from this study will address ways in which police brutality can be decreased by implementing training opportunities, community policing, and implementing social workers into the department.

Research Question

What are the needs of the Chattanooga Police department to effectively intervene with community members?

Research Hypotheses

The null hypothesis (H_0): Reflects that there is no relationship between your IV and DV, or that there will be no observed effect of your experiment on the DV The Community Connection project will not reduce the number of instances of racial discrimination from the police against black community members in Chattanooga, TN.

The alternate hypothesis (H_1): Reflects what you are attempting to demonstrate through the research study. Usually it restates your research question in a clear sentence format. The

Community Connection project will reduce the number of instances of racial discrimination from the police against black community members in Chattanooga, TN.

Research Variables

The independent variable is the variable that the researcher controls, changes, or manipulates in the study; it is always the variable that prompts, creates, or influences change in the dependent variable. The independent variable is the Community Connect Project.

The dependent variable is the variable that is changed or manipulated when the independent variable changes, it responds to the independent variable. The dependent variable depends on the outcome of the independent variable. The dependent variable is the reduction of the tension between officers and Chattanooga community members. It is also the reduction of instances of racial discrimination against black community members in Chattanooga, Tennessee. The

controlled variable reflects anything else that could influence the dependent variables and can be controlled. Some examples of controlled variables could be age, income, and level of education.

The controlled variables are community culture, age of community members and officers, socioeconomic status of community members and officers, and the education level of community members and officers. The extraneous variable is a variable that cannot be controlled. The extraneous variables could be natural disasters, pandemic, prior practices from previous diversity trainings to reduce discrimination, socioeconomic status, and education levels.

Methodology

A mixed method approach of both quantitative and qualitative research will gather more comprehensive data on the relationship between the CPD and the Chattanooga community. This will enable the research team to better understand the current needs of CPD framework and interaction with citizens.

The quantitative Police-Public Contact Survey will be completed by Chattanooga citizens that have had direct contact with CPD officers within the last five years (See Appendix A). A qualitative interview will be conducted with the CPD (See Appendix B). A separate qualitative interview will also be used to gather data from Chattanooga citizens (See Appendix C). These qualitative interviews will allow participants a chance to share deeper attitudes and personal emotional connections than the quantitative survey.

Population and Sampling

This study's population will focus on the Chattanooga citizens and the CPD officers assigned to serve them and their communities. This research aims to better understand the relationship between the citizens and the CPD and identify needs to strengthen the relationship. Research data collection will include detailed views and experiences from both sides.

Recruitment of CPD officers will be done directly through the CPD with assistance from Chief David Roddy and Lieutenant Chief Glenn Scruggs. These CPD leaders will help provide a list of officers and help motivate and recruit willing CPD officers, as participation will be voluntary. The CPD officers will receive an informative flyer (See Appendix D) about the study to review and better understand their role in participation. A purposeful sample of twenty CPD officers will be used to collect qualitative data through interviews. Inclusion criteria will be that the CPD officers have officially completed academy training and have been employed at least six months. Thus, ensuring that the officers have had direct contact with the citizens and communities they serve. The CPD sample will be chosen to include representation from the Black, Hispanic, and white officers. This sample will also have representation from all the CPD assigned zones.

Qualitative interviews with Chattanooga citizens will provide community insight. To recruit community citizen participation, researchers will collaborate with the Urban League of Greater Chattanooga, Concerned Citizens for Justice, Chattanooga Organized for Action, and local churches. Working with these Chattanooga area organizations, researchers hope to spread awareness of the needs assessment to recruit a convenience sample of 20, including participation from all CPD zones. Researchers will utilize a recruitment flyer for the study to recruit potential community participants (See Appendix E). Researchers will meet with organization members and suggested citizens to explain the interview process and goals of the data collection. Inclusion criteria for participation in these interviews include adults aged 18 or older that live within a CPD policed zone. These criteria will ensure representation from adult citizens in all of the zones assigned to CPD police, allowing researchers to notice any discrepancies among different zones.

The Police-Public Contact Survey (PPCS) (BJS, 2015) will be completed only by individual citizens that have had direct contact with CPD officers within the last five years. Police contact may include arrests, pulled over for a traffic stop, reporting a crime, or victims of crime that involved police interaction. Additionally, participants will need to be aged 18 and older. Researchers plan to include representation from Black, Hispanic, and white Chattanooga citizens. Recruitment for this quantitative data will again require collaboration from Chattanooga area organizations and churches. Some of these organizations will be Victims Services, Justice Center, Urban League of Greater Chattanooga, Concerned Citizens for Justice, and Chattanooga Organized for Action. Researchers hope to utilize a snowball sample of 100 participants through word of mouth within the community. The recruitment flyer (See Appendix E) will be used to explain the purpose and inclusion criteria of this survey.

The study will also utilize publicly shared data through the Chattanooga Open Data Portal and the Chattanooga Police Department (ChattaData, 2020). This data includes racial demographic breakdowns of citations, arrests, use of force, and citizen complaints against CPD officers from 2018 to 2020. Bias-motivated incident reports between 2003 and 2018 are also tracked on the Chattanooga Open Data Portal. Additionally, the study will use the CPD Internal Affairs Reports from 2016 to 2019 that are accessible to the public by the Chattanooga Police Department (CPD, n.d.).

It is of great importance to access data to formulate a comprehensive assessment of the Chattanooga Police Department and the community it serves, in order to facilitate change on racial injustices within the organization. Fortunately, the data portals being utilized for this research are open to the public. A source that the research highly depends on, the Chattanooga Open Data Portal, publicly shares data collected by the City of Chattanooga and local citizens (ChattaData, 2020). Additionally, the CPD Internal Affairs Reports from 2016 to 2019 do not require permission and are easily accessible by the public. News outlets, such as the *Chattanooga Times Free Press*, offer useful data beneficial to the study. These types of portals are publicly shared, as well. Other sources being utilized includes The Police-Public Contact Survey (PPCS). The PPCS is a quantitative survey created by the Bureau of Justice Statistics and is openly accessible to the public without permission (BJS, 2015).

Data Collection and Analysis Plan

The CPD and Chattanooga community members will be interviewed on questions regarding the relationship between the police and those that they serve. The steps of data collection for the qualitative interview with police and community members will be to first hire and train social workers to administer the interview questions. These trained social workers will

reach out to partnering organizations and the police department to inform them of the research study and the upcoming interview process. Then they will start to schedule appointments with both populations of police and community members. The populations will be notified on their interview day, place, time, and what to expect from the interview process. The interview will take 30 mins which includes the time to go over the informed consent form (See Appendix F) and post-interview questions. The interviews will be audio and video recorded which the participants will be briefed on during the first 5 minutes of the session. They will be informed on the purpose of the recordings and how their privacy will be maintained. These recordings will be transcribed through a secure word processing software to ensure accuracy before analysis. Once the interview is complete, the social worker will answer any follow up questions, share a signed copy of the informed consent and provide information for mental health services, if necessary. The social worker will then assess if the participant would be a match to take the Police Public Contact Survey which is the quantitative measure.

The Police Public Contact Survey assesses community citizens feelings and reactions to direct police contact. The first step for data collection includes training the hired social workers to administer this survey. The team will follow up with the qualitative interview participants to ask if they are willing to take part in this second portion of the study. Then the research team will reach out to partnering organizations to start scheduling the survey appointments. The social workers will inform participants of their scheduled day, location, and time. Surveys will be offered over the phone or in person. The survey takes approximately 30 minutes to complete which includes the delivery of instructions, informed consent, and post-survey follow up. Once completed, the participant will be provided with a signed copy of their informed consent for their

records and information on local mental health services, if applicable. The surveys will be brought immediately to a secure location and kept in a locked filing cabinet.

The researchers will be gathering data using quantitative and qualitative methods to answer the research question, “What are the needs of the Chattanooga Police department to effectively intervene with community members?” Data will be gathered via survey and video recorded interview. Researchers will use methods to effectively analyze the data from the surveys and interviews.

The quantitative data analysis will be examined in IBM SPSS Statistics. Data on the dependent variables: the numbers of tension between officers and Chattanooga community members and number of instances of racial discrimination against black community members in Chattanooga, TN will be gathered through the surveys. The data will be examined by IBM SPSS Statistics to determine significant correlations between variables.

As stated previously, researchers will be conducting in-depth video recorded interviews with both community members and the police. Notes will be filled during the interview. Researchers will use software for qualitative data analysis. The data analysis will consist of in-depth interviews that will be coded by analyzing words, sentences, and paragraphs. Researchers will do this by using strategies such as immersion/preview, one-page summary, emergent coding, and a priori coding. Examples of the priori coding labels for community members include: “I have felt discriminated against by an officer because of my race,” “I don’t think officers in my community treat minorities fairly,” and “I believe law enforcement in my community has effective programs to address tension between minorities and police.” Examples of our a priori coding labels for police officers would include: “Our department has effective programs to approach diversity.” and “Our department has not fairly treated minorities in this community.”

Researchers also believe that certain themes may emerge during the interviews. Memoring will be used to collect those themes. After each session with a participant, the interviewer will transcribe the audio recording and compare notes with the note-taker. The analysts will discuss and document the most common themes and create codes that best describe the participants' truest thoughts and feelings. If the two analysts have differing view-points regarding what has been reported, a third analyst will assist the note-taker and transcriptionist in coming to a conclusion.

After conducting research on the Chattanooga Police Department, it is hoped that the findings will highlight the needs of the department. It is equally important that the research highlights the needs of the community members being policed by CPD. Other hopes include identifying the attitudes of police at CPD and its community members on racial inequalities and police violence. Hopefully, research results will additionally show which current interventions the department utilizes are successful and which are not. With this information, interventions can be implemented, altered, added, or eliminated to assist with the needs of the Chattanooga Police Department and its community members. This information will facilitate an increase of effectiveness within the community as it relates to racial inequalities and police violence.

Ethical Considerations

Researchers will be interviewing and surveying people of minority culture. Before collecting any data to complete the needs assessment, all researchers will complete cultural competency training and to ensure that everyone has the ability to understand and communicate with different cultures in a positive manner. While working with the participants, team members will practice social distancing, proper hand washing, and utilize approved face masks to keep everyone safe during the pandemic.

Due to collecting data from different races, cultures, and ethnicity, each member of the research team has completed the CITI training (See Appendix G). This training covers topics such as ethical concerns, plagiarism, data management, and proper research process when involving human subjects. Participants will be notified that participation is voluntary and all participants have the right to stop the process at any stage if they wish. The data from the survey will be kept confidential through the use of identification numbers to ensure that human participants are protected. As well as privacy of their data will be kept confidential and will only be shared amongst team members.

Upon completion of the gathered data that will be reviewed only by team members, data will be stored in a secure location that will be password protected. In order to keep this information from being mishandled, only the five researchers will have access to the information and passwords. Your information will be kept stored for seven years. After this seven year period, all paper information will be shredded and electronic information deleted. The researchers have completed and submitted an Institutional Review Board application to the Southern Adventist University (See Appendix H).

Program Proposal

Program Goals and Objectives

The target population is the Chattanooga Police Department (CPD), since the CPD officers and CPD executive staff will be the direct recipients of the Community Connect Project interventions and training. The Chattanooga Connect Program will implement three main activities, including officer training, an accountability program for CPD officers, and monthly meetings with CPD executive staff.

The Community Connect Project (CCP) will provide a three part training for CPD officers. These three training sessions will focus on racial trauma, cultural competency, accountability partnerships, and how to actively integrate racial sensitivity and knowledge while policing Chattanooga communities. The CCP hopes to recruit 400 of the currently 500 employed CPD officers for these training sessions. Each of the three trainings will last two hours and be offered in times that accommodate first, second, and third shifts. The three-part training will be spread out over three weeks, with one training offered each week. CCP will utilize Zoom for the training to follow COVID-19 safety precautions. The five founders of the CCP will teach the training courses. All five trainers will follow the developed curriculum for each session. The training curriculum reflects the data from the needs assessment that showed discrepancies in how minority citizens experience CPD interactions and decreased sense of trust and safety towards officers. CCP is willing to offer this training series quarterly to potential or willing CPD officers depending on CPD approval.

The desired outcome from the training is that CPD officers will learn and have an awareness of racial trauma and how it affects minority citizens and communities. CPD officers will complete self-report tests concerning trauma-informed policing before and after the training. A short term goal is that the officers will increase their scores on these self-report tests by 50%. With this awareness, CPD officers will be better equipped to identify racial trauma when policing the communities and learn more appropriate and successful interventions to use when interacting with citizens. The intermediate outcome goal is that officers will use trauma-informed responses in interactions and confrontations with minority citizens. The long-term goal is that if officers use this awareness in how they interact with citizens, racial discrepancies with excessive force and arrest data will decrease by 50%.

The CCP will also implement an accountability partnership program following the three-part training. The final training session will include detailed information about this partnership and each of the 400 CPD officers will be assigned a peer partner upon completion of the training. Officers will meet with their partners a minimum of once a month for a six month span to reflect on the training material, process related experiences in the field, and continue to apply learned knowledge concerning racial trauma and cultural competency.

The accountability partnership will offer CPD officers a peer to regularly check in with to continue processing information learned from the training and on the job experiences that relate to racial trauma. An intermediate outcome of having an assigned partner will help each officer to hold themselves and their partner accountable for implementing more trauma-informed interventions while policing minority citizens. The long term goal of the accountability partnership is also to decrease racial discrepancies with excessive force and arrest data by 50%.

A final component of the CCP will include the five founding program members to meet with the CPD executive staff once a month for a projected one year span of time. The executive staff of CPD includes the Chief of Police, Chief of Staff, and four assistant chiefs. These meetings will occur online via the Zoom platform to accommodate COVID-19 safety precautions. The five founding program members will meet bi-weekly to research, outline meeting agendas, and prepare for the monthly meetings with executive staff members. Research presented during monthly meetings will focus on the evidence-based practice of community policing and implementing hired social workers to respond to non-violent calls and activity. The monthly meetings will also review progress and new data surrounding racial discrepancies in CPD policing and arrests, as well as crime reduction rates.

The CPD executive staff meetings will offer a short term goal of personnel coming together and evaluating the progress of the program and ways to enhance it by utilizing community policing approaches and social work units within the department. Another short-term goal of the executive meetings will be for the CPD to add a trauma-informed response checklist on the citation and arrest documentation completed by all CPD officers. The trauma-informed section will have the officer check yes or no if they used a trauma-informed response during the incident. Additionally, it will have a section for the officer to explain in their own words what trauma-informed response they utilized and how it affected the situation. An intermediate outcome of the CPD executive staff meetings will focus on hiring police officers from within the community and hiring a total of nine social workers to accommodate the needs of the department's sectors. The long term result will be that CPD police officers will implement community policing approaches by achieving a minimum of 25% of officers living in the same communities they are assigned to police.

Among the 500 police officers of the Chattanooga Police Department, 400 officers will complete the community connection project virtual training and 95% will complete the accountability partnership program. It will lead to the increase of trauma-informed responses in the field and the decrease in racial injustice in Chattanooga.

Stakeholder Analysis

There will be various stakeholders for the program (See Appendix I for Stakeholder Analysis Matrix and Appendix J for Stakeholder Power Influence Grid). The main stakeholders include the Chattanooga Police Department (CPD), Chattanooga citizens, Chattanooga City Council, Mayor Andy Berke, Chattanooga court systems, city correctional facilities, and the local school systems.

The CPD and Chattanooga citizens are the critical stakeholders for the program. The CPD has the most power and influence of all stakeholders. They will have to agree to implement new program-related activities or change past ways of policing the communities. It is vital for the CPD officers and police chiefs to appreciate and accept the program goals and planned steps to create positive change in the relationship with citizens. The success of the program heavily depends on their honest motivation and participation. Since their mission is to keep the city safe, reduce crime, and interact with the community positively, researchers hope that these values will align with the program incentives. The plan to access the CPD will be through the SAU connection to Chief Roddy. The team will write a formal email informing him of this project and asking for not only his support but also communication as this is implemented.

The Chattanooga citizens also have a lot of power and influence on the program's success. These citizens are the residents of any community policed by the CPD. They do not have as much power as the CPD in the relationship, but their interest and participation are critical. Citizens may be motivated and interested in the program if they would like their voices to be heard, positive change to occur in the way they are treated by the police, desire crime reduction and increased safety, and want to have a supportive relationship with their police officers. The plan to access the community members will be through public surveys that will be available to all Chattanooga citizens in multiple high trafficked areas. The surveys will have contact information on them so that citizens that would like to continue communication can do so. Some skepticism may exist due to historical discrimination experienced from police, fear their negative input could be used against them, or doubt that the program can make a difference.

Chattanooga based social justice groups will also be essential stakeholders. Social justice groups include Concerned Citizens for Justice, Chattanooga Organized for Action, and Urban

League of Greater Chattanooga. These stakeholders will have a critical impact on the program's success and can provide insight, help recruit, and actively help program directors develop appropriate implementation steps. These stakeholders will have a significant influence on the success of the program. They are knowledgeable about the injustice experienced by the community, policy, and advocacy. They also already have close relationships with community members and could help them feel safe in participating in the needs assessment and program. The plan to access these social justice groups will be through phone and email. The appointed team liaison will contact each individual group and inform them on the upcoming project. A possible obstacle with these organizations is that if they already have active programs that they think better suit the problem issue and do not feel they have time or energy to participate in this program.

The Chattanooga City Council and Mayor Andy Berke are all elected officials in Chattanooga. These stakeholders have high power and influence over the program, but only a medium impact on its success. They have recently analyzed demographic data trends in CPD policing in communities and have questioned ways to improve these discrepancies. This may lead them to approve of the program as a means to address these concerns. They may be interested in the program's cost analysis and expect to see regular program evaluation updates. The plan to access the city council will be through formal email and phone calls to introduce them to this project.

The Chattanooga court system consists of judges, lawyers, probations officers, and other legal professionals. These stakeholders have a low impact on the program but potentially a medium amount of power. Since the court systems are a significant part of the criminal justice

system, they could influence both the CPD and citizens. The plan to access the court system will be through the phone and email contacts that are found on their website.

Local Chattanooga correctional facilities could be involved in the program since these environments are ultimately affected by how citizens are policed. Correctional facilities include wardens, parole officers, and inmates. These stakeholders have only a low amount of priority, power, and impact on the program's success. They may still have some motivation, input, and influence since they are a part of the criminal justice system. The plan to access the correctional facilities will be through the phone and emails that are provided on their public website. If contact is unable to be made over the phone or email, the team will schedule a visit with the correctional facility social worker.

Chattanooga school systems are the final stakeholders. This includes teachers, principals, resource officers, and school board members. These stakeholders may seem like unusual stakeholders, but they work with youth and could provide an atmosphere of police and youth interactions that ease children's ideas of police officers. This could allow children to see police positively and build a relationship with them early in age instead of only seeing police presence in negative and scary situations in the community. It also gives kids the chance to see police as people who will help, keep them safe, and can be trusted to talk to when an illegal activity or crime is present in their lives. The school systems have a medium amount of power, influence, and impact on the project. Potential fears may include if funding for the program affects school funding for other resources. Schools already lack appropriate financing, and they may not want to lose what they already receive. The plan to access the school systems will be to contact the school board by phone and email which is found on their website.

All of the stakeholders will be accessed through phone and emails that have been gathered by the research team. The team has compiled a list of all the stakeholders which has been collected through agency websites, personal connections, school boards, police departments, and legal departments. Each stakeholder will be engaged in communication with the community liaison which will update them on the projects, upcoming meetings, and important information on the CCP. The liaisons assigned to each stakeholder will ensure that each stakeholder is informed on the next team meeting so that their input can be gathered.

All stakeholders will be engaged through involvement with the program. After communicating the need to the partner with their program to bring success in community change, the team will begin to develop a relationship with each. Building positive relationships increases the success rate of the project. Next, the team will host various meetings with each stakeholder to determine their level of involvement, reporting standards, and other details. This meeting will also include developing a stakeholder engagement plan. The team and stakeholder will start a list of tactics to use throughout the project.

The school system as a stakeholder will be engaged and informed on the conduction of projects and the progress of the program. This will be achieved by the facilitation of school board meetings once a month. This will additionally allow the school resource officer to be updated and involved. Other ways in which the school system will be engaged is by sending project emails and monthly newsletters to ensure each stakeholder has the same, updated information.

The Chattanooga citizens are valuable stakeholders that will be engaged by focus groups, meetings, involvement in planning, giving their input for the program, and program assessments

and evaluations. Program researchers will hold weekly community meetings in 3 different areas in the city. This will allow community members to participate as desired.

An important stakeholder is the Chattanooga Police Department. Without this stakeholder the program would not be existent, therefore, involvement is vital. To engage the CPD, the department will stay informed through focus groups, meetings, involvement in planning, giving their input for the program, and program assessments and evaluations. Researchers will meet with the department as needed during the program implementation process.

Other important stakeholders include the court system and correctional facilities. To keep these stakeholders engaged, they will stay informed of project planning, implementation, and progress of the program. Researchers can meet with the court systems and correctional facilities once a month to further discuss program details and encourage their outlook.

Social justice groups will also be involved as a stakeholder to the program. To ensure their engagement, they will be in direct contact with program planning. They can give input and help create program incentives, goals, and interventions. Meetings and direct contact will be weekly or monthly as needed during project implementation. They will also be updated of any assessment and evaluation processes.

Lastly, the City Council and Mayor Berke will be engaged as stakeholders in the Community Connect Project. Both stakeholders will be engaged by receiving regular updates on the planning, implementation, and progress of the project. Project researchers will attend a City council meeting once a month to give an update on the program's progress.

The police force may have negative views of the project. Some potential issues or adverse reactions may occur if they feel the program is trying to tell them how to do their job better, they

are not satisfied with their job, have previous PTSD that may interfere with program objectives, or have existing prejudices about some communities they serve.

The community may also have negative views of the project. Community members who have had very negative experiences with the police may oppose a project that involves cooperation and interventions with the police. They may have lost trust for the police. To address this, transparency will be the main focus. There will be regular updates to the community about the program and progress of the program using press releases, board meetings, and public forums without breaking confidentiality.

SWOT Analysis

Strengths

There are many strengths of the Community Connection Project. For starters, the program highlights the needs of the department and the community in which it serves. Highlighting the needs will be facilitated through gathering statistical data and viewing the attitudes of CPD officers and the community being served. Statistical data sites being utilized to guide the program are open to the public, which is an additional strength. This is an important aspect of the program as it will facilitate interventions and change throughout CPD with the assistance of research.

Another strength includes that the program will focus on creating a safe environment through community policing and social work, both supported by evidence. This will include hiring within the community and adding diversity to the police force. Importantly, the program will provide cultural competency within the CPD and reduce racial inequalities in police violence. Training opportunities for the CPD will be available and serves as an additional strength, as this will encourage quality work. These opportunities will focus on changing police

culture and bringing diversity awareness to CPD. These tactics will mend communication between CPD and the community in which it serves.

More strengths include support of the social justice organization stakeholders. These organizations have roots in the community and regularly mingle with citizens. Their support and presence in the program may increase trust and comfort levels among the citizens.

Other support of the program comes from stakeholders which include the Chattanooga Police Department (CPD), Chattanooga citizens, Chattanooga City Council, Mayor Andy Berke, Chattanooga court systems, city correctional facilities, and the local school systems. Many of these stakeholders have power and influence concerning the city of Chattanooga and criminal justice.

The Community Connect Project may have a positive effect on CPD officers and other staff member's confidence. Having the ability to manage situations without unnecessary use of force will make the agency as a whole feel more positive and boost morale. This will additionally decrease any stress associated with unwarranted use of force such as lawsuits, court proceedings, or negative attention in the media.

Having access to the CPD's building and facilities to support all of the program's needs is a strength of the program. Needs that will be met by the building and facilities include allowing new hires to have their own work space as well as equipment needed to support successful employment. New hires and existing CPD staff will participate in staff development held in the facility. Additionally, all training opportunities will be held at the CPD's building and facilities. Materials will be provided to each participant to promote successful outcomes.

Weakness

While there are many strengths associated with the Community Connect Project, there are also many weaknesses. One weakness is that some may have the perception that the program will not facilitate change or is unwarranted. In relation, this may possibly create tension among those who do not agree with racial injustices being an issue. Implementing the program may be seen as a political stance and cause strain on relationships between police and community members that do not agree.

It is vital that CPD officers are receptive of the program and the needs it will address. While many stakeholders support the program, not all will. The program will be time consuming to ensure its effectiveness. Furthermore, the program may add additional stress on officers as they will have new information and guidelines to follow. Another result may cause officers to resign from their positions, leaving a shortage of officers/staff. Without full participation from CPD officers and staff, the program will not be successful in combating racial inequalities in police violence.

Other weaknesses relate to financial resources. The Community Connect Project will heavily depend on financial resources to cover salaries for those being hired, staff development and training opportunities, equipment, and etcetera. Without the appropriate funds, the program cannot be successful.

Lastly, lack of volunteer staff needed for the program to be successful can be a weakness. Stakeholder organizations will need to be willing to spend time and energy to help the program's success. The CPD will also have to be willing to use their funding and resources to fulfill the program's recommendations.

Opportunities

The opportunities include demographic, political, sociological, and cultural factors that can benefit the entirety of the Community Connect Project. One opportunity is that Chattanooga is a diverse community with many unique outlooks and viewpoints to ensure the project is effective. Due to the recent social justice movements, it has allowed for more interest and conversation around racial discrimination. This has made the public and the police department more aware of the need for more diversity training. This movement has also led to an increase of funds being donated towards fighting systemic racism and these funds could be used to implement the program. Police are also being held more accountable for their actions and they public are asking to see their efforts towards becoming more culturally competent. Another key opportunity is the relationship between Southern Adventist University and the CPD as the two have continued to foster a positive working connection. The increase of available technology in today's society is another opportunity that will benefit the program. Technology allows the general public to have more communication, more transparency, and access to updated information. Finally, it is important to note the political climate of Hamilton County and Chattanooga. Hamilton County tends to skew more republican and are typically opposed to changes in the systems. Yet, Chattanooga is more cosmopolitan and liberal which means that they are more likely to embrace change to make the community better. Chattanooga has had an emphasis on rebuilding their city which would allow them to be more open to the Community Connect Program.

Threats

As there are many strengths, weaknesses, and opportunities associated with The Community Connect Project, there are also threats. A potential threat could consist of changing the community and police's preconceived perceptions regarding each other. These perceptions

may make it difficult to engage as accountability and change can be uncomfortable for many. It will be necessary for both of these major stakeholders to engage and be willing to be held accountable for the program to be a success.

Another threat the Community Connect Project will encounter is competitive programs that the Chattanooga Police Department have already implemented to combat police brutality and community outreach in Chattanooga. These programs are geared towards the same areas that The Community Connect Project will utilize. However, The Community Connect Project is hopeful that the program's unique approaches will improve the connection between the community and the police. Some of these unique approaches involve connecting with other social advocacy groups to connect with community members. This will hopefully build trust and engagement within the community.

A final threat could be lack of funding or volunteer staff needed for the program to be successful. Stakeholder organizations will need to be willing to spend time and energy to help the program's success. The CPD will also have to be willing to use their funding and resources to fulfill the program's recommendations.

SWOT Plan

The main researchers will monitor and oversee all program implementation steps. The specific strengths of each active stakeholder will also be used appropriately to help the program's success. The program will use the social justice advocacy groups to ease citizens' potential skepticism of participation. Since the program may also improve police officer job satisfaction and connections with the communities they serve, these strengths will be used to help recruit and motivate CPD officers' attitudes and involvement. The support of the Chattanooga elected officials and other stakeholders that have power in the city and criminal justice system will also

be used accordingly to persuade all needed participants that the program will benefit Chattanooga in many possibly unique ways.

The program's mission statement, goals, and guidelines will be presented clearly to all stakeholders and participants. Regular communication will help build and maintain trust and involvement among stakeholders. As mentioned, the program will use certain stakeholders with power and connections in the community to help engage both the CPD and Chattanooga citizens. The weakness of financial funding or lack of resources will be addressed to the Mayor, City Council, and CPD. If these stakeholders understand the potential for positive change in the city, they may be willing to allocate more funding or utilize current funds to cover any financial costs. The CPD station will also be used for any additional training classes. Program related activities will occur either in the community areas or at the CPD station building.

In order to exploit the opportunities of the CCP, the team will take advantage of the relationship between SAU and CPD to help implement the CCP. The CPD has previous experience with SAU interns and staff which means that they understand the work ethic of students. The project will also take advantage of the current donations and funding of racial justice training to support the CCP program. It is also important to use social media to share the message, gain support, and reach a wider audience that would appreciate the CPD diversity training. Finally, the program will exploit the CPD's current values of being more open and available to training on racial issues. This willingness from the CPD and the community will enable the program to be successful and effective.

The program will do a great deal of community outreach with the social advocacy groups and work closely with the city elected officials to help defend the threats of potential unwillingness from the community and CPD. The threat of competing programs still exists. The

plan is to work closely with each local organization to learn their programs and ensure services are not exactly repeated if unnecessary. The hope is to work alongside these programs that may share the same goal to complement one another and provide a more teamwork atmosphere. Regular meetings, communication, and collaboration will occur with each social advocacy agency.

Evaluation Plan

In order to measure the outputs of the logic model, each output is broken down into activities and the participants that are included. For the virtual training workshop, the instrument used to collect data will be online attendance. It will be collected at the start of each portion of the workshop. The attendance will be logged into a spreadsheet and numbers will be discussed during monthly meetings to make necessary improvements to the participation of the program. For the biweekly and monthly meetings, the instruments used to collect data will be attendance sheets and meeting minutes. All participants will sign attendance sheets and they will be collected at each portion of the training. Attendance will be logged into a spreadsheet. Meeting minutes will be completed at each biweekly and monthly meeting. After completed, the meeting minutes will be stored in a file. For the accountability partner portion, partners will meet a minimum of once a month. During each meeting time, an attendance log will be signed. The log will be kept in spreadsheet form. Accountability partners will also complete a survey to evaluate the effectiveness.

This way of measuring outputs brings the overall understanding of what is and what is not working to improve the community involved with CPD. The above measurements will connect to the overall evaluation plan that will be utilized to show the success rates and provide

stakeholders what needs to be improved to ensure the Community Connect Project is fully successful.

The CCP has created various intermediate outcome goals for the program. The CPD will start to use trauma-informed responses with confrontations with minority citizens in Chattanooga after completing the racial trauma training. The CPD officers will increase conversations around racial trauma and incidents they experience in the line of duty that deserve trauma-informed responses.

Pre and post self-report surveys will be completed by CPD officers before and after the racial trauma training. This will allow CCP to measure progress on the officers' competency on racial trauma and trauma-informed practices in the field. The CCP hopes to see an increase of 50% in the post self-report test after the training. The program will also utilize the self-report surveys to measure the progress of the accountability partnership program.

CCP will utilize the public ChattaData portal to compare and measure any differences in the racial discrepancies with arrests, citations, excessive use of force, and citizen complaints on officers. CCP will measure the progress of outcome goals with every set of new data that ChattaData releases. This will assist our program in understanding if our activities of racial trauma training and accountability partnership have been effective in decreasing racial discrepancies in CPD policing and increasing a positive relationship between CPD and the community. These steps in the evaluation plan will create a foundation to best record the practices implemented and to measure long term outcomes.

Proposed Program Resources

CCP will need various resources to provide the activities to participants to meet program goals (See Appendix K). In order to support and implement the community connection project,

five staff members and ten volunteers will be needed. The total amount of hours of the virtual workshop will be nine hours as it is a three hours' worth of training curriculum split into three parts and offered during the first, second, and third shift to accommodate the officers schedules. The staff and volunteer training that enables them to lead this virtual workshop will be twelve hours that will be completed over two days during a weekend. Each day will have four hours' worth of presentations and curriculum plus two hours for practice and discussion. The staff member and volunteer training will include presentation skills, group setting leadership, relevant topics, troubleshooting challenging conversation, and cultural sensitivity. This allows the entire team to be aligned in their message and provide consistent information to the CPD. The staff members and volunteers will be retrained every two years to ensure that the information being shared is up to date.

The program will utilize material resources within the Chattanooga Police Department. Resources will include equipment, curriculum, and online access. The facility will offer training rooms with necessary equipment to encourage a positive learning environment for those participating in the program. There will be access to a vehicle to meet any transportation needs relating to the program. The curriculum of the program will include community policing approaches, implementing social workers into the department, and diversity training. There will be an emphasis on transparency, accountability, diversity awareness, racial trauma, and cultural competence.

Proposed Sustainability Plan

This program has pieces built into it to ensure that the results are long term and the practices are sustainable. There are not only changes to the policing practices but methods to keep the officers accountable when interacting with the community. The CCP will offer the

racial trauma training to the CPD regularly on a quarterly basis. This will allow new cadets and officers the chance to learn the racial trauma material and feel better equipped to practice trauma-informed responses in the field dealing with Chattanooga citizens. The accountability partnership program will help sustain CPD officers' newly learned trauma-informed responses after learning more about racial trauma during the CCP training. These regular accountability partner meetings will help officers process, discuss, and continue using these newly learned techniques in the field. The CCP also plans to have a long-term relationship with the CPD by holding monthly meetings with executive staff. These meetings will allow CCP to collaborate with CPD for needed interventions in the future. The goal of these meetings will always revolve around improving the relationship between CPD and the community and to decrease racial discrepancies while policing. These meetings will be planned to happen for a minimum of one year to ensure the CCP and CPD sustain a strong connection.

Limitations

The Community Connect Project proposal has limitations that are important to acknowledge such as funding, participation, and police culture. The first limitation is that the funding needed to complete this project is going to be challenging to get, especially due to a lack of enthusiasm to make positive changes in the police system. The second limitation is that the CCP may not be able to reach the desired participation in the workshops which would lower the effectiveness of the program. The final limitation is the difficulty of working with the police department as there is a strong culture that lacks transparency which will ultimately lead to the program being unable to successfully reach the outcome of lowering racial tensions between the police and Chattanooga community.

Conclusion

After completing a needs assessment for the Chattanooga Police Department, data suggests that racial inequalities in police arrests and violence are present. Racial discrimination within the department is also supported by evidence. Partnering with the Community Connect Project will benefit the CPD as the program highlights the importance of creating an inclusive environment by demonstrating an understanding of diversity awareness, racial trauma, cultural competence, and accountability. Participating in the program and utilizing stakeholders will assist with significantly reducing racial inequalities in police arrests and violence by constructing and achieving goals that support partnership and community connection.

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[ejs3?emci=32a15f35-b8e7-ea11-8b03-00155d0394bb&emdi=d82816a5-b8e7-ea11-8b03-00155d0394bb&ceid=32254](https://www.chattadata.org/stories/s/26bg-ejs3?emci=32a15f35-b8e7-ea11-8b03-00155d0394bb&emdi=d82816a5-b8e7-ea11-8b03-00155d0394bb&ceid=32254)

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Appendix A
Police-Public Contact Survey

https://www.bjs.gov/content/pub/pdf/ppcs_2015.pdf

The police-public contact survey was created by the Bureau of Justice. The survey is intended to be given to people that have had some sort of direct contact with police during a certain time frame, including those that reported crimes, were pulled over for traffic stops.

Appendix B

CPD Officer Interview

Opening/Introductions: Hello! I hope you are having a good (morning, day, evening). My name is (name) and I am an MSW student at Southern Adventist University. Thank you for taking the time to participate in this interview. The purpose of this interview is to learn more about the relationship between the Chattanooga Police Department (CPD) officers and the community members they serve. We are collecting this information to better understand what needs from the community or CPD should be addressed and ways to make the relationship between CPD and the community better and fair. We would also like to learn job satisfaction and general factors with CPD policing. This interview may take 30 - 45 minutes to complete. If, at any time, the information we talk about is too emotional or hard to talk about, please let me know. Also, let me know if you need to take a break at any time. You may refuse to answer any questions or stop the interview at any time. All of the information you share with me is confidential. I will keep everything we talk about between only us unless you tell me that a child or elderly person is in danger or that you or someone else is at risk of being harmed. Do you give me permission to record this interview so that I can refer back to everything you have shared? Do you have any questions for me before we start?

Demographics

1. What is your age?
2. How would you describe your gender or sex?
3. How would you describe your ethnicity?
4. How would you describe your race?
5. How would you describe your sexual orientation?
6. Have you ever been diagnosed with a mental health issue?
7. Have you ever been diagnosed with a physical health issue?
8. What is the highest level of education you have completed?
9. What is your yearly income?
10. Where do you currently live?

Your career with CPD

1. How long have you been employed by the CPD?
 1. How old were you when you joined the CPD?
2. Which CPD zone do you currently police?
 1. Which zones have you previously policed?
3. How comfortable do you feel being honest about the CPD?

1. Do you feel you can speak freely about your likes and dislikes about the CPD?
 2. Are there certain things you may hesitate to share since you are in a band of brotherhood with other CPD officers?
4. What do you like best about your job?
 1. What makes you the happiest working every day?
 2. What types of community interaction do you enjoy?
 3. What types of interactions with other CPD officers do you enjoy?
 5. What do you wish you could change about your job?
 1. What are the things you like the least about your job?
 2. Are there any policies or rules that you would like to see change?

CPD relationship with the community

1. What kind of skills do police officers need to be successful in the community?
2. What are some barriers to good police-community relations?
3. What are some steps that could help eliminate these barriers?

CPD and Diversity

4. What do you think is the main factor causing crime in Chattanooga?
 1. Do you feel that poverty has an effect on crime rates in the city? If so, how?
 2. Do you feel that substance and alcohol abuse have an effect on crime rates in the city? If so, how?
5. What CPD programs effectively teach and approach diversity?
 1. Do you think there are significant differences in the way CPD police interact with minorities and non-minorities?
 2. What are the biggest challenges for minority citizens living in Chattanooga?
 3. Do you feel that the CPD department has treated minorities in the community fairly in the past?
 4. Research has indicated that unconscious racial bias often impacts human behavior. What do you think law enforcement can do in terms of training, educating, or spreading an internal culture to combat the effect of unconscious racial bias?
 5. The Chattanooga Open Data Portal shows that more Black citizens experience the use of force, misdemeanor drug charges, traffic violations, and trespassing arrests. Why do you think this discrepancy exists?
 6. What would you like to see improved for the diversity training in your police department?

Appendix C

Community Interview

Opening/Introductions: Hello! I hope you are having a good (morning, day, evening). My name is (name) and I am an MSW student at Southern Adventist University. Thank you for taking the time to participate in this interview. The purpose of this interview is to learn more about the relationship between the Chattanooga Police Department (CPD) officers and the community members they serve. We are collecting this information to better understand what needs from the community or CPD should be addressed and ways to make the relationship between CPD and the community better and fair. This interview may take 30 - 45 minutes to complete. If, at any time, the information we talk about is too emotional or hard to talk about, please let me know. Also, let me know if you need to take a break at any time. You may refuse to answer any questions or stop the interview at any time. All of the information you share with me is confidential. I will keep everything we talk about between only us unless you tell me that a child or elderly person is in danger or that you or someone else is at risk of being harmed. Do you give me permission to record this interview so that I can refer back to everything you have shared?

Do you have any questions for me before we start?

Demographics

1. What is your age?
2. How would you describe your gender or sex?
3. How would you describe your ethnicity?
4. How would you describe your race?
5. How would you describe your sexual orientation?
6. What is the highest level of education you have completed?
7. What is your yearly income?
8. Have you ever been diagnosed with a mental health condition?
9. Have you ever been diagnosed with a physical health condition?
10. Which CPD zone do you live in? (See below for details)

Adam North - North Chattanooga, Riverview, Mountain Creek, Signal Mountain Road area, Hixson, Middle Valley.

Adam South - South Chattanooga, St. Elmo, Alton Park, Tiftonia, Lookout Valley, Coolidge Park, Renaissance Park, North Shore, Downtown, MLK Blvd, Main street, Lincoln Park, Westside.

Baker North - Youngstown Road, North Crest Road, McCallie Avenue

Baker South - Ridgedale, Highland Park, Eastlake

Charlie South - Chattanooga Metropolitan Airport, Eastgate

Charlie North - Highway 58, East Brainerd, Ooltewah

Questions on your life in Chattanooga

1. How long have you lived in Chattanooga?

2. What do you think are some of the most important needs of Chattanooga?

Chattanooga Community Police

1. Describe your past or current interactions with the CPD?
 - a. What are some of your reactions when you see a CPD police officer?
 - b. Do you think there are any differences in how the CPD treats minorities in the community?
 - c. Do you feel that the CPD helps keep you and your community safe?
2. What are some of the most important things that the CPD does in your neighborhood?
3. What are some things CPD does to try to build relationships with the community members?
4. What are some ways that the CPD could improve how they interact with the community?

Appendix D



ARE YOU A CHATTANOOGA POLICE OFFICER?

IF YOU ARE 18 YEARS OR OLDER AND HAVE BEEN EMPLOYED BY THE CPD FOR 6 MONTHS OR LONGER, WE INVITE YOU TO JOIN OUR STUDY ABOUT HOW TO IMPROVE POLICE AND COMMUNITY RELATIONS.

If you take part, you will be asked to:

- Answer questions about your experience as an employee at the Chattanooga Police Department
- Offer advice and input for improvements on community and police relations

To learn more about our study and complete a short phone screening, please call our team at 423-867-5309 or email us at communityconnectstudy@gmail.com

Visit our website communityconnectproject.com

Together we can bring positive change to Chattanooga!

Appendix E



**DO YOU LIVE IN CHATTANOOGA?
HAVE YOU HAD AN ENCOUNTER WITH THE
CHATTANOOGA POLICE IN THE LAST 5 YEARS?**

**IF YOU ARE 18 YEARS AND OLDER, WE INVITE YOU TO JOIN OUR STUDY ABOUT
HOW TO IMPROVE POLICE AND COMMUNITY RELATIONS.**

If you take part, you will be asked to:

- **Answer questions about your experience with the Chattanooga police department**
- **Offer advice and input on improvements to community and police relations**

To learn more about our study and complete a short phone screening, please call our team at 423-867-5309 or email us at communityconnectstudy@gmail.com

Visit our website communityconnectproject.com

**Together we can bring positive change
to Chattanooga!**

Appendix F

Informed Consent

Introduction:

My name is (*Jaclyn Beckler, Dewana Posely, Erin Bennett, Hannah Tufts, or Joshuwa Shelton*). I am an MSW graduate student at Southern Adventist University. I am conducting a research study on the relationship between the Chattanooga Police Department and the community citizens they serve. I hope to learn more about the needs that should be met to strengthen the relationship between the community and the CPD. Your participation is completely voluntary. I am seeking your consent to involve you and your information in this study. Reasons you might *not* want to participate in the study include if you feel your prior experience with the Chattanooga police was too traumatic to talk about or relive. Reasons you might want to participate in the study include if you feel that citizens have not been treated fairly by the Chattanooga police and you would like to help bring awareness and good change in the treatment of all citizens and make the relationship between citizens and CPD better. An alternative to this study is simply not participating. I am here to address your questions or concerns during the informed consent process.

PRIVATE INFORMATION

Certain private information may be collected about you in this study. I will make the following effort to protect your private information, including all information will be stored privately and only the five researchers will have access to the information. Any paper information will be locked in storage and electronic information will be password protected. Only the five researchers will have keys and passwords. Even with this effort, there is a chance that your private information may be accidentally released. The chance is small but does exist. You should consider this when deciding whether to participate.

Activities:

If you participate in this research, you will be asked to:

1. ***Police-public survey*** - You will receive a scheduled time to complete the survey in person or over the phone. It will take you approximately 30 minutes to complete the survey. The survey will cover questions about your direct contact or interactions with the CPD. The researchers will be present whether in person or over the phone to go over the informed consent and answer any questions you may have. You will also receive a copy of the informed consent. Researchers will also be able to answer any follow up questions

you may have or recommend resources or counseling with local social workers if you wish to meet with someone to talk about your past experiences more.

2. **Community Interview** - You will receive a scheduled time to meet with the researcher for your interview. The interview will take approximately 30 minutes to complete. The interview will cover questions about your opinions and feelings about the community and the CPD. These interviews will be videotaped and audio recorded. The researcher will discuss informed consent and details of the interview before starting. You have the right to refuse any questions that make you uncomfortable or stop the interview at any time. You will also receive a copy of the informed consent. Researchers will also be able to answer any follow up questions you may have or recommend resources or counseling with local social workers if you wish to meet with someone to talk about your past experiences more.
3. **CPD Interview** - You will receive a scheduled time to meet with the researcher for your interview. The interview will take approximately 30 minutes to complete. The interview will cover questions about your opinions and feelings about the CPD and local communities. These interviews will be videotaped and audio recorded. The researcher will go over informed consent and details of the interview before starting. You have the right to refuse any questions that make you uncomfortable or stop the interview at any time. You will also receive a copy of the informed consent. Researchers will also be able to answer any follow up questions you may have or recommend resources or counseling with local social workers if you wish to meet with someone to talk about your past experiences more.

Eligibility:

You are eligible to participate in this research if you:

1. Are 18 years or older (for both interviews and survey)
2. **Community Interview**- Live in a neighborhood that is patrolled by Chattanooga Police Department
3. **Police-Public Contact Survey Only** - Have had direct contact with the CPD in the last five years through traffic violation, arrests, victim of a crime, etc.
4. **CPD Interview** - Have been employed with CPD for a minimum of 6 months.

You are not eligible to participate in this research if you:

1. Under 18 years old (for both interviews and survey)

2. **Community Interview**- Live outside of Chattanooga Police Department zones
3. **Police-Public Contact Survey Only**- Have not had direct contact with the CPD in the last five years through traffic violations, arrests, victim of a crime, etc.
4. **CPD Interview**- Have not worked for CPD for at least 6 months.

I hope to include 20 interviews from community members, 20 interviews from the CPD officers, and 100 surveys from the Police-Public Contact Survey by community members in this research.

Risks:

There are minimal risks in this study. Some possible risks include: it may be emotional talking or remember past police experiences and possible feelings of discrimination. Remembering and talking about these things may cause uncomfortable moments.

To decrease the impact of these risks, you can: let the researcher know when you feel uncomfortable, skip any questions, take a break whenever you need, and/or stop participation at any time. You may also request a follow-up session with a social worker to talk through any feelings you may still have after finishing the interview or survey. You may contact communityconnectstudy@gmail.com or call 423-867-5309 for more help.

Benefits:

If you decide to participate, there are no direct benefits to you.

The potential benefits to others are: helping to make the relationship with CPD and community better and helping researchers better understand the needs that should be met in order to do so. Results from this research could lead to new programs, policy change, or extra resources within the community and CPD.

Confidentiality:

The information you provide will be kept confidential to the extent allowable by law. Some steps I will take to keep your identity confidential are: your information will not be shared with anyone that is not one of the five researchers on this project. Any information will be secured following the steps below, including locking all papers in a locked filing cabinet and all electronic information will be password protected.

The people who will have access to your information are: Dewana Posely, Erin Bennett, Jaclyn Beckler, Hannah Tufts and Joshuwa Shelton. These are the five researchers.

The Institutional Review Board may also review my research and view your information.

I will secure your information with these steps: Upon completion of all surveys and interviews, data will be stored in a secure location in a locked filing cabinet and all electronic information will always be password protected. Only the five researchers listed above will have access to the information and passwords.

Mandated Reporting:

I am required to report suspicion of child or elderly abuse to: Child Protective Services or Adult Protective Services. If I am concerned you might hurt yourself, I must get help for you. I will: contact the mobile crisis or the local emergency room to request an assessment to determine if you need extra help.

If I am concerned you might hurt someone else, I will: warn the potential victim and contact the local police.

If I become aware of a crime you have committed, I will: report the crime to the local law enforcement depending on how serious and what type of crime you report. If you have any questions about this or need more explanation, feel free to ask at any point.

Audiotaping:

I would like to use a voice recorder to record your responses. You cannot participate if you do not wish to be recorded.

Please sign here if I can record you: _____

Videotaping:

I would like to use a video camera to record your actions. Because this tape will show who you are, these extra steps will be taken: You will be informed on the purpose of the recordings and how their privacy will be maintained. These recordings will be labeled with an ID number and will not have your name anywhere on the recording. It will be transported immediately following the interview and brought to our secure research facility. It will only be viewed by the four research team members and locked in a file cabinet for the remainder of the study. It will be transcribed through a secure word processing software to ensure accuracy before analysis. Then, the recordings will be destroyed.

You cannot still participate if you do not wish to be recorded.

Please sign here if you will allow me to videotape you: _____

Contact Information:

If you have questions for me, you can contact me at : communityconnectstudy@gmail.com or 423-867-5309. If you contact us you will be giving us information like your phone number or email address. This information will not be linked to your responses if the study is anonymous.

If you have questions about your rights in the research, or if a problem has occurred, or if you are injured during your participation, please contact the Institutional Review Board at: irb@southern.edu or 423-236-2285.

Voluntary Participation:

Your participation is voluntary. If you decide not to participate, or if you stop participation after you start, there will be no penalty to you. You will not lose any benefit to which you are otherwise entitled.

Future Research

Any information or specimens collected from you during this research may **not** be used for other research in the future, even if identifying information is removed.

Signature:

A signature indicates your understanding of this consent form. You will be given a copy of the form for your information.

Participant Signature
Date

Printed Name

Researcher Signature
Date

Printed Name

Appendix G

This is to certify that:

Jaclyn Beckler

Has completed the following CITI Program course:

ResponsibleConductofResearch (CurriculumGroup)
ResponsibleConductofResearch (CourseLearnerGroup)
1 - RCR (Stage)

Under requirements set by:

Southern Adventist University

Completion Date Expiration Date Record ID

04-Sep-2020 N/A 38259301

CITI

Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?wb64d8a8d-5d56-4ccf-882a-f8edc2632879-38596119



This is to certify that:

Erin Bennett

Has completed the following CITI Program course:

Responsible Conduct of Research (Curriculum Group)

Responsible Conduct of Research (Course Learner Group)

1 - RCR (Stage)

Under requirements set by:

Southern Adventist University

Not valid for renewal of certification through CME.

Completion Date Expiration Date Record ID

24-Sep-2020 N/A 38596119

CITI

Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?wb64d8a8d-5d56-4ccf-882a-f8edc2632879-38596119



This is to certify that:

Dewana Posely

Has completed the following CITI Program course:

ResponsibleConductofResearch (CurriculumGroup)

ResponsibleConductofResearch (CourseLearnerGroup)

1 - RCR (Stage)

Under requirements set by:

Southern Adventist University

Completion Date Expiration Date Record ID

01-Oct-2020 N/A 38539367

CITI
Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?w0bd24f23-95fb-4490-a5fb-f7e1c5ced025-38539367

Not valid for renewal of certification through CME. Do not use for TransCelerate mutual recognition (see Completion Report).



This is to certify that:

Joshuwa Shelton

Has completed the following CITI Program course:

Responsible Conduct of Research (Curriculum Group)

Responsible Conduct of Research (Course Learner Group)

1 - RCR (Stage)

Under requirements set by:

Southern Adventist University

Not valid for renewal of certification through CME.

Completion Date Expiration Date Record ID

20-Sep-2020 N/A 38539976



Verify at www.citiprogram.org/verify/?w791da3d6-d23b-40d2-9d70-127c866e8fa4-38539976



This is to certify that:

Hannah Tufts

Has completed the following CITI Program course:

ResponsibleConductofResearch (CurriculumGroup)

ResponsibleConductofResearch (CourseLearnerGroup)

1 - RCR (Stage)

Under requirements set by:

Southern Adventist University

Completion Date Expiration Date Record ID

29-Sep-2020 N/A 38369613

CITI
Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?we1cd68db-bf14-4567-980d-9a05d012e6ed-38369613

Not valid for renewal of certification through CME. Do not use for TransCelerate mutual recognition (see Completion Report)

Appendix H

IRB Tracking #	2020-2021-Reserved for IRB Committee		
Date of Approval:	Reserved for IRB Committee		
Research Request:	<input type="checkbox"/> Exempt	<input type="checkbox"/> Full Review	
	<input type="checkbox"/> Expedited	<input type="checkbox"/> Animal/Plant	
Type of Research (Check all that apply)	<input type="checkbox"/> DNP SCHOLARLY PROJECT FOR ARC FUNDING <input type="checkbox"/> APPLYING FOR ARC FUNDING <input type="checkbox"/> GRAD. STUDENT RESEARCH RESEARCH <input type="checkbox"/> FUNDED FACULTY RESEARCH <input type="checkbox"/> UNDERGRAD. STUDENT RESEARCH FACULTY RESEARCH <input type="checkbox"/> GENERAL FACULTY RESEARCH <input type="checkbox"/> THESIS		

RESEARCH APPROVAL

NOT REQUIRED FOR
LITERATURE REVIEW OR ACADEMIC EXERCISE

1. Research Principle Investigator

1.1. TITLE: Evaluating Racial Inequalities in Police Violence with the Chattanooga Police Department

1.2. PRINCIPAL INVESTIGATOR: Dewana Posely	<u>CITI TRAINING¹</u> <input checked="" type="radio"/> Yes <input type="radio"/> No	EMAIL ADDRESS: dewanaposely@southern.edu	PHONE #: 4233649652	SCHOOL/DEPARTMENT: SAU- Masters of Social Work
CO-INVESTIGATOR: Hannah Tufts	<input checked="" type="radio"/> Yes <input type="radio"/> No	EMAIL ADDRESS: hannahtufts@southern.edu	PHONE #: 540-222-4336	FACULTY SUPERVISOR: Dr. Laura Racovita
CO-INVESTIGATOR: Erin Bennett	<input checked="" type="radio"/> Yes <input type="radio"/> No	EMAIL ADDRESS: erinpb@southern.edu	PHONE #: 762-204-7603	STARTING DATE: 10/4/2020
CO-INVESTIGATOR: Jaclyn Beckler	<input checked="" type="radio"/> Yes <input type="radio"/> No	EMAIL ADDRESS: becklerjaclyn@southern.edu	PHONE #: 423-227-6629	ESTIMATED COMPLETION DATE: 12/15/2020
MORE CO-INVESTIGATORS. LIST THEIR NAMES, EMAILS, PHONE NUMBERS, AND CITI TRAINING COMPLETION		Joshua Shelton, joshuwashelton@southern.edu , 828-291-5002		

1.3. IS THIS RESEARCH BEING DONE WITH ANY INSTITUTIONS, INDIVIDUALS, OR ORGANIZATIONS NOT AFFILIATED WITH SAU? <i>If yes, please provide information of authorized officials below</i>			
NAME OF INSTITUTION: Chattanooga Police Department			
ADDRESS: 3410 Amnicola Hwy	CITY: Chattanooga	STATE: TN	ZIP CODE: 37406
CONTACT NAME: David Roddy	POSITION: CPD Chief of Police	EMAIL ADDRESS: drodday@chattanooga.police.com	PHONE #: 423-867-5309
EXTERNAL FUNDING AGENCY: Name of Agency		IDENTIFICATION # (if applicable): Identification #	GRANT SUBMISSION DEADLINE (if applicable): Date
1.4. Application Checklist. Attach (insert or paste) all Checked Items to Section #9 (Check all that apply)jac			
RESEARCH INSTRUMENTS:	<input type="checkbox"/> TESTS <input checked="" type="checkbox"/> SURVEYS <input checked="" type="checkbox"/> QUESTIONNAIRES <input type="checkbox"/> PROTOCOLS <input checked="" type="checkbox"/> OTHER FORMS ELSE USED TO COLLECT DATA		
<input checked="" type="checkbox"/> INFORMED CONSENT DOCUMENTS			
<input checked="" type="checkbox"/> PERMISSIONS FROM APPLICABLE AUTHORITIES (such as principals of schools, teachers of classrooms, etc. to conduct your research at their Letterhead)			
<input type="checkbox"/> RECRUITING MATERIALS AND TEXT OF E-MAIL OR WEB-BASED SOLICITATIONS			
<input type="checkbox"/> ALL LINKS AND/OR QR CODES MUST BE ATTACHED AS COPIES			
SUBMIT via irb@southern.edu <input type="radio"/> Signed by the faculty advisor, then scanned and submitted <input checked="" type="radio"/> Submitted directly by the faculty advisor (no signature required)			
YOU CANNOT BEGIN YOUR RESEARCH UNTIL IT HAS BEEN OFFICIALLY APPROVED BY THE IRB			

2. Research Project Description

2.1. Background and Rationale for the Study

This section should present the context of the work by explaining the relation of the proposed research to previous investigations in the field. Include citations for relevant research.

Several studies have focused on the disproportionate injustice that the Black community faces at the hands of the police force. (Schwartz & Jahn 2020; Bryant et al., 2017; Schwartz, 2020; Adedoyin et al., 2019). In a study mapping out police fatal violence across multiple metropolitan areas in the country from 2013-2017, it is discovered that Black people were 3.23 times more likely to be killed by the police compared to White people (Schwartz & Jahn 2020). In 2017, Bryant et al found that “Black Americans are more than twice as likely to be unarmed when killed by police as Whites.”(Bryant et al., 2017). In 2020, Schwartz reported that Black men have a one in a thousand chance of being killed by the police which is highest among all demographics (Schwartz, 2020). Adedoyin et al acknowledged that due to the negative stereotype of Black males, some police officers insist they were fearful for their life before they shot the Black person. This is just one of the many reasons for the higher rates of violence towards the Black community (Adedoyin et al., 2019).

Finally, other studies have noted the necessity of not only additional training for the police force but also further accountability for the entire law enforcement agency. (Shockey-Eckles, 2011; Obasogie, 2020; Sekhon, 2019; Phillips, 2015; Price & Payton, 2017). The article by Shockey-Eckles in 2011 focused on police culture, the Blue Wall, and how officers not only use secrecy but also department switching in order to continue service after a misconduct allegation (Shockey-Eckles, 2011). In 2020, Obasogie acknowledged that because officers are judged differently in the legal system, police abuse is out of control (Obasogie, 2020). Review of American police discovers that police have grown to be legality agents who operate in a state where they have a relationship with the law, but cannot be restrained by it. There needs to be a system to force police officers to adhere to the law (Sekhon, 2019). In 2015, Phillips found that 40% of police officers reported they were unsure they would ‘report the use of unnecessary force.’” which means that close to half of the officers were not confident in their behavior and actions while on duty (Phillips, 2015). In a study measuring police use of lethal force, racial bias, occupational violence in police officers, and racial disparity in homicide by officers, the evidence suggests that appropriate training is needed to help reduce the amount of instances where police officers use discriminatory lethal force and tactics against African Americans (Price & Payton, 2017). Based on this review of the literature we can conclude that the Black community is at risk for higher police violence. It is clear that evidence based training is necessary to bring change and safety to this community.

Adedoyin, A., Moore, S., Robinson, M., Clayton, D., Boamah, D., & Harmon, D. (2019). The dehumanization of Black males by police: Teaching social justice Black life really does matter! *Journal of Teaching in Social Work*, 28(2), 111–131. <https://doi-org.ezproxy.southern.edu/10.1080/08841233.2019.1586807>

Bryant, D. T., Adams, T., Alejandre, A., & Gray, A. A. (2017). The Trauma Lens of Police Violence against Racial and Ethnic Minorities. *Journal of Social Issues*, 73(4), 852–871. <https://doi-org.ezproxy.southern.edu/10.1111/josi.12251>

Obasogie, O. K. (2020). More than bias: how law produces police violence. *Boston University Law Review*, 100(3), 771–785.

Phillips, S. W. (2015). Police recruit attitudes toward the use of unnecessary force. *Police Practice & Research*, 16(1), 51–64. <https://doi-org.ezproxy.southern.edu/10.1080/15614263.2013.845942>

Price, J. H., & Payton, E. (2017). Implicit Racial Bias and Police Use of Lethal Force: Justifiable Homicide or Potential Discrimination? *Journal of African American Studies*. <https://doi.org/10.1007/s12111-017-9383-3>

- Schwartz, G. L., & Jahn, J. L. (2020). Mapping fatal police violence across U.S. metropolitan areas: Overall rates and racial/ethnic inequities. *Plos One*. <https://doi.org/10.1371/journal.pone.0229686>
- Schwartz S. A. (2020). Police brutality and racism in America. *Explore (New York, N.Y.)*, 16(5), 280–288. <https://doi.org/10.1016/j.explore.2020.06.010>
- Sekhon, N. (2019). Police and the limit of law. *Columbia Law Review*, 119(6), 1711–1772. Retrieved from <http://web.b.ebscohost.com.ezproxy.southern.edu/ehost/pdfviewer/pdfviewer?vid=13&sid=85ca0440-ae88-4d64-bda5-7f48a84c3e56%40pdc-v-sessmgr02>
- Shockey-Eckles, M. L. (2011). Police culture and the perpetuation of the officer shuffle: The paradox of life behind “the blue wall.” *Humanity & Society*, 35(3), 290-309. <https://doi-org.ezproxy.southern.edu/10.1177/016059761103500305>

2.2. Purpose/Objectives of the Research

Briefly state, in non-technical language, the purpose of the research and the problem to be investigated. When possible, state specific hypotheses to be tested or specific research questions to be answered. For pilot or exploratory studies, discuss the way in which the information obtained will be used in future studies so that the long-term benefits can be assessed.

The purpose of this study is to identify racial inequalities in police violence and brutality at the Chattanooga Police Department. The study will recognize the significance of community members attitudes towards CPD officers including trust, safety, and effectiveness of the department. The study will also indicate police officers attitudes towards community members and ways in which the department is currently addressing issues. Focus will additionally cover needs and gaps that can be addressed to make CPD more effective in the community. The information obtained from this study will address ways in which police brutality can be decreased by implementing training opportunities, community policing, and implementing social workers into the department. Our research question is “What are the needs of the Chattanooga Police department to effectively intervene with community members?” The null hypothesis is that the Community Connection project will not reduce the number of instances of racial discrimination from the police against black community members in Chattanooga, TN. The alternate hypothesis is that the Community Connection project will reduce the number of instances of racial discrimination from the police against black community members in Chattanooga, TN.

2.3. Methods and/or Procedures

Briefly discuss, in non-technical language, the research methods which directly involve use of human subjects. Discuss how the methods employed will allow the investigator to address his/her hypotheses and/or research question(s).

Survey questionnaires and a focus group related to the public views of police performance, satisfaction, effectiveness, trust, and perceived safety by CPD may allow a better glimpse into the CPD and community relations. These will be completed by citizens living in the CPD patrolled neighborhoods.

The Police-Public Contact Survey (PPCS) will be used to better understand citizens’ personal experience with CPD law enforcement. PPCS is a quantitative survey created by the Bureau of Justice Statistics designed to learn information from individuals that have come into contact with police personnel. Chattanooga citizens having direct contact with police or victims of crimes resulting in police contact from 2015 to 2020 will complete these surveys.

Job satisfaction and officer’s reactions to CPD integrity, poverty, racial trauma, police interventions, and other diversity factors will be measured by interviews with a sample of CPD officers. These interviews will also use questions targeted to measure the long-term effects of the poverty simulation.

These methods will help the researchers to better understand current needs of the Chattanooga Police Department’s framework to effectively intervene with the community.

3. Description of Research Sample

3.1. APPROXIMATE NUMBER OF SUBJECTS: 500

3.2. TYPE OF HUMAN SUBJECTS THAT ARE INVOLVED:

If human subjects are involved, check all that apply

- | | |
|---|--|
| <input type="checkbox"/> MINORS
<i>if minors are involved, attach a Childs Assent Form</i> | <input type="checkbox"/> HEALTH CARE DATA INFORMATION
<i>if this line is checked, attach any necessary HIPAA forms</i> |
| <input type="checkbox"/> PRISON INMATES | <input checked="" type="checkbox"/> VULNERABLE OR AT-RISK GROUPS e.g. poverty, pregnant women
<i>substance abuse population</i> |
| <input type="checkbox"/> MENTALLY IMPAIRED | <input type="checkbox"/> ANIMALS OR PLANTS |
| <input type="checkbox"/> PHYSICALLY DISABLED | <input type="checkbox"/> OTHER: Specify |
| <input type="checkbox"/> INSTITUTIONALIZED RESIDENTS | |
| <input type="checkbox"/> ANYONE UNABLE TO MAKE INFORMED DECISIONS ABOUT PARTICIPATION | |

3.3. PARTICIPANT RECRUITMENT

Describe how participant recruitment will be performed. Include how potential participants are introduced to the study.

Check all that apply

- | | |
|---|--|
| <input type="checkbox"/> SAU DIRECTORY | <input type="checkbox"/> WEB-BASED SOLICITATION
<i>List the site(s): Specify</i> |
| <input type="checkbox"/> POSTINGS, FLYERS | <input type="checkbox"/> E-MAIL SOLICITATION
<i>How addresses obtained: Specify</i> |
| <input type="checkbox"/> RADIO, TV | <input checked="" type="checkbox"/> OTHER: Recruitment through CPD |
| <input type="checkbox"/> PARTICIPANT POOL
<i>Specify</i> | |

Attach any recruiting materials you plan to use at the end of the document.

4. Content Sensitivity, Privacy, and Confidentiality

Efforts will be made to keep personal information confidential. We cannot guarantee absolute confidentiality. Personal information may be disclosed if required by law. Identities will be help in confidence in reports in which the study may be published and databases in which results may be stored

4.1. DOES YOUR RESEARCH ADDRESS CULTURALLY OR MORALLY SENSITIVE ISSUES? <i>If Yes, describe</i> <input type="text" value="Racism"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A
4.2. WILL PERSONAL IDENTIFIERS BE COLLECTED? <i>If Yes, describe</i> <input type="text" value="Enter"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A
4.3. WILL IDENTIFIERS BE TRANSLATED TO A CODE? <i>If Yes, describe</i> <input type="text" value="Enter"/>	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A
4.5. WILL RECORDINGS BE MADE (AUDIO, VIDEO)? <i>If Yes, describe</i> Video and Audio Recordings	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A
4.6. HOW ARE YOU PLANNING TO PROTECT SENSITIVE/PERSONAL/HIPAA INFORMATION? <i>Please explain</i> We will be keeping all quantitative and qualitative data on a secure server.	<input type="radio"/> N/A
4.7. WHO WILL HAVE ACCESS TO DATA (SURVEY, QUESTIONNAIRES, RECORDINGS, INTERVIEW RECORDS, ETC.)? <i>Please list</i> <input type="text" value="The 5 research investigators will have access to the data."/>	

5. Funding, Costs, and Participant Compensation

5.1. IS FUNDING BEING SOUGHT TO SUPPORT THIS RESEARCH? <input type="checkbox"/> INTERNAL <input type="checkbox"/> EXTERNAL <i>If Yes, describe</i> <input type="text" value="Enter"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A
5.2. IS THERE A FUNDING RISK? <i>If Yes, describe</i> <input type="text" value="Enter"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A
5.3. WHO WILL KEEP THE FINANCIAL RECORDS? <i>Research Team</i>	
5.4. ARE PARTICIPANTS TO BE COMPENSATED FOR THE STUDY? <input type="checkbox"/> AMOUNT \$ <input type="text" value="Enter \$"/> <i>If Yes, describe</i> <input type="checkbox"/> TYPE <input type="text" value="Enter"/> <input type="checkbox"/> SOURCE <input type="text" value="Enter"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A
5.5. WILL PARTICIPANTS WHO ARE STUDENTS BE OFFERED CLASS CREDIT? <i>If Yes, describe</i> <input type="text" value="Enter"/>	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A
5.6. ARE OTHER INDUCEMENTS PLANNED TO RECRUIT PARTICIPANTS? <i>If Yes, describe</i> <input type="text" value="Enter"/>	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A
5.7. ARE THERE ANY COSTS TO PARTICIPANTS? <i>If Yes, explain</i> <input type="text" value="Enter"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A

6. Animals/Plants

6.1. ARE THE ANIMALS/PLANTS BEING STUDIED ON THE ENDANGERED LIST?	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A
6.2. ARE SCIENTIFIC COLLECTION PERMITS REQUIRED, I.E. TENNESSEE WILDLIFE RESOURCES AGENCY?	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A
6.3. HAVE THE ANIMAL(S) OF THIS STUDY ALREADY BEEN USED IN A PREVIOUS STUDY (NON-NAÏVE ANIMALS)?	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A
6.4. WILL THE ANIMAL(S) USED IN THIS STUDY BE USED IN A FUTURE STUDY?	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A
6.5. WHERE WILL THE ANIMALS BE HOUSED?	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A
6.6. WILL THE RODENTS (IF APPLICABLE) BE HOUSED IN WIRE BOTTOM CAGES?	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A
6.7. WILL PLANTS BE USED FOR INSTRUCTIONAL PURPOSES AS PART OF TEACHING A COURSE?	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> N/A

7. Risks

Risk is any potential damage or adverse consequences to researcher, participants, or environment. These might include physical, psychological, social, or spiritual risks whether as part of the protocol or a remote possibility.

7.1. ARE THERE ANY RISKS INVOLVED WITH THIS STUDY?

If **Yes**, check all that apply

Yes No
 N/A

PHYSICAL RISK

May include pain injury, and impairment of a sense such as touch or sight. These risks may be brief or extended, temporary or permanent, occur during participation in the research or arise after.

If **Selected**, describe

PSYCHOLOGICAL RISK

Can include anxiety, sadness, regret and emotional distress, among others. Psychological risks exist in many different types of research in addition to behavioral studies.

If **Selected**, describe Conversations about trauma and challenges on duty.

SOCIAL RISK

Can exist whenever there is the possibility that participating in research or the revelation of data collected by investigators in the course of the research, if disclosed to individuals or entities outside of the research, could negatively impact others' perceptions of the participant. Social risks can range from jeopardizing the individual's reputation and social standing, to placing the individual at-risk of political or social reprisals.

If **Selected**, describe

LEGAL RISK

Include the exposure of activities of a research subject "that could reasonable place the subjects at risk of criminal or civil liability."

If **Selected**, describe Conversations could be about illegal activities while on duty

ECONOMIC RISK

May exist if knowledge of one's participation in research, for example, could make it difficult for a research participant to retain a job or find a job, or if insurance premiums increase or loss of insurance is a result of the disclosure of research data.

If **Selected**, describe

SPIRITUAL RISK

May exist if knowledge of one's spiritual beliefs or lack of, could be exposed which in turn could invoke an economic, social and or psychological risk.

If **Selected**, describe

7.2. IN YOUR OPINION, DO BENEFITS OUTWEIGH RISKS?

If **Yes**, explain The benefits do outweigh the risks as the needs of the CPD will be addressed through this reaserch that will help to bring positive change in the future.

Yes No
 N/A

7.3. EXPLAIN HOW YOU PLAN TO MINIMIZE THE RISKS IDENTIFIED ABOVE

Prior to being a part of the research study, the research team will share about informed consent, resources for psychological help, and information about the legal risks.

8. Results

8.1. HOW WILL THE RESULTS BE DISSEMINATED?

- CLASSWORK ONLY PUBLISHED ARTICLE STUDENT CONFERENCE PROFESSIONAL CONFERENCE
 OTHER Specify

Signatures: If submitted by a faculty member, electronic (typed) signatures are acceptable. If submitted by a student, please print out completed form, obtain the faculty advisor's signature, scan completed form, and submit it via e-mail. Only Word Form or PDF files are acceptable submissions.

Hannah Tufts
Principal Investigator (PI) or Student 10/03/2020
Date

Faculty Advisor (for student applications) Click dropdown to enter date
Date

All student applications must be either signed by the faculty advisor then scanned and submitted electronically, or submitted directly by the faculty advisor. All applications should be submitted by email to: irb@southern.edu

Did the investigator complete CITI Training?

Appendix I

Stakeholder Analysis Matrix

Project Title: Community Connection Project

Date: October 25th, 2020

Group Members: Jaclyn, Hannah, Erin, Dewana, Joshuwa

Stakeholder	Characteristics	Main Interest	Fears and expectations	Potential impact	Priority	Recommendations	Responsibility
<i>Identity of individual or group/s.</i>	<i>What sort of person or group are they?</i>	<i>What are their main interests and/or motivations?</i>	<i>What is their potential reaction to the project? What do they expect from the project?</i>	<i>How important is their impact on the project? (low, med, high, critical)</i>	<i>Rank the importance of the stakeholder to the success of the project (critical, high, med, low).</i>	<i>Implications for your project planning. (e.g. keep informed, involved in planning, etc.)</i>	<i>Who in your cohort will implement the recommendations?</i>

School system	Educators, principals, school board members, resource officers	<p>Teach children at an early age right and wrong.</p> <p>Put fears of policing at ease for children who experienced trauma due to policing situations (witnessing police only being present in bad situations).</p>	<p>Fears- take away funding from the schools to focus on the community/police relations. This project could have political ties that the school system may find in disagreement.</p> <p>Expectations- Lessen the school to prison pipeline. Decrease amounts of parents taken away from their children. Decreased childhood traumatic events related to arrests or police.</p>	It could have a medium impact if the school system does not agree with the racial injustice movement. As many adults are involved in school systems could be linked to the other stakeholders.	The importance of the school system to the success of the Community Connection Project is medium, as they will not be involved directly in the facilitation of the program.	Keep the schools completely involved and informed on how we conduct the projects and the program's progress. Once a month via the school board, the police officer in the school will be updated.	Joshuwa Project emails and newsletters will be sent out to the stakeholder.
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<p>Chattanooga Citizens</p>	<p>Community Members</p>	<p>They want to live in a safe community and city.</p> <p>They would like to see a decrease in crime rates in their neighborhoods.</p> <p>They would like to be treated fairly by CPD.</p> <p>They might want to have a supportive relationship with their police officers.</p> <p>They want their children to be safe and grow up with equal opportunities in the city.</p>	<p>Fears- they may have a strong distrust for the police due to past experiences. They may also fear that their negative input could be used against them by police.</p> <p>They may be motivated and feel empowered to share their personal experiences and opinions of the CPD and their neighborhoods.</p> <p>They may take pride in helping improve their communities and relationships with police.</p> <p>They may expect the project to make clear major changes in how the CPD polices their community.</p>	<p>Critical Impact. The citizens will provide most of the data collected and give researchers key factors to the relationship between citizens and CPD. The CPD will have the most power in the program and program success rate since they will be the ones changing or providing different/additional resources and techniques when interacting with the community.</p> <p>The CPD officers are already the ones with the most power within the police/community relationship.</p>	<p>High. The success of the project and data collection will depend on the citizens.</p> <p>Citizens will have to also participate in some parts of the program, but they will not have as much power as the CPD.</p>	<p>The citizens will stay informed through focus groups, meetings, planning, giving their input for the program, and program assessments and evaluations. Program researchers will hold weekly community meetings in 3 different areas in the city.</p>	<p>Dewana, Joshuwa, and Erin.</p> <p>Project emails and newsletters will be sent out to the stakeholder.</p>
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Chattanooga Police Department	Chattanooga Police Chief, Lieutenant Chief, and Police Officers	<p>To keep the city safe, reduce crime, and strengthen community relationship</p> <p>They may also want to improve their reputation.</p> <p>Job duties may be more efficient and enjoyable if community and community relations are positive.</p>	<p>They may be resistant to outsiders coming in to collect data and tell them how to do their jobs better.</p> <p>They may have had past negative experiences in the communities they police.</p> <p>Some may have discriminatory beliefs about certain diverse groups they police.</p> <p>They may have job-related PTSD that interfere with program objectives.</p> <p>They want to be successful in reducing crime, increasing safety, and building community relationships. They could be motivated that the project will help achieve these goals and make their jobs easier and more satisfying.</p>	Critical. They must be willing to implement the program and agree with the goals in order for success. CPD will also be providing necessary data to the program.	Critical. The success of the project and data collection will heavily depend on the CPD.	<p>The CPD will stay informed through focus groups, meetings, involvement in planning, giving their input for the program, and program assessments and evaluations.</p> <p>Their involvement will be critical as they are the starting point for implementing program steps and goals.</p> <p>Researcher will meet with them weekly/monthly as needed during the program implementation process.</p>	<p>Jaclyn</p> <p>Project emails and newsletters will be sent out to the stakeholder.</p>
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Court system	Judges, Lawyers, Probation Officers, Legal Professionals	<p>They regularly interact with citizens and officers after arrests or citations have been made.</p> <p>They often have to critically analyze each arrest situation or allegations to decide proper legal consequences.</p>	<p>Some may approve of strengthening community/police relationships and possibly reducing crime.</p> <p>Some may fear that the goals of the program could cause them to lose money. Some legal professionals are paid for representing clients, while others are court-appointed.</p>	<p>Low. They are important to include but may have a low impact since they do not directly deal with police/community interactions. They have stakes on the program goals and effects, though.</p>	<p>Medium. They do have some power in the criminal justice system and could influence CPD and citizens' opinions.</p> <p>They may also assign program-related activity to citizens dealing with the court system instead of fines, community service, or incarceration.</p>	<p>The Court System will stay informed of project planning, implementation, and progress.</p> <p>A researcher can meet with the court systems once a month to further discuss program details.</p>	<p>Joshuwa</p> <p>Project emails and newsletters will be sent out to the stakeholder.</p>
Correctional Facilities	Parole Officers, Correctional Officers, Warden, Inmates	<p>They work with citizens that have been arrested and found guilty of crimes. Their roles are to rehabilitate inmates during their sentences to improve the success rate for individuals and communities upon re-entry.</p>	<p>They may want to see improvements with police/community relationships to decrease the incarceration rate or ease the process of re-entry.</p> <p>They may fear the program's success could decrease the incarceration rate, which may interfere with funding</p>	<p>Low. They do not have direct power with CPD officers and community members. They are still a part of the city's criminal justice program.</p>	<p>Low. They could have some influence on the city's criminal justice system and reform.</p>	<p>Correctional facilities will stay informed of project planning, implementation, and progress.</p> <p>A researcher can meet with the correctional facilities once a month to further discuss program details.</p>	<p>Hannah and Jaclyn</p> <p>Project emails and newsletters will be sent out to the stakeholder.</p>

			and employee pay.				
Social Justice Groups	Chattanooga Organized for Action, Concerned Citizens for Justice, Urban League of Greater Chattanooga (Racial Justice Advocates)	They are motivated to promote social justice and improve community interactions and policing.	<p>They may be skeptical of CPD transparency motivations and dedication to program success.</p> <p>They could have limited time or desire if they already have community programs from their organization.</p> <p>They would want to see CPD and program creators fully involved and improvements made in the</p>	<p>Critical. They can help recruit community members and make them feel safe participating in data collection and the program.</p> <p>They can help form a sample of the target population in the community.</p>	High. They should be continuous partners with the program to give input, guidance, and achieve success.	They will be in direct contact with program planning. They can give input and help create program incentives, goals, and interventions. Meetings and direct contact will be weekly or monthly as needed during project implementation . They will also be updated on any assessment and evaluation processes.	<p>Erin and Dewana</p> <p>Project emails and newsletters will be sent out to the stakeholder.</p>

			community for citizens.				
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<p>City Council</p>	<p>Elected Officials of Chattanooga</p>	<p>The City council has already started analyzing demographic trends in policing activities in the city.</p> <p>They have already questioned CPD on discrepancies in the data and how to improve relations.</p>	<p>Might embrace the idea of improving policing and communities since the topic has been negatively trending in the city recently.</p> <p>May want to analyze cost/effect for city funds.</p> <p>May want to see significant positive outcomes in the city from program implementation.</p>	<p>Medium.</p>	<p>High. These elected officials have power in the city and what programs are approved for implementation.</p>	<p>They will receive regular updates on the planning, implementation, and progress of the project. Project researchers will attend a City council meeting once a month to update progress.</p>	<p>Hannah</p> <p>Project emails and newsletters will be sent out to the stakeholder.</p>
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<p>Mayor Berke</p>	<p>Highest Ranking Elected Official of Chattanooga</p>	<p>Motivated to improve the city he governs and serves.</p> <p>Would like the city crime rate reduced and police/community interactions improved.</p> <p>Would like the positive reputation that may result from improving the city.</p>	<p>He might embrace the idea of improving policing and communities since the topic has been negatively trending in the city recently.</p> <p>May want to analyze cost/effect for city funds.</p> <p>May want to see significant positive outcomes in the city from program implementation.</p>	<p>Medium.</p>	<p>High. He is the mayor and has political power over the city and what programs may be approved and implemented.</p>	<p>He will receive regular updates on the planning, implementation, and progress of the project. Project researchers will meet with him once a month to update progress.</p>	<p>Jaclyn</p> <p>Project emails and newsletters will be sent out to the stakeholder.</p>
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Appendix J

Stakeholder Power / Influence Grid

Power

High

<p>City Council</p> <p>Mayor</p> <p>Keep Satisfied</p> <p>Court Systems</p>	<p>CPD</p> <p>Chattanooga Citizens</p> <p>Manage Closely</p> <p>Social Justice Groups</p>
<p>Monitor (Minimum Effort)</p> <p>Correctional Facilities</p>	<p>Keep Informed</p> <p>School system</p>

Low _____ Interest _____ High

Appendix K

Project Planning Form / Logic Model

Program Title: Community Connect Project

Team Members: Jaclyn, Erin, Joshuwa, Dewana, Hannah

Statement of Problem: Racial injustices specifically relating to the Chattanooga Police Department

Inputs	Outputs		Outcomes (Impact)		
	Activities <input type="checkbox"/>	Participants	Short Term <input type="checkbox"/>	Medium Term <input type="checkbox"/>	Long Term
Trainers / Group Members	3- part virtual training for each CPD participant. These training classes will be spread out over 3 weeks. The program will offer a 1st, 2nd, and 3rd shift for each of the 3 training dates to accommodate CPD officers' schedules.	CPD has 500 officers employed at this time. The program hopes to have a minimum of 400 CPD participants for the training.	Identify biases and learn an awareness of racial issues in Chattanooga. Learn what racial trauma is and ways to identify when policing in the communities. Officers will raise their posttest self-report score by 50%.	CPD officers will self-report that they have started to use trauma-informed responses at least 50% more during confrontations with minorities in Chattanooga.	Decrease incidents (racial discrepancies in arrests and violence) between officers and community members by 50%
Zoom Service					
Internet					
Training materials (racial trauma, cultural competency, accountability partner training, and reflection)					
CPD approval					

Training curriculum					
Pre and Post Self Report Tests					
Accountability partner training	Accountability Partnership program. Each officer will be assigned an accountability partner after completing the training. It will be a 1 on 1 peer partnership. Partners will meet with each other a minimum of once a month.	400 CPD police officers	Safe place and partner to process their experiences and reflect on recent training information.	Continuous conversation around racial trauma and experiences in the line of duty. Reflection and conversation of identifying racial and cultural differences in the communities.	Decrease incidents involving race between officers and community members by 50%
CPD approval					
Trainers / Group Members	Monthly meetings with CPD executive staff to consult, review progress, and offer recommendations. CPD executive staff and group members will partner with each other to discuss ways to change the framework of CPD policing that could positively affect the CPD and	The executive staff of CPD (Chief of Police, Chief of Staff, and 4 Assistant Chiefs) and the 5 Group Members	CPD will add a section on each citation and arrest documentation to be completed by each officer. This section will ask the officer to answer if they used a trauma-informed response during the interaction and to explain what trauma-informed technique they implemented.	CPD will hire 3 social workers for each of the 3 sectors of CPD region. These social workers will respond to non-violent calls.	A minimum of 25% of CPD officers will live in the same communities they are assigned to police.
Zoom Service					
Internet					
Research on Community Policing					

Research on Implementing Social Workers in the CPD	community. This framework will be based on the EBP of Community Policing.				
CPD approval					
Bi-weekly Group Meetings to Research/Prepar e					