

Immigrant Parents and Law Enforcement Promoting Community Safety Project

Trainer's Guide



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Table of Contents

Executive Summary	i
Introduction to the Curriculum	1
What are the goals of the curriculum?	2
Who should use this curriculum?	2
How should the “Trainer’s Guide” be used?	2
Lesson 1—Part 1: Law Enforcement Training	4
How do I use the PowerPoint presentation for Part 1?	5
How do I deliver the key concepts of the PowerPoint presentation?	5
How do I customize the PowerPoint presentation?	7
What key questions should I consider during the customization of the PowerPoint presentation?	7
How can I enrich my training?	8
What advice do you have for trainers delivering Part 1?	8
Lesson 2—Part 2: Parent Training	10
How do I use the PowerPoint presentation for Part 2?	11
How do I deliver the key concepts of the PowerPoint presentation?	11
How do I customize the PowerPoint presentation?	12
What key questions should I consider during the customization of the PowerPoint presentation?	13
How do I create a local resource list for parents?	13
How can I enrich my training?	15
What advice do you have for trainers delivering Part 2?	15
APPENDICES	
Appendix A:	Final Report: Immigrant Parents and Law Enforcement Promoting Community Safety Project (Community Safety Project)
Appendix B:	Community Safety Project PowerPoint: Curriculum for Any Town, USA
Appendix C:	Community Safety Project PowerPoint: Curriculum for Austin, Texas
Appendix D:	Community Safety Project PowerPoint: Curriculum for Oakland, California
Appendix E:	Community Safety Project Resource List: Austin, Texas
Appendix F:	Community Safety Project Resource List: Oakland, California

EXECUTIVE SUMMARY

Introduction

The National Council on Crime and Delinquency (NCCD), a nonprofit research organization, developed the Immigrant Parents and Law Enforcement Promoting Community Safety Project (Community Safety Project) curriculum with the support of Southwest Key programs, a national nonprofit that operates youth justice programs and schools, and La Clinica de la Raza, a nonprofit community-based health clinic in Oakland, California. This final report will describe why and how the Community Safety Project curriculum was developed and the challenges faced and lessons learned while developing and piloting the curriculum. It also discusses the outcomes of the project, the limitations of the curriculum, and the next steps for jurisdictions implementing the Community Safety Project curriculum.

The Community Safety Project Curriculum: Filling the Gap for Immigrant Parents and Law Enforcement

The extant literature tells us that immigrant children are vulnerable to negative outside influences, primarily due to structural conditions outside of their control (Center for Immigrant Studies, 2010). It also tells us that parental engagement (Crosnoe, Erickson, & Dornbusch, 2002; Eisenberg et al., 2005; Lamborn, Mounts, Steinberg, & Dornbusch, 1991; Marshal & Chassin, 2000; Mrug & Windle, 2008) and community-police partnerships can serve as preventive and protective factors for children of immigrants (Jesilow & Parsons, 2000; Busch, Latif, & Levy, 2005; Kahan, 2002; Sanders, 2000). However, due to time constraints, resource restrictions, multiple jobs, and transitory displacement due to work or deportation, immigrant parents may require help accessing the information and resources needed to prevent or address the negative outside influences affecting their children (Center for Immigrant Studies, 2001). Moreover, law enforcement agencies interested in successfully implementing community-police efforts in immigrant communities, or simply improving their work relationships with immigrant communities, must first address the negative perceptions immigrant parents and their children may have of law enforcement. The existing national trainings address drug use, youth violence, and negative perceptions of law enforcement. However, these trainings vary in success and do not incorporate parents, who are key players in drug and violence prevention among youth. More importantly, the existing national trainings do not address or respond to the unique needs of immigrant parents and their children.

NCCD created the Community Safety Project curriculum for immigrant families and law enforcement officers. By providing community resources and practical strategies for immigrant parents, the curriculum aims to support them in addressing the negative outside influences that may be affecting their children. The curriculum also provides law enforcement agencies with tangible training materials in order to develop and sustain the knowledge and relationships necessary to successfully work with—and prevent youth violence among—immigrant populations.

Structure of Curriculum

The Community Safety Project curriculum is composed of two major parts. “Part 1: Law Enforcement Training” is designed to be delivered by community stakeholders—local service providers, teachers,

religious leaders, staff from local community-based organizations, or leaders in the local community. The goal of this portion of the training is to assist law enforcement in understanding local immigrant families' situations and vulnerabilities by focusing on the needs of the children. It also provides law enforcement with the context to understand the importance of working with immigrant populations and the content knowledge to deliver the second part of the Community Safety Project curriculum. "Part 2: Parent Training" is designed to be delivered by law enforcement officers. It provides parents from local immigrant communities with information, local community resources, and strategies for preventing youth violence. It also provides law enforcement officers with the opportunity to build connections with the local community.

NCCD's Two-Phase Curriculum Development Process

Over a two-year period, NCCD worked with its community, law enforcement, and BJA partners in the two-phase curriculum development process. The first phase involved data collection and analysis to inform the development of training tools and materials. NCCD reviewed the academic literature and collected interview, focus group, and survey data to understand youth violence issues in Austin's and Oakland's Latino immigrant communities and technical assistance needs of local law enforcement. NCCD incorporated this information into the Community Safety Project curriculum. The second phase involved piloting the curriculum with law enforcement officers and community members in Austin and Oakland, which allowed NCCD to attain valuable audience perspectives and feedback. NCCD utilized written and verbal feedback from the piloting phase to enhance the curriculum, making it more interactive and responsive to local community needs.

NCCD learned the following valuable lessons while working with its partners to implement the curriculum.

- Focus on one community. NCCD found that clearly defining the boundaries of the target community is the most effective and efficient way to ensure that the training fulfills all its goals and objectives.
- Utilize local community-based organizations to address strained community-law enforcement relationships.
- Customize the curriculum to fit the communities' varying violence prevention needs.
- The best trainers are individuals working or living in the community and invested in the goals of the curriculum.
- Partnerships between law enforcement and the community are vital. Joint training of law enforcement and community leadership is needed to ensure the participation and buy-in of parents.
- Trainers should engage with the local community to successfully recruit law enforcement officers and parents.
- Trainers should deliver the curriculum in the most effective manner.

- Trainers must be sensitive to their audience.
- The Community Safety Project curriculum applies only to the community trainers have targeted.

Conclusion

Several positive outcomes resulted from the development and piloting of the Community Safety Project curriculum among NCCD's law enforcement and community partners in Austin and Oakland. Law enforcement officers and community partners in both cities adopted the Community Safety Project or created programs based on the curriculum. Law enforcement agencies, community-based organizations, and law enforcement departments developed stronger relationships with each other. More importantly, the immigrant communities, in Austin particularly, requested additional training sessions and asked for more information on collaboration opportunities with law enforcement.

While the curriculum had many successful outcomes in the communities, it is important to note that the curriculum assumes that law enforcement organizations and community stakeholders want and are able to dedicate time and resources to training their officers and parents. The support of law enforcement and community leadership is vital for the success of the Community Safety Project.

Overall, however, NCCD achieved its two goals. The piloting and feedback sessions found that the Community Safety Project curriculum supports immigrant parents in addressing the negative outside influences that may be affecting their children. It also provides law enforcement officers with simple and useful tools that help them develop and sustain knowledge about, and fruitful relationships with, immigrant families.

Introduction to the Curriculum

First generation children of immigrant parents and guardians compose a population that is often vulnerable to crime victimization, delinquency, and gangs.¹ This population is challenged by immigrant families' cultural and language barriers; parents and guardians working multiple jobs; and transitory displacement of families to accommodate work or deportation of parents, which limits the time immigrant parents and guardians interact with and focus on family.² These challenges may bring about a disconnect between parents and children, leaving these children vulnerable to the influences of outside negative forces including gangs, weapons, alcohol and drugs, crime, and truancy. The Bureau of Justice Assistance (BJA) awarded the National Council on Crime and Delinquency (NCCD), a nonprofit research organization, a grant to implement the Immigrant Parents and Law Enforcement Promoting Community Safety Project (Community Safety Project). In partnership with law enforcement and community-based organizations in Austin, Texas, and Oakland, California, NCCD developed this curriculum to enhance the ability of law enforcement, parents, and communities to collaborate to reduce youth violence among children of immigrants nationwide. NCCD created this curriculum in response to the need for a national training for law enforcement officers interested in crime prevention awareness and education services to assist families, community- and faith-based organizations, law enforcement, and schools in addressing risk factors affecting this vulnerable population.

The Community Safety Project curriculum has two major parts. "Part 1: Law Enforcement Training" is designed to be delivered by community stakeholders—local service providers, teachers, religious leaders, staff from local community-based organizations, and leaders in the local community. The goal of this portion of the training is to assist law enforcement in understanding local immigrant families' situations and vulnerabilities by focusing on the needs of the children. It also provides law enforcement with the context to understand the importance of working with immigrant populations and the content knowledge to deliver the second part of the Community Safety Project curriculum. "Part 2: Parent Training" is designed to be delivered by law enforcement officers. It provides parents from local immigrant communities with information, local community resources, and strategies for preventing youth violence. It also provides law enforcement officers with the opportunity to build connections with the local community.

The Community Safety Project curriculum includes:

- A two-part PowerPoint presentation, one for law enforcement and one for parents (See Appendix B and the PowerPoint presentation file included in your packet); and
- This Trainer's Guide, which includes tips and resources for trainers, examples of how the Community Safety Project curriculum has been adapted to two different communities, and additional information on how the curriculum was developed.

The curriculum's content is based on evidence-based risk factors, warning signs of vulnerability to involvement in delinquent activity, and promising solutions for parents. Law enforcement officers and

¹ Center for Immigration Studies. *Immigrant Crime as an Underestimated Problem: Evidence and Practical Considerations*. Retrieved January 25, 2010, from www.cis.org/articles/2001/crime/underestimated.html

² Ibid.

community members from Austin and Oakland also provided input for the content and materials presented in the curriculum. In association with Southwest Key Programs, a national nonprofit that operates youth justice programs and schools, and La Clinica de la Raza, a nonprofit community-based clinic serving the Fruitvale community in Oakland, NCCD conducted community assessments, interviews, and focus groups with Latino parents and youth and law enforcement officers. NCCD identified the best ways to engage and work with law enforcement officers and immigrant parents to prevent violence, delinquency, and victimization among the immigrant youth; initiate dialogue among immigrant parents, law enforcement agencies, schools, and relevant community-based organizations; increase knowledge of community resources; and promote community collaboration with law enforcement. NCCD detailed a description of how the curriculum was developed and piloted in its final report to BJA (See Appendix A).

What are the goals of the curriculum?

The Community Safety Project curriculum aims to support immigrant parents in addressing the negative outside influences that may affect their children by providing community resources and practical strategies for parents. The curriculum also provides law enforcement agencies with tangible training materials to assist in developing and sustaining the knowledge and relationships necessary to successfully work with and prevent youth violence among immigrant populations.

Who should use this curriculum?

The best trainers are individuals who work or live in the community and are invested in the goals of the curriculum. Law enforcement officers and community stakeholders invested in the community are ideal candidates, as they have the capacity and interest in providing the community with resources and training around parental engagement and reducing youth violence.

How should the “Trainer’s Guide” be used?

The Trainer’s Guide will help trainers deliver the accompanying PowerPoint presentations. The two major sections in this guide provide trainers with an overview of the goals and content of the PowerPoint presentation and each chapter provides input on strategies for customizing and delivering the trainings. NCCD designed this guide for trainers to use concurrently with the PowerPoint presentation templates provided in this package.

The Trainer’s Guide will help trainers customize the Community Safety Project curriculum for their communities. NCCD designed this curriculum for law enforcement and community stakeholders in communities across the United States. Created for “Any Town, USA,” the PowerPoint presentation can be customized according to the specific needs of the community implementing the curriculum. Customization is critical because it enables law enforcement and key stakeholders to include any problems or needs present in the community (e.g., domestic violence, teen dating violence, teen pregnancy, bullying, tagging, etc.).

The appendices included in this guide also provide trainers with examples of how community members and law enforcement officers customized the Community Safety Project curriculum. The

appendices include the PowerPoint presentations developed in Austin (See Appendix C) and Oakland (See Appendix D) for their law enforcement and Latino immigrant communities.

Lesson 1—Part 1: Law Enforcement Training

Part 1 provides trainers the content and information necessary to educate law enforcement about common risks and challenges facing children of immigrants in the United States. The goal of this section is to help law enforcement develop an understanding of the local immigrant families' situations and vulnerabilities, with a focus on the needs of the children. It also aims to provide a context for law enforcement to understand the importance of working with immigrant populations. Trainers are encouraged to conduct preliminary research and identify data, information, and demographics about the immigrant population(s) represented in the local community. In particular, trainers may want to provide brief demographic information describing the size, growth, and geographical location of their local immigrant population(s) to illustrate the significance of developing appropriate solutions to meet their unique needs.

Trainer: Community Stakeholders, Parents

Trainee: Law Enforcement Officers

Duration: One hour

Objectives:

- Illustrate for law enforcement the importance of working with immigrant populations.
- Provide law enforcement with a context and understanding of immigrant families' situations and experiences.
- Inform law enforcement about the importance of supporting immigrant parents' parental engagement.
- Invite law enforcement to apply the content they learned in Part 1 of the training in the development and/or delivery of Part 2 of the training to the parents.

How do I use the PowerPoint presentation for Part 1?

The PowerPoint presentation instructs trainers on how to deliver the training content. The notes that accompany many of the PowerPoint slides are central to each slide's message. Using this content, the presentation could also be self-taught. Types of slide notes for trainers include:

- *Purpose:* The "Purpose" note provides trainers with a short statement summarizing the major point, or purpose of each slide. "Purpose" notes help ensure that trainers are delivering the important concepts of each slide and the overall presentation.
- *Tips/FAQ:* The "Tips/FAQ" note provides trainers with additional information for enhancing the information provided in each slide, including answers to frequently asked questions and additional facts. The "Tips/FAQ" note also provides trainers with suggestions for customizing the content of each slide.
- *Discussion:* The "Discussion" note provides trainers with discussion questions they may want to use with trainees to emphasize the point or purpose of each slide.
- *Sources:* When applicable, the "Sources" note provides trainers with references for the content of the slide. Tracking sources is also important if there is a need to update changing data (e.g., population growth).

The PowerPoint also instructs trainers on where to add content to customize the curriculum. In addition to the "Tips/FAQ" notes that help with customizing slide content, the PowerPoint also includes blank, template slides. These template slides can help trainers identify content and where to place it in order to further customize the presentation for their local community.

How do I deliver the key concepts of the PowerPoint presentation?

The PowerPoint slides' content and notes lay out major concepts that trainers should deliver, but trainers may also want to read the final report (See Appendix A) for customization strategies. Regardless of the level of customization, successful trainers will accomplish the following:

1. Introduce the Community Safety Project curriculum. Trainers begin the training with an overview of the Community Safety Project's goals and structure, as well as an overview of the information to be delivered in Part 1 of the training. This information helps trainees understand what to expect.
2. Note the importance of the Community Safety Project curriculum. Trainers should inform law enforcement officers about the value of the curriculum for their daily violence prevention and community work.
3. Note that immigrants, especially youth, are an important population to serve. Trainers will provide demographic information describing the size and growth of the immigrant population in the United States. This information illustrates for law enforcement officers the magnitude of the population and the urgent need to

develop appropriate solutions to meet the unique challenges of this fast-growing group.

4. Describe common and serious challenges experienced by children of immigrants. Trainers will illustrate how children of immigrants may be vulnerable to involvement in delinquent activity. Trainers are encouraged to research, identify, and report on pertinent challenges faced by local immigrant children. This information illustrates for law enforcement the situations and experiences of children of immigrants in their community.
5. Describe common risks and challenges faced by immigrant parents. Trainers will describe common challenges for immigrant parents, and, if applicable, challenges experienced by local immigrant parents. In order to create a curriculum that is strengths-based, trainers are encouraged to include the strengths of parents, paying attention to ways that law enforcement can support these strengths. Informing law enforcement about the challenges and strengths of immigrant parents allows law enforcement to understand the situation and experiences of immigrant parents.
6. Highlight the importance of a collaborative partnership between law enforcement and immigrant parents. Immigrant families may require additional support due to time and resource restrictions, working multiple jobs, and transitory displacement due to work or deportation. Immigrant parents may require help accessing information and resources to prevent or address the negative outside influences affecting their children. Law enforcement officers can be a source of support for parents, illustrating the importance of a collaborative partnership between law enforcement and parents in the prevention of youth violence among immigrant populations.
7. Encourage law enforcement to use what they learn in Part 1 about immigrant families' situations and experiences. Trainers must conclude Part 1 by encouraging officers to apply what they learned and support immigrant families: Officers can use this as a basis to deliver the second part of this curriculum. In doing so, officers will receive the full value of the curriculum for use in their daily violence prevention and community work.
8. Review the major points of the training at the conclusion of the presentation. Concluding the training with a review of the concepts learned during the training will help officers remember and reinforce the information that they recently acquired.

How do I customize the PowerPoint presentation?

Below are data sources that trainers may find useful in customizing this curriculum to fit their local needs. Trainers should use these and other local resources for customizing the key concepts with local data.

- The United States Census Bureau provides easily accessible data on people and households, including data on foreign-born populations, population projections, international migration, and state-to-state migration flows. Trainers may explore and retrieve this data for the updating and customization of curriculum at <http://www.census.gov/people/>
- The American Community Survey (ACS) and the Puerto Rico Community Survey (PRCS) provide annual data on state-to-state one-year migration flows. Trainers may explore and retrieve this data for the updating and customization of curriculum at <http://www.census.gov/hhes/migration/data/acs/state-to-state.html>

Trainers can utilize information on local needs collected through a needs assessment to enrich and customize the curriculum. Belle Ruth Witkin and James W. Altschuld's 1995 book, *Needs Assessment: A Practical Guide*, provides a description of how to implement a local needs assessment.

What key questions should I consider during the customization of the PowerPoint presentation for Part 1?

In order to customize the curriculum for the local community, trainers should ask five questions of themselves:

1. What immigrant communities are you targeting with this curriculum? Why?
2. What violence and delinquency challenges do youth from this community currently face? What resources and information are available to address the youth's challenges?
3. What challenges do parents from this community currently face? What resources and information are available to address parents' challenges?
4. What challenges do law enforcement officers from this community face? What information could help them in their work with the community?
5. Why is it important for law enforcement to serve and be knowledgeable of this community?

Addressing these questions through self-reflection, collaborating with the local community and law enforcement, and analyzing existing information (e.g., police data, journal articles, and news articles) will facilitate the customization of the Community Safety Project curriculum. Information collected regarding local problems, needs, solutions, and resources can be included in the PowerPoint presentation.

How can I enrich my training?

Invite representatives from organizations serving the local immigrant community. To enrich and expand the participating officers' community networks, trainers may want to invite local service providers to serve on a panel at the end of the training, or as a follow-up session. The panelists can speak for 10 minutes and address four points.

- The services they provide;
- The clients they serve;
- Their intake process; and
- Challenges they see their immigrant clients face, and how they help address these challenges.

Not only does inviting local service providers to participate in the training make it more engaging, but it also provides officers the opportunity to network and build relationships with individuals from the community.

What advice do you have for trainers delivering Part 1?

Focus on one community. Customizing and applying the Community Safety Project curriculum requires time and resources. Moreover, "immigrant parents" can include a large, diverse range of individuals with disparate needs. Because of this, the most effective and efficient way to ensure that the training fulfills all its goals and objectives is to clearly define the boundaries of the target community.

Facilitate partnerships between law enforcement and the community. Joint training between law enforcement and community leaders is needed to ensure the participation and buy-in of parents.

Customize the curriculum to fit the communities' varying violence prevention needs. Customization is important because youth violence prevention efforts are most effective when they are designed to address the specific needs of the community and use the specific community's resources.³

Engage with the local community to successfully recruit law enforcement officers and parents. Trainers should engage with law enforcement officers (especially those highly ranked within the department), and local community partners, and community-based organizations to identify the best ways to recruit trainees: law enforcement officers and immigrant parents.

³ Guerra, N. G., & Knox, L. (2008). How culture impacts the dissemination and implementation of innovation: A case study of the Families And Schools Together program (FAST) for preventing violence with immigrant Latino Youth. *American Journal of Community Psychology*, 41, 304–313.

Rodriguez, M. A., & Brindis, C. D. (1995). Violence and Latino youth: Prevention and methodological issues. *Public Health Reports*, 110(3), 260–267.

Trainers should deliver the curriculum in the most effective manner. The training must be delivered in a way that is effective for the trainer and the audience. Therefore, the facilitator must be able to customize the curriculum to optimize his/her skills.

Trainers must be sensitive to their audience. It is crucial that all content and materials are presented with respect and sensitivity to the target audience.

The Community Safety Project curriculum applies only to the community that trainers have targeted. Because NCCD designed the Community Safety Project curriculum to fit the communities where the curriculum is being implemented, it is important for trainers to note that the information in the customized training may not necessarily apply outside of the target community. Trainers should clearly define the target community at the beginning of their training to avoid confusion.

Lesson 2—Part 2: Parent Training

Part 2 provides information on protective factors that prevent youth violence and delinquent activity. It includes information on the risk factors and warning signs for youth at risk of perpetrating or being victimized by youth violence and delinquent activity. In this section, law enforcement will explain how parental involvement can serve as a protective factor and a general solution to the risk of a child's involvement in delinquent activity.

Trainer: Law Enforcement Officers and Community Stakeholders

Trainee: Immigrant Parents

Duration: One hour

**Resources
Required:** Local Resource List for Parents

Objectives:

- Build rapport between trainers and trainees.
- Delineate common challenges experienced by youth related to involvement in delinquent activity.
- Establish the importance of parental engagement and action as a means to prevent common youth challenges (e.g., perpetuation of victimization, youth violence, and involvement in delinquent activity).
- Describe warning signs of delinquent activity.
- Provide parents with strategies and resources to help youth who may be at risk of perpetrating or being victimized by youth violence and delinquent activity.

How do I use the PowerPoint presentation for Part 2?

Like the PowerPoint presentation for Part 1 of the Community Safety Project curriculum, the PowerPoint presentation for Part 2 instructs trainers on delivering the training content. The notes that accompany many of the PowerPoint slides are central to each slide's message. Using this content, the presentation could also be self-taught. Types of slides notes for trainers include:

- *Purpose:* The "Purpose" note provides trainers with a short statement summarizing the major point, or purpose, of each slide. "Purpose" notes help ensure that trainers are delivering the important concepts of each slide and the overall presentation.
- *Tips/FAQ:* The "Tips/FAQ" note provides trainers with additional information for enhancing the information provided in each slide, including answers to frequently asked questions and additional facts. The "Tips/FAQ" note also provides trainers with suggestions for customizing the content of each slide.
- *Discussion:* The "Discussion" note provides trainers with discussion questions they may want to use with trainees to emphasize the point or purpose of each slide.
- *Sources:* When applicable, the "Sources" note provides trainers with references for the content of the slide. Tracking sources is also important if there is a need to update changing data (e.g., population growth).

The PowerPoint also instructs trainers on where to add content to customize the curriculum. In addition to the "Tips/FAQ" notes that help with customizing slide content, the PowerPoint also includes blank, template slides. These template slides can help trainers identify content and where to place it in order to customize the presentation for their local community.

How do I deliver the key concepts of the PowerPoint presentation?

The PowerPoint slides' content and notes lay out major concepts that trainers should deliver, but trainers may also want to read the final report (See Appendix A) to learn customization strategies. Regardless of the level of customization, successful trainers will accomplish the following:

1. Build rapport with parents. Trainers will guide the welcome and introduction portion of the training. They will lead the group in identifying rules for creating a space where all participants feel safe and comfortable. Trainers will present themselves as resources available to the community to maintain safety; help resolve community challenges; and help address any questions about law enforcement, community resources, or training material. Law enforcement officers should explain limitations on the information trainees can and cannot share without legal consequence. This creates a space for trainees to feel comfortable with each other, and law enforcement officers.
2. Introduce the Community Safety Project curriculum. Trainers begin the training with an overview of the Community Safety Project's goals and structure, as well as an overview of the information to be delivered in Part 2 of the training. This information helps the trainees understand what to expect.

3. Note the importance of the Community Safety Project curriculum. Trainers should inform parents about the value of the curriculum, highlighting the importance of parental engagement and community-police partnerships for violence prevention. This information helps trainees understand the benefits of the training for themselves and their community.
4. Describe common and serious challenges experienced by children of immigrants. Trainers will illustrate how children of immigrants may be vulnerable to involvement in delinquent activity. Trainers are encouraged to research, identify, and report on pertinent challenges faced by local immigrant children.
5. Present parental engagement as a means to reducing the risk of a child's involvement in delinquent activity. Law enforcement will explain how parent involvement can serve as a protective factor for, as well as a general solution to, a child's involvement in delinquent activity. Law enforcement will connect the importance of parental engagement, parents' abilities to reduce children's vulnerabilities to negative outside influences, and responding to warning signs. Presenters should emphasize the need for parental engagement in both a child's education and social life.
6. Discuss the warning signs of delinquent activity. Trainers will provide information on the possible warning signs of youth at risk of perpetrating or being victimized by youth violence and delinquent activity. These warning signs may be defined in terms of risk factors in a child's individual behavior, a child's environment or situation, at school and in his/her social life, or the child's life outside of school. Law enforcement will explain that school and social life are areas in which youth may be susceptible to challenges. Law enforcement will also describe warning signs in youths' behavior and environment. Trainers will discuss the warning signs and consequences related to youths' school environment that are most pertinent in their local community. (Examples may include bullying, tagging/graffiti, weapons on campus, drugs/alcohol use or possession on campus, etc.)
7. Discuss parental engagement strategies. Trainers will provide parents with information on what parents can do if they recognize warning signs.
8. Review the major points of the training at the conclusion of the presentation. Concluding the training with a review of the concepts learned during the training will help parents remember and reinforce the information that they recently acquired.

How do I customize the PowerPoint presentation?

Below are data sources that trainers may find useful in customizing this curriculum to fit their local needs. Trainers should use these and other local resources for customizing the key concepts with local data.

- The United States Census Bureau provides easily accessible data on people and households, including data on foreign-born populations, population projections, international migration, and state-to-state migration flows. Trainers may explore and

retrieve this data for the updating and customization of curriculum at <http://www.census.gov/people/>

- The American Community Survey (ACS) and the Puerto Rico Community Survey (PRCS) provide annual data on state-to-state one-year migration flows. Trainers may explore and retrieve this data for the updating and customization of curriculum at <http://www.census.gov/hhes/migration/data/acs/state-to-state.html>

Trainers can utilize information on local needs collected through a needs assessment to enrich and customize the curriculum. Belle Ruth Witkin and James W. Altschuld's 1995 book *Needs Assessment: A Practical Guide*, provides a description of how to implement a local needs assessment.

What key questions should I consider during the customization of the PowerPoint presentation for Part 2?

In order to customize the curriculum for the local community, trainers should ask themselves four questions:

1. What immigrant communities are you targeting with this curriculum? Why?
2. What language(s) does this community speak?
3. What violence and delinquency challenges do youth from this community currently face? What resources and information are available to address the youth's challenges?
4. What challenges do parents from this community currently face? What resources and information are available to address parents' challenges?

Addressing these questions through self-reflection, talking to the local community and law enforcement, and analyzing existing information (e.g., police data, journal articles, and news articles) will facilitate the customization of the Community Safety Project curriculum. Information collected regarding local problems, needs, solutions, and resources can be included in the PowerPoint presentation.

Trainers must also take note of the target community's primary language. All materials, the PowerPoint presentation, and any handouts should be available in English and the primary language of the targeted immigrant population. If trainers are unable to speak the parents' primary language, they must provide parents with the content and materials for review in their native language.

How do I create a local resource list for parents?

If one is not available, trainers must develop a resource list of local organizations for parents and their children. Various resources in a customized list may include the following.

- Resources for school behavior problems. Trainers may provide a list of local school resources to assist parents in responding to school behavior problems, including poor

school performance and truancy. Examples include mentorship programs (e.g., Big Brothers and Big Sisters), afterschool tutoring and enrichment programs, alternative school tracks (e.g., online or homeschooling), recreation centers, organized sports groups, and youth groups.

- Resources for delinquency problems. Provide a list of local community resources to assist parents in responding to their children's involvement in delinquency and use of drugs or alcohol. The facilitator will customize this section by including information about local mental health clinics, counseling groups, youth groups, parenting groups, and school psychologists or counselors.
- Resources for delinquent/antisocial peers and gang membership. Provide a list of local resources to assist parents in responding to delinquent or antisocial peers and gang membership. The facilitator will customize this section with information about local recreation centers, organized sports groups, youth groups, life skill courses, mentorship programs (e.g., Big Brothers and Big Sisters), tattoo removal programs, peer-to-peer violence prevention workshops, gang or street outreach services, and parenting groups.
- Information about resource or information fairs and workshops for the community. Trainers can include information about annual or upcoming community events that may be helpful for parents. Examples include annual violence prevention events like "Annual Night Out" and workshops or trainings promoting community safety like neighborhood watch events and meetings.
- Information for youth with disabilities. Trainers should include information and resources regarding organizations and services that respond to the needs of youth with disabilities.

Trainers may want to review examples of pre-existing resource lists (See Appendix E and Appendix F) for ways to format and deliver resources to parents.

How can I enrich my training?

Invite community members to a follow-up question and answer session with law enforcement officers. To enrich and expand the participating officers' community networks, trainers may want to invite the community for a follow-up meeting or set aside time (15 minutes) after the training for community members to speak to law enforcement and ask them any questions they may have.

Invite representatives from organizations serving the local immigrant community. To enrich and expand parents' networks, trainers may want to invite local service providers to serve on a panel at the end of the training or as a follow-up session. The panelists can speak for five minutes and address two points:

- The services they provide; and
- How parents can access services.

Not only does inviting local service providers to participate in the training make it more engaging, it also provides parents the opportunity to network and build relationships with local service providers. More importantly, it shows them that officers are interested in supporting them by connecting them to help.

Invite parents whose children have had problems at school or with the juvenile justice system. To reinforce the value of prevention, trainers may want to invite parents with personal experience to co-present. The parents, if they are comfortable, can share their personal stories. Hearing the training materials and personal stories may solidify the value of the training for participants.

Invite subject-matter experts to answer community members' questions. If community members are particularly interested in a specific portion of the presentation (e.g., gang prevention), trainers may want to schedule a follow-up presentation where an invited guest can focus on a particular issue affecting the community (e.g., an officer from the gang unit or an organization that serves gang-involved youth). Trainers should ask participants for their contact information and questions for the expert and inform them they will be contacted with an invitation to a follow-up meeting.

What advice do you have for trainers delivering Part 2?

Focus on one community. Customizing and applying the Community Safety Project curriculum requires time and resources. Moreover, "immigrant parents" can include a large, diverse range of individuals with disparate needs. Because of this, the most effective and efficient way to ensure that the training fulfills all its goals and objectives is to clearly define the boundaries of the target community.

Facilitate partnerships between law enforcement and the community. Joint training between law enforcement and community leaders is needed to ensure the participation and buy-in of parents.

Customize the curriculum to fit the community's varying violence prevention needs. Customization is important because youth violence prevention efforts are most effective when they are designed to address the specific needs of the community and use the specific community's resources.⁴

Utilize local community-based organizations to address strained community-law enforcement relationships. The best way to reach community members and connect them to law enforcement is through a local community-based organization. The ideal community-based organization has positive relationships with community members and law enforcement and is willing to play a mediating role between the community and law enforcement.

Trainers should engage with the local community to successfully recruit law enforcement officers and parents. Trainers should engage with law enforcement officers (especially those highly ranked within the department), local community partners, and community-based organizations to identify the best ways to recruit trainees: law enforcement officers and immigrant parents.

Trainers should deliver the curriculum in the most effective manner. The training must be delivered in a way that is effective for the trainer and the audience. Therefore, the facilitator must be able to customize the curriculum to optimize his/her skills.

Trainers must be sensitive to their audience. It is crucial that all content and materials are presented with respect and sensitivity to the target audience.

The Community Safety Project curriculum applies only to the community that trainers have targeted. Because NCCD designed the Community Safety Project curriculum to fit the communities where the curriculum is being implemented, it is important for trainers to note to participants that the information in the customized training may not necessarily apply accurately outside of the target community. Trainers should clearly define the target community at the beginning of their training to avoid confusion.

⁴ Guerra, N. G., & Knox, L. (2008). How culture impacts the dissemination and implementation of innovation: A case study of the Families And Schools Together program (FAST) for preventing violence with immigrant Latino youth. *American Journal of Community Psychology*, 41, 304–313.

Rodriguez, M. A., & Brindis, C. D. (1995). Violence and Latino youth: Prevention and methodological issues. *Public Health Reports*, 110(3), 260–267.

Appendix A

Final Report: Immigrant Parents and Law Enforcement Promoting Community Safety Project (Community Safety Project)

Final Report: Immigrant Parents and Law Enforcement Promoting Community Safety Project (Community Safety Project)

I. INTRODUCTION

The National Council on Crime and Delinquency (NCCD), a national nonprofit research organization, with funding and support from the Bureau of Justice Assistance (BJA), a component of the Department of Justice's Office of Justice Programs (OJP), developed the *Immigrant Parents and Law Enforcement Promoting Community Safety Project* (Community Safety Project) curriculum. NCCD created this curriculum to enhance the ability of law enforcement and community members to collaborate in reducing youth violence and to increase family engagement among immigrant families across the United States. The curriculum, which is composed of a trainer's guide and PowerPoint presentation, is the culmination of a two-year effort between community partners and law enforcement officers in Austin, Texas, and Oakland, California. This final report will describe why and how this training guide and PowerPoint were developed, as well as the challenges faced and lessons learned while developing and piloting the curriculum. Finally, it will conclude with a discussion of the outcomes of the project and the limitations of the curriculum; it will also lay out the next steps for jurisdictions that customize the Community Safety Project curriculum to their community characteristics.

The Need for the Community Safety Project Curriculum

The children of immigrant populations are vulnerable to a unique set of intersecting and compounding risk factors. At the individual level, risk factors for children of immigrants include cultural and language barriers and strained relationships with parents. The absence of consistent parental influences due to many immigrant parents working multiple jobs is also a risk factor for many children. These factors place the children of immigrants at risk of a number of adverse outcomes,

including victimization and delinquency (Sampson, Morenoff, & Raudenbush, 2005; Rodriguez & Brindis, 1995).

Immigrant youth also may be susceptible to environmental risk factors that are associated with various structural characteristics of their neighborhoods (Frank, Cerda, & Rendon, 2007). Due to lack of financial means, many recent immigrants are forced to settle in neighborhoods characterized by various disadvantages such as concentrated poverty, segregation, and lack of promising educational and employment opportunities (Frank, Cerda, & Rendon, 2007). The accumulation of disadvantages leaves many immigrant communities without the resources to maintain social control within their community (Sampson, Raudenbush, & Earls, 1997). In other words, residents are unable to realize and achieve collective goals, such as order and safety for the common good of the community. Without collective efficacy or social cohesion, among neighbors combined with their willingness to intervene on behalf of the common good, many immigrant neighborhoods lack the capacity to protect youth from negative outcomes of health-risk behaviors, such as delinquency, drug use, and violence (Frank, Cerda, & Rendon, 2007; Sampson, Raudenbush, & Earls, 1997).

While the negative effects of structural neighborhood characteristics are not limited to immigrant youth, children of immigrants are uniquely affected by living in disadvantaged neighborhoods. Additionally, the risk of problems associated with negative neighborhood characteristics is exacerbated for children of immigrants by the process of assimilation, particularly during adolescence (Frank, Cerda, & Rendon, 2007). Adolescence is a period of independence and exploration, when a person's sphere of influence expands beyond the family to a wider social context. Children of immigrants are placed at a cultural divide by which they and their parents are raised in societies that are literally foreign to one another, often causing conflict and misunderstanding. During adolescence, children of immigrants must assimilate to a society that is unfamiliar, and often hostile, while facing conflicting demands of family, peers, and general society (Portes & Zhou, 1993).

When children of immigrants experience adolescence in a disadvantaged neighborhood, they risk experiencing what some researchers call “downward assimilation” (Frank, Cerda, & Rendon, 2007; Portes & Zhou, 1993). In this process, rather than assimilating to mainstream norms and achieving prosperity, immigrant youth are susceptible to assimilating to social and economic disadvantage and, consequently, developing unhealthy and antisocial tendencies. Children of immigrants are particularly susceptible to this outcome when they assimilate into a preexisting, disadvantaged, co-ethnic community. When children of immigrants enter a community in close proximity to native-born residents of the same national origin, they may assimilate to their co-ethnic counterparts. While positive co-ethnic communities may benefit residents through strong social ties and collective efficacy, children of immigrants are at risk of assimilating to the negative influence of disadvantaged peers (Portes & Zhou, 1993). In this situation, children of immigrants may learn to associate their ethnicity with social and economic disadvantage. This, for some, may predispose youth to develop negative attitudes toward social mobility or prejudice toward the mainstream society.

Need: Support for Immigrant Parents

One way to address these challenges among children of immigrants is through parental engagement. The family is an important influence on behavior (Cernkovich & Giordano, 1987; Hirschi, 1969). Research finds that for boys and girls, parental and educational engagement can reduce adolescent delinquency and substance use and serve as protective factors against the influence of deviant friends (Crosnoe, Erickson, & Dornbusch, 2002). Studies suggest that developing parental relationships over the years through nurturance and appropriate discipline may deter adolescents from engaging in deviant behavior with peers (Mrug & Windle, 2009). Furthermore, positive parenting promotes effective self-regulation of emotions and behavior, high self-esteem, competent social behavior, and the internalization of parental values (Eisenberg et al., 2005; Lamborn, Mounts,

Steinberg, & Dornbusch, 1991). These skills and competencies bolster children's resistance to peer pressure and engagement in deviant behaviors (Marshal & Chassin, 2000).

While the importance of parental engagement is clear, it is a challenge for some immigrant parents who may be limited in the time they have to interact with their family. This is often due to working multiple jobs, and transitory displacement due to work or deportation (Center for Immigrant Studies, 2010). These challenges may bring about a disconnect between parents and children, leaving these children vulnerable to the influences of outside negative factors including gangs, weapons, alcohol, drugs, crime, and truancy. Immigrant parents and guardians make up a population that is vulnerable to crime victimization, delinquency, and gangs; they require support to access information and community resources in order to support their children.

Need: Community and Police Collaboration

A preventive policing strategy that aims to address community-level issues, such as those described in the previous section, is community policing. Community policing follows a model in which community members and law enforcement work together to collaboratively solve problems identified by the community. Rather than imposing law enforcement goals upon the community, community members are involved in the decision-making process and given the opportunity to communicate their own concerns and priorities to law enforcement. In response, law enforcement officers work with community members to address local issues (Jesilow & Parsons, 2000; Busch, Latif, & Levy, 2005; Sanders, 2000). Effective community policing is mutually beneficial to community members and law enforcement because it ensures that officers are not alone in peacekeeping efforts and they are responsive to community needs. Community policing also empowers community members to take action in solving problems they deem important.

Community policing can be an integral component in preventing crime and delinquency. However, it is most effective when mutual trust exists between law enforcement and the community and both are moving toward the common goal of public safety (Busch, Latif, & Levy, 2005). This form of trust is established when the community members can affect change by increasing their visibility within the community (Kahan, 2002). Community trust in law enforcement can lead residents to be more willing to reach out and cooperate with police when they are needed (Busch, Latif, & Levy, 2005).

Need: Address Barriers to Community Policing

Despite the promise of collaborative efforts between police and communities to solve problems, barriers to effective community-police interactions often exist. Research has found that the implementation of community policing by police departments is oftentimes stunted by securing and maintaining community involvement (Maguire & Katz, 2002; Moore et al., 2002). Law enforcement is capable of moving their problem-solving efforts forward, but community involvement often lags. Among immigrant communities, this challenge to collaboration is compounded by language differences and cultural misunderstandings. Language and cultural barriers may make it difficult for each group to express their needs and intentions, creating a division that can impede establishing trust and lead to resistance or hostility (Jesilow & Parsons, 2000; Khashu, Busch, & Latif, 2005). The intersection of these challenges leaves some immigrants with less positive attitudes toward law enforcement than their native-born counterparts and decreases their likelihood of utilizing public safety services or initiating contact with police (Khashu, Busch, & Latif, 2005).

Collaboration between immigrants and law enforcement is important to establish because some immigrant communities may be apprehensive to support positive community-police relations because of fear or misunderstanding police and the justice system. For instance, immigrant populations' perceptions of law enforcement may arise from experiences and practices in their

country of origin. Some immigrant groups may not be accustomed to deferring to law enforcement to settle domestic conflict, and some may fear corruption from authorities. Additionally, fear of deportation may lead members of immigrant communities to avoid the attention of police—even when local law enforcement agencies do not enforce deportation (Khashu, Busch, & Latif, 2005).

Need: Law Enforcement Lack Cultural Awareness Training

An additional barrier is that police officers are not always prepared to interact with diverse communities. Despite initiatives toward community-oriented policing, traditional police training focuses mainly on law enforcement and its technical aspects, leaving officers unprepared to respond to community concerns outside of the legal components of their work (Palmiotto, Birzer, & Unnithan, 2000). While law enforcement makes up only 10% of police work, it is disproportionately represented in training and often prioritized over community and human relations training (Palmiotto, Birzer, & Unnithan, 2000).

Law enforcement's lack of human relations training can be problematic as population changes prompt officers to interact with various cultures as part of their work. Immigration is projected to increase the US population by 29 million by 2020 (Passel & Cohn, 2008). A lack of cultural awareness training, over time, will become a growing problem as it relates to today's changing populations (Cornett-DeVito & McGlone, 2000).

Need: Improving Police and Community Efforts Through Training

Although immigrant communities' participation in community policing efforts is a challenge, the literature has identified strategies to increase their contribution. Community-police relations can be improved through training law enforcement to better interact with target populations such as immigrant parents and youth. While attitudes regarding multicultural interactions may be difficult to

change, trainings can focus on strategies to enhance multicultural encounters (Cornett-DeVito & McGlone, 2000). Trainings must reflect the service aspect of policing as well as the everyday tasks and challenges of policing diverse communities (Palmiotto, Birtzer, & Unnithan, 2000). It is important that trainings prepare officers to be responsive to community-related problems rather than the technical aspects of policing (Palmiotto, Birtzer, & Unnithan, 2000). In order for police to serve as effective resources, they must be knowledgeable of the communities they serve. They must be familiar with the various cultural and socioeconomic characteristics of the community (Palmiotto, Birtzer, & Unnithan, 2000).

Need: A National Law Enforcement and Community Youth Violence Prevention Training

Nationally, Drug Abuse Resistance Education (DARE) and Gang Resistance Education And Training (GREAT) have been the only programs that both train officers about the drug and violence issues affecting youth and allow officers to apply what they learned by training communities on preventing these issues. In an 80-hour training, the DARE program prepares law enforcement officers to deliver a drug use prevention curriculum in schools (Ennett, Tobler, Ringwalt, & Flewelling, 1994). However, evaluators have shown that this program does not prevent drug use, even with its extensive training.

The GREAT program follows DARE's school-based, officer-instructed curricula; however, it successfully reaches its goal of preventing violence and improving youth's perception of law enforcement. While research has consistently found the DARE program unable to prevent drug use (Ennett, Tobler, Ringwalt, & Flewelling, 1994), the GREAT program effectively uses law enforcement officers to reduce youth violence and delinquency and improve the communities' perceptions of law enforcement officers. The GREAT program trains officers to deliver material that aims to reduce students' involvement in gangs and delinquent behavior, teach students the consequences of gang

involvement, and develop positive relations with law enforcement (Ashcroft, Daniels, & Hart, 2004). A national evaluation of the GREAT program found statistically significant positive effects on certain measures, including more positive attitudes toward police, more positive attitudes about police in classrooms, less positive attitudes about gangs, lower rates of gang membership, higher levels of altruism, and less risk-seeking behaviors (Ashcroft, Daniels, & Hart, 2004; Esbensen et al., 2011). The program appears to have short-term effects on reducing gang involvement (but not general delinquency) and developing positive attitudes about police among youth. Researchers hypothesize that the GREAT program's success is due to its strategy: It delivers a simple, low-intensity program to a large and general population (Esbensen et al., 2011). In other words, unlike DARE, it does not target a high-risk population, which may be harder to serve and fund, in an intensive manner. Researchers also believe that the success of the GREAT program is due to investment by the involved law enforcement and school organizations (Ashcroft, Daniels, & Hart, 2004; Esbensen et al., 2011).

The Community Safety Project Curriculum: Filling the Gap for Immigrant Parents and Law Enforcement

The extant literature tells us that immigrant children are vulnerable to negative outside influences, primarily due to structural conditions outside of their control (Crosnoe, Erickson, & Dornbusch, 2002; Eisenberg et al., 2005; Lamborn, Mounts, Steinberg, & Dornbusch, 1991; Marshal & Chassin, 2000; Mrug & Windle, 2009) and community-police partnerships can serve as preventive and protective factors for children of immigrants (Jesilow & Parsons, 2000; Busch, Latif, & Levy, 2005; Kahan, 2002; Sanders, 2000). However, due to time constraints, resource restrictions, multiple jobs, and transitory displacement due to work or deportation, immigrant parents may require help accessing the information and resources needed to prevent or address the negative outside influences affecting their children (Center for Immigrant Studies, 2010). Moreover, law enforcement agencies interested in successfully implementing community-police efforts in immigrant

communities, or simply improving their work relationships with immigrant communities, must first address the negative perceptions immigrant parents and their children may have of law enforcement. The existing national trainings for DARE and GREAT, address drug use, youth violence, and negative perceptions of law enforcement. However, these trainings vary in success, and do not incorporate parents, who are key players in drug use and violence prevention among youth. More importantly, the DARE and GREAT trainings do not address or respond to the unique needs of immigrant parents and their children.

NCCD created the Community Safety Project curriculum specifically for immigrant families and law enforcement officers. The Community Safety Project curriculum aims to address the unique challenges that affect immigrant parents and support them in addressing the negative outside influences that may be affecting their children by providing them with community resources and practical strategies. NCCD also created the Community Safety Project curriculum in response to the need for a national training for law enforcement officers interested in crime prevention awareness and education services among immigrant communities. The curriculum provides law enforcement agencies with tangible training materials in order to develop and sustain the knowledge and relationships necessary to successfully work with—and prevent youth violence among—immigrant populations.

Community Safety Project Curriculum Overview

The Community Safety Project curriculum is composed of two parts. “Part 1: Law Enforcement Training” is designed to be delivered by community stakeholders—local service providers, teachers, religious leaders, staff from local community-based organizations, or leaders in the local community. The goal of this portion of the training is to assist law enforcement in understanding local immigrant families’ situations and vulnerabilities by focusing on the needs of the children. It also provides law

enforcement with the context to understand the importance of working with immigrant populations and the content knowledge to deliver the second part of the Community Safety Project curriculum.

“Part 2: Parent Training” is designed to be delivered by law enforcement officers. It provides information, local community resources, and strategies for preventing youth violence to parents from local immigrant communities. It also provides law enforcement officers with the opportunity to build connections with the local community.

II. DEVELOPING THE COMMUNITY SAFETY PROJECT CURRICULUM

NCCD’s Partners

NCCD developed the Community Safety Project curriculum in partnership with law enforcement and community-based organizations in Austin, Texas, and Oakland, California. NCCD worked with constables, police, and sheriffs in both locations to ensure that the curriculum was useful and applicable for law enforcement working within immigrant communities. NCCD also collaborated with two key community partners: Southwest Key Programs, a national nonprofit that operates youth justice programs and schools, and La Clinica de la Raza (La Clinica), a nonprofit community-based health clinic serving the Fruitvale community in Oakland. With the support of these community partners, NCCD was able to access the Latino immigrant communities in Oakland and Austin to assess their violence prevention needs; initiate dialogue among immigrant parents, law enforcement agencies, schools, and relevant community-based organizations; increase knowledge of community resources; and promote community collaboration with law enforcement.

The BJA also assisted with development of the Community Safety Project curriculum by providing feedback and guidance on project goals. Deborah Meader, BJA’s policy advisor for law enforcement and crime prevention efforts, regularly reviewed drafts of the curriculum to ensure it was informative, appealing, and easy to use and understand. She also helped with making the curriculum

relevant to a national law enforcement audience and provided practical solutions to crafting a training guide that could be broadly applicable. The intention was to develop a training guide that could be customized to specific jurisdictions and adjusted according to local community needs.

NCCD's Two-Phase Curriculum Development Process

Over a two-year period, NCCD worked with its community, law enforcement, and BJA partners in the two-phase curriculum development process. The first phase involved data collection and analysis to inform the development of training tools and materials. NCCD reviewed the academic literature and collected interview, focus group, and survey data to understand youth violence issues in Austin's and Oakland's Latino immigrant communities and the technical assistance needs of local law enforcement. The second phase involved piloting the curriculum with law enforcement officers and community members in Austin and Oakland, which allowed NCCD to attain valuable audience perspectives and feedback.

First Phase: Data Collection and Analysis

NCCD initially conducted a review of the academic literature. This allowed NCCD to identify youth violence issues affecting immigrant youth, existing policing models for working with communities, successful ways for developing law enforcement trainings, and findings from evaluations on previous policing training models aimed at addressing youth violence issues. The information collected through the literature review provided NCCD with a basis for curriculum content as well as background information on what to expect while conducting interviews and focus groups in Austin and Oakland.

For the data collection and analysis phase in Austin, NCCD worked with Southwest Key Programs to convene a series of community listening sessions. Three listening sessions, in both

English and Spanish, were held with youth and parents. NCCD and Southwest Key Programs also convened four focus groups with law enforcement officers from the Austin Police Department and the Travis County Constables. The listening sessions and focus groups allowed community members and law enforcement officers to discuss their needs and collaboratively develop solutions to the most pressing concerns within the community.

For the data collection and analysis phase in Oakland, NCCD and La Clinica de la Raza gathered information through a youth research program called Oakland Together for a Change. NCCD and Oakland Together for a Change spoke with members of the Fruitvale community and officers from the Oakland Police Department (OPD) and the Bay Area Rapid Transit (BART) Police Department. NCCD and La Clinica hosted a series of community listening sessions that included the voices of different Latino community groups residing in Fruitvale: residents of a senior center; an LGBT youth group; staff from La Clinica; youth participating in other programming provided by La Clinica; and two school-based parent groups. NCCD and Oakland Together for a Change also created, distributed, and collected a total of 113 community questionnaires. Moreover, NCCD interviewed 10 service providers and 22 police officers and staff from OPD and the BART Police Department. The community survey, listening sessions, and interviews focused on identifying and addressing the youth violence issues affecting the Latino community in Fruitvale. NCCD incorporated these findings from multiple data collection and analyses in Austin and Oakland to determine the content and best form of delivery for the Community Safety Project curriculum.

Second Phase: Piloting the Community Safety Project Curriculum

NCCD conducted four piloting sessions. Two sessions targeted NCCD's community partners, and two sessions targeted its law enforcement partners in both Oakland and Austin. The goal of these sessions was to determine if the Community Safety Project curriculum was meeting its intended goals

and objectives relevant to the needs of the community and law enforcement and if it was delivered effectively. At the end of the four piloting sessions, NCCD staff disseminated evaluation forms and solicited verbal evaluations of the Community Safety Project curriculum.

III. CURRICULUM PILOTING FEEDBACK

The written and verbal feedback acquired from the 15 officers (eight from Austin and seven from Oakland) and nine community members (six from Austin and three from Oakland) informed the enhancement of the final Community Safety Project curriculum. The following sections highlight the feedback from community members and law enforcement and describe how NCCD incorporated the feedback into the final Community Safety Project curriculum.

Feedback From Community Members

Overall, responses from the Latino parents who participated in the piloting sessions were positive. Families found that the piloting sessions were helpful, informative, and presented in an environment in which mutual trust was established. They also agreed that the Community Safety Project curriculum met the intended goals and objectives. Some of the comments regarding lessons learned in the training sessions indicated that parents understood they could see law enforcement as their friend. They also agreed on the role and responsibility they play in their children's lives. Most parents, especially in Oakland, found the handouts provided by trainers with information on local resources helpful.

However, attendees also provided recommendations for improving this presentation to community members. Feedback from parents on future training sessions included:

- Adding the testimonies of parents whose children have had problems at school or with the legal system;

- Inviting community groups to present information on specific services or resources;
- Including a roundtable of experts to provide information on different topics deemed important by community members;
- Including invitations to upcoming community workshops and resource fairs in the resource list;
- Including resources for disabled youth in the resource list; and
- Extending the training to include a focus on a specific target area.

In response to this feedback, the Community Safety Project curriculum now includes a section on suggested activities (e.g., testimonials and presentations from parents and community groups) at the end of Part 2. The Trainer's Guide encourages trainers to include events the resource list, and information on resources for sub-sets of youth, like disabled youth, in the resource list. The Trainer's Guide also includes a note suggesting that trainers organize additional meetings that focus on specific topics or issues, with the support of outside organizations.

Feedback From Law Enforcement Officers

Overall, law enforcement officers viewed the Community Safety Project curriculum as a community bridge builder. They stated that the Community Safety Project curriculum met its objectives and presented information responding to the community's needs. Nonetheless, they provided suggestions on ways to improve the curriculum.

- Law enforcement officers said it would be helpful to invite representatives from local community organizations to the presentation of Part I of the curriculum. They thought this would expand their networks and access to diverse community groups.
- Because officers have language limitations, they suggested that all materials be translated into the targeted community's language. In doing this, the information would still be available as handouts for parents regardless of officers' language competencies.

To incorporate law enforcement's feedback, the Community Safety Project curriculum now includes suggested activities (e.g., presentations from local service providers) at the end of Part 1. It also suggests that trainers develop a PowerPoint presentation and handouts that correspond with Part 2 of the Community Safety Project curriculum using the language of the local immigrant community.

Piloting Limitations

Because the curriculum was developed and piloted among Latino immigrant communities in Austin and Oakland, the feedback and lessons learned may not completely translate to other immigrant populations across the United States. However, NCCD addressed this issue by deeply engaging its law enforcement partners in the development and implementation of the Community Safety Project curriculum. NCCD's law enforcement partners' extensive work in diverse immigrant populations integrally informed this development and piloting process. NCCD requested that law enforcement partners review the contents and materials to determine if they were useful for their daily work, both inside and out of the Latino immigrant community. Moreover, much of the feedback from NCCD's BJA partner, Deborah Meader, focused on ensuring that this curriculum was generalizable for a national law enforcement audience.

IV. LESSONS LEARNED FROM CURRICULUM DEVELOPMENT AND PILOTING

NCCD learned valuable lessons while working with its partners to implement the Community Safety Project curriculum and shares those lessons in this portion of the report. NCCD hopes that the lessons presented here will be helpful for individuals interested in implementing the Community Safety Project curriculum.

Focus on one community. Customizing and applying the Community Safety Project curriculum requires time and resources. Moreover, “immigrant parents” can include a large, diverse range of groups. Because of this, NCCD found that clearly defining the boundaries of the target community is the most effective and efficient way to ensure that the training fulfills all its goals and objectives. For example, NCCD tailored the Community Safety Project curriculum for the Latino community and law enforcement officers residing and working in the Fruitvale area of the city of Oakland. Fruitvale, for the purposes of this curriculum, was defined as the 2.5 square-mile area bounded by 14th Avenue to the west, the Oakland Estuary to the south, High Street to the east, and Interstate 580 to the north. NCCD and its law enforcement and community partners chose Fruitvale as the target community for the following reasons: it has the highest concentration of Latinos in Oakland, La Clinica de la Raza’s offices are located in this area, and law enforcement officers defined this as one of their beats and a community with which they need to work closer. Trainers customizing the curriculum should work closely with their law enforcement and community contacts to define the community that should be the focus of the Community Safety Project and why.

Utilize local community-based organizations to address strained community-law enforcement relationships. During the initial process of developing the Community Safety Project curriculum, NCCD discovered a strained community-law enforcement relationship. NCCD also found that even the working relationships between their own community-based partners and local law enforcement were tenuous. Like the need for a generalizable and customizable curriculum, the need for a working

relationship between law enforcement and the community was not a complete surprise. In its review of the academic literature, NCCD found it common for immigrants to mistrust law enforcement. Two of the most common challenges shared by law enforcement and immigrant communities involve communication barriers due to language differences and cultural misunderstandings. Not only do language and cultural barriers make it difficult for each group to express their own needs and intentions, this division causes difficulties in establishing trust and may lead to resistance and hostility due to each groups' inability to understand each other's problems (Jesilow & Parsons, 2000; Khashu, Busch, & Latif, 2005). Research finds that these challenges often lead to immigrants' less positive attitudes toward law enforcement and their lower likelihood of utilizing public safety services or initiating contact with police to report crimes (Khashu, Busch, & Latif, 2005).

NCCD also found that while the community was hesitant to work with law enforcement, they viewed both police and themselves as playing roles in the well-being of the community. NCCD's survey data revealed that community members believe police could play a role in improving community safety and reducing youth violence. One third of the individuals surveyed said officers could help make the community a safer place and change the youth violence situation; however, the majority (84.7%) believes officers require additional training regarding the experiences of immigrant parents and children. Because of these findings, NCCD acknowledged that it was necessary to build connections between the communities and law enforcement in both Oakland and Austin in order to facilitate law enforcement's delivery of the curriculum.

NCCD found that the best way to reach community members and connect them to law enforcement was through a local community-based organization (CBO). The ideal CBO is one that has positive relationships with community members and law enforcement and is willing to play a mediating role between the two. In Austin, NCCD's community partner, Southwest Key, was able to utilize its relationship and contacts with law enforcement officers and community members to implement and pilot the curriculum. Southwest Key played a recruiting and mediating role between

law enforcement and the community, drawing on the trust it had built with the local Latino immigrant community to invite them to participate in NCCD's pilot session.

In Oakland, NCCD played the mediating role between law enforcement and the community, as La Clinica de La Raza was hesitant to expose its community contacts to law enforcement. NCCD initiated the process with a series of informal meetings between La Clinica's staff— and some of its clients—and Oakland law enforcement officers. These meetings allowed La Clinica and law enforcement officers to develop a relationship, which led to La Clinica's willingness to work with and share the community contacts necessary to pilot the Community Safety Project. Moreover, to ensure that the community's expectations of law enforcement's awareness of their experiences, the curriculum, especially Part 1, provides information about the experiences of immigrant parents and children. Part 1 also includes a note on the importance of developing a connection with a community organization that has positive relationships with community members and law enforcement in order to deliver the curriculum.

Customize the curriculum to fit the communities' varying violence prevention needs. In the initial process of developing the training for officers, NCCD found that the violence prevention needs of its two pilot sites varied. Even though NCCD was working with Latino immigrant communities in Austin and Oakland, these two groups had different priorities around what constituted important youth violence issues. In its review of the literature, NCCD found that the need for a customizable curriculum was necessary. Research finds that youth violence prevention efforts are most effective when they are designed to address the specific needs of the community and use the community's own resources (Guerra & Knox, 2008; Rodriguez & Brindis, 1995). To address those varying needs, NCCD created a generic, national curriculum designed to be customized. In doing so, NCCD provides law enforcement agencies across the United States with the tools to train immigrant communities on delinquency prevention.

In order to customize the curriculum, NCCD found it necessary for trainers to conduct community assessments. Community assessments can look like the data collection and analysis phase employed by NCCD in the development of the Community Safety Project curriculum. Trainers charged with customizing the curriculum should focus on identifying local problems, needs, solutions, resources, and data. Information can come from reliable literature (i.e., peer-reviewed journal articles) and pre-existing data (e.g., law enforcement and census data). Through the pilot process, NCCD found that the needs and resources deemed most important in the community overall may not be a main focal point for community members or law enforcement staff serving the target community. The Trainer's Guide provides resources and examples on how to customize the curriculum, and the PowerPoint provides space for trainers to add information regarding their local community needs and experiences.

The best trainers are individuals working or living in the community and invested in the goals of the curriculum. To ensure that the best trainers are delivering the curriculum, it is important to conduct a thorough community assessment to determine the best community and law enforcement trainers. Trainers require two necessary characteristics: working or living in the community and possessing the capacity for and interest in achieving the goals of the curriculum.

Lessons from the pilot process suggest that the best trainers are familiar with the local community; they are the ones who can incorporate effective content that speaks to trainees. For example, in Austin and Oakland, all resources included in the handouts were identified as resources available to the community (e.g., Boys and Girls Club) via research. However, it was the culturally specific resources (e.g., Ballet Folclórico) identified by the trainer through word of mouth or personal knowledge that most interested community members.

Successful curriculum customization goes beyond tailoring the curriculum for each site. It involves incorporating participating organizations, agencies, and facilitators in all components of the customization and implementation process. In other words, all aspects of customization and

implementation of the Community Safety Project curriculum must be designed, developed, and implemented by community members and local law enforcement, not just designed for them or about them. Accomplishing this takes an investment of resources, time, and patience—especially in locations where the relationship between the community and law enforcement is extremely strained. Because of this, the best trainers for the Community Safety Project curriculum are the law enforcement officers and community stakeholders who are genuinely eager and invested in the reduction of youth violence among immigrant communities.

Partnerships between law enforcement and the community are vital. Joint training of law enforcement and community leadership is needed to ensure parent participation and buy-in.

Trainers should engage with the local community to successfully recruit law enforcement officers and parents. Trainers should engage with law enforcement officers (especially those highly ranked within the department), local community partners, and community-based organizations to identify the best ways to recruit local community trainees: law enforcement officers and immigrant parents. They should solicit input on the best recruitment strategies (e.g., flyers, emails, posts in newsletters or on community websites, handouts to students, phone calls, individual relationships, etc.), as different methods work better in some communities than in others. Trainers should also solicit input regarding dates, times, and locations that will promote the best attendance at events.

Trainers should deliver the curriculum in the most effective manner. The training must be delivered in a way that is effective for the trainer and the audience. Therefore, the facilitator must be able to customize the curriculum to make the best of his/her skills. For example, the Oakland trainers worked best delivering the curriculum content through lecture-style presentations (i.e., strictly using PowerPoint). However, in Austin, the trainers used the PowerPoint merely to ensure that they were addressing the necessary content. They engaged with their audience through informal, discussion-based training. To maximize the impact of the training, it is important for facilitators to know the method of delivery that works best for them and their audience.

Trainers must be sensitive to their audience. It is crucial that all content and materials are presented with respect and sensitivity to the target audience, whether law enforcement or immigrant parents. Trainers should take special care and consideration when customizing the curriculum by ensuring that all language, materials, and visuals are not offensive. NCCD found that incorporating ongoing input and collaboration from local community stakeholders and law enforcement resulted in respectful and informative content.

The Community Safety Project curriculum applies only to the community that trainers have targeted. Because NCCD designed the Community Safety Project curriculum to fit the communities where the curriculum is being implemented, it is important for trainers to tell participants that the information in the customized training may not necessarily apply accurately outside of the target community. Trainers should clearly define the target community at the beginning of their training to avoid confusion.

V. CONCLUSION

Project Outcomes

Several positive outcomes resulted from the development and piloting of the Community Safety Project curriculum among NCCD's law enforcement and community partners in Austin and Oakland. In Austin, the police department's intent is to adopt the curriculum for their district representatives' community outreach program, which currently works with immigrant families in Austin. The Travis County Constables also expressed interest in using the Community Safety Project curriculum to enrich their own community outreach and education efforts. Moreover, because the Community Safety Project piloting sessions allowed these two groups to discuss their interests and work around community outreach, the Austin Police Department and the Travis County Constables discussed engaging in cross-department dialogue to strategically address local needs and resources.

The Travis County Constables are also working with Southwest Key to develop ties with local immigrant populations.

The Austin Latino immigrant parents also had a series of positive outcomes associated with the Community Safety Project curriculum. The community members requested additional training sessions and more information on collaboration opportunities with law enforcement. Parents and service providers requested materials from the pilot training in order to disseminate the curriculum more widely and incorporate it into their own outreach methods.

The Oakland law enforcement and community experienced a series of institutional changes associated with the development of the Community Safety Project curriculum. One of NCCD's law enforcement partners, the BART Police Department, established an ongoing community training and outreach program with NCCD's community partner, La Clinica de la Raza. This training will be informed by the Community Safety Project curriculum. NCCD viewed this as a considerable success not only because they are using the Community Safety Project curriculum, but also because La Clinica was initially resistant to working with any law enforcement officer or agency.

La Clinica de la Raza also instituted its own program modeled after Oakland Together for a Change, the youth research program that was created to support the development of the Community Safety Project curriculum. La Clinica de la Raza now has an ongoing youth research program that trains youth regarding basic research methodologies and identifying community needs and resources. The program also aims to educate the community about issues like youth violence prevention.

Curriculum Limitations

While the curriculum led to many successful outcomes in the communities, it is important to note that the Community Safety Project curriculum is based on a major assumption: that law enforcement organizations and community stakeholders desire and are able to dedicate time and

resources to training their officers and parents. While officers and community members in Austin and Oakland were interested in using the training, they stated that support from law enforcement and community leadership was vital as they must be willing to spend time and money to customize and deliver the curriculum.

Next Steps for the Curriculum

Through the piloting sessions, law enforcement officers and community members provided recommendations on additional ways the Community Safety Project curriculum could reduce youth violence long term. Law enforcement suggested that NCCD develop a curriculum for media partners—individuals who can influence what is discussed about law enforcement on television, radio, and print news sources—to accompany the Community Safety Project curriculum. They believed that a positive image of law enforcement in the media would help to develop relationships. They asked that NCCD look into creating a third component that would provide law enforcement with ties to the media and, indirectly, the community. The community also requested that NCCD create a curriculum to help them differentiate between law enforcement agencies and their jurisdictions. They stated that the ability to differentiate between different officers' roles and responsibilities, as well as knowing their rights as citizens when encountering different law enforcement agencies, would help improve their trust in law enforcement and willingness to collaborate with them on violence reduction efforts.

Overall, based on the positive pilot results and feedback, and the project outcomes for community and law enforcement in Austin and Oakland, NCCD achieved its two goals. NCCD created a curriculum that supports immigrant parents in addressing the negative outside influences that may affect their children. It also provided law enforcement officers with simple and useful tools to help them develop

and sustain knowledge of and fruitful relationships with immigrant families, which are necessary for preventing youth violence among immigrant populations.

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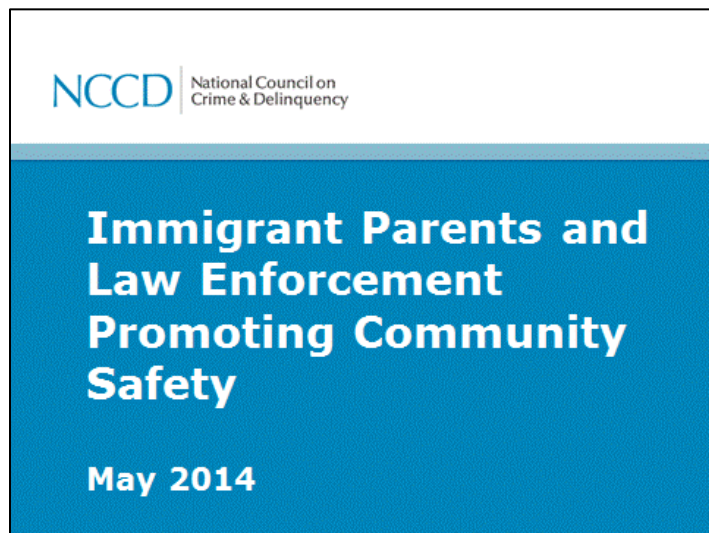
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Appendix B

Community Safety Project PowerPoint: Any Town, USA

Part I: Law Enforcement Training

Slide 1



PURPOSE

Provide an overview of the two-part training.

TIPS/FAQ

Part 1 of this curriculum is a guide for law enforcement and community stakeholders. It aims to provide them with an understanding of Latino immigrant families' situations and experiences.

Part 2 of this curriculum is also a guide for law enforcement and community stakeholders. The aim of this guide is to support law enforcement and community stakeholders in the delivery of a

prevention- and awareness-focused training for immigrant parents in their communities.

This project was supported by Grant No. 2010-DB-BX-K064 awarded by the Bureau of Justice Assistance. The Bureau of Justice Assistance is a component of the Office of Justice Programs, which also includes the Bureau of Justice Statistics, the National Institute of Justice, the Office of Juvenile Justice and Delinquency Prevention, the SMART Office, and the Office for Victims of Crime. Points of view or opinions in this document are those of the author and do not represent the official position or policies of the United States Department of Justice.

How can I customize this slide?

Trainers can customize this slide by adding the name of the local community on the slide title (e.g., "Immigrant Parents and Law Enforcement Promoting Community Safety in Any Town, USA").

Slide 2



PURPOSE

Introductions and getting to know the trainees.

DISCUSSION

So as to frame the importance of this training for local law enforcement, ask and record responses to one of the two following questions:

1. Why are you (law enforcement officers) here?
2. What challenges do you face when working with immigrants?

Refer to the responses when appropriate throughout the training.

Part 1: Law Enforcement Training



Overview

- Why this training is important
- Training objectives
- Risks and challenges of immigrant parents and their children
- Strategies to assist parents
- Next steps

NCCD National Council on Crime & Delinquency

PURPOSE

List what Part 1 of the training will cover.

The tips/FAQs and sources below cover slides 4–8.

TIPS/FAQ**Why is this training important?**

The extant literature tells us that immigrant children are vulnerable to negative outside influences, primarily due to structural conditions outside of their control (Crosnoe, Erickson, & Dornbusch, 2002; Eisenberg et al., 2005; Lamborn, Mounts, Steinberg, & Dornbusch, 1991; Marshal & Chassin, 2000; Mrug & Windle, 2008) and community-police partnerships can serve as preventive and protective factors for children of immigrants (Jesilow & Parsons, 2000; Busch, Latif, & Levy, 2005; Kahan, 2002; Sanders, 2000). However, due to time constraints, resource restrictions, multiple jobs, and transitory displacement due to work or deportation, immigrant parents may require help accessing the information and resources needed to prevent or address the negative outside influences affecting their children (Center for Immigrant Studies, 2010). Moreover, law enforcement agencies interested in successfully implementing community-police efforts in immigrant communities must first address the negative perceptions immigrant parents and their children may have of law enforcement. The existing national trainings, DARE and GREAT, address drug use, youth violence, and negative perceptions of law enforcement. However, these trainings vary in success, and do not incorporate parents, who are key players in drug and violence prevention among youth. More importantly, the DARE and GREAT trainings do not address or respond to the unique needs of immigrant parents and their children.

NCCD created the Community Safety Project curriculum in response to immigrant families and their need for a curriculum that addresses the unique challenges that impact them. The Community Safety Project curriculum aims to support immigrant parents in addressing the negative outside influences that may be affecting their children by providing community resources and practical strategies for parents. The curriculum also provides law enforcement agencies with tangible training materials in order to develop and sustain the knowledge and relationships necessary to successfully work with—and prevent youth violence among—immigrant populations.

In order for officers to learn about crimes impacting immigrants and garner community participation in anti-crime programs, they must develop connections or working relationships with community members while immigrants are subject to victimization, some are reluctant to become involved with authorities. Research finds that although immigrants view police effectiveness more positively than native-born Americans do, they are far less likely than native-born Americans to contact the police for assistance or participate in anti-crime programs (Davis & Hendricks, 2007). In Oakland, California, for

example, officers discussed engaging immigrant communities and families as a challenge because they mistrust law enforcement. At the same time, the Oakland community noted that they mistrust law enforcement, but would like an opportunity to engage and interact with them in a positive and neutral manner. This two-part training provides officers with the opportunity to learn more about and interact with a major population they serve—immigrants.

How do I customize this information?

Trainers are encouraged to identify local issues or community concerns with participants. One way of doing this is to have law enforcement officers discuss the challenges they face when working with immigrants.

SOURCES

Busch, R., Latif, Z., & Levy, F. (2005). *Building strong police-immigrant community relations: Lessons from a New York City project*. Vera Institute of Justice.

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Slide 4

Part 1: Law Enforcement Training

Why is this training important?

Parental engagement and community-police partnerships can help address the youth violence and delinquency issues to which immigrant children are vulnerable.

NCCD National Council on Crime & Delinquency

PURPOSE

Highlight the importance of parental engagement and community-police partnerships.

Slide 5

Part 1: Law Enforcement Training

However, parental engagement and community-police partnerships face many challenges.

- **Challenge:** Parents' access to resources and help
- **Challenge:** Negative perceptions of law enforcement

NCCD National Council on Crime & Delinquency

PURPOSE

Delineate the importance of this curriculum for law enforcement officers.

Slide 6

Part 1: Law Enforcement Training

However, parental engagement and community-police partnerships face many challenges.

- **Challenge:** Existing law enforcement trainings do not address the needs of immigrant populations, especially in relation to parental engagement and perceptions of law enforcement
- **Challenge:** If applicable and available, note any local challenges here

NCCD National Council on Crime & Delinquency

PURPOSE

Delineate the importance of this curriculum for law enforcement officers.

Slide 7

Part 1: Law Enforcement Training

This curriculum aims to address these challenges.

The curriculum aims to support immigrant parents and law enforcement agencies interested in developing the knowledge and relationships necessary to successfully work with—and prevent youth violence among—immigrant populations.

NCCD National Council on Crime & Delinquency

PURPOSE

Delineate the importance of this curriculum for law enforcement officers.

Slide 8

Part 1: Law Enforcement Training

Today's Objectives

- Provide an illustration of the importance of working with immigrant populations
- Learn about immigrant families' situations and experiences
- Learn strategies to assist immigrant parents
- Prepare law enforcement to present the second portion of the training, "Part 2: Parent and Stakeholder Training"

NCCD National Council on Crime & Delinquency

PURPOSE

Review the objectives for Part 1 of the training.

Slide 9

Part 1: Law Enforcement Training

**Children of Immigrants:
Risks and Challenges**

NCCD National Council on Crime & Delinquency

PURPOSE


This section introduces law enforcement to the prominence of immigrant communities in the United States and in the law enforcement officers' own community. It also notes common risks and challenges facing children of immigrants in the United States.

Slide 10

Part 1: Law Enforcement Training

By how many millions is the US population expected to increase through immigration by 2020?

- ☐ 1 Million
- ☐ 15 Million
- ☐ 29 Million
- ☐ 40 Million



NCCD National Curriculum Center for Delinquency

PURPOSE

This question allows trainers to make the point that immigrants compose a significant portion of the US population.

SOURCES

Fry, R., & Passel, J.S. (2009). Latino Children: A majority are US-born offspring of immigrants. Retrieved from Pew Research website: <http://pewhispanic.org/2009/05/28/latino-children-a-majority-are-US-born-offspring-of-immigrants/>

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Slide 11

Part 1: Law Enforcement Training

By how many millions is the US population expected to increase through immigration by 2020?

- ☐ 1 Million
- ☐ 15 Million
- ☒ **29 Million**
- ☐ 40 Million



NCCD National Curriculum Center for Delinquency

PURPOSE

This statistic highlights the fact that law enforcement officers must be prepared to work with immigrant populations.

TIPS/FAQ

Immigration is estimated to increase the US population by 29 million by 2020 (Pew Research Center, 2008).

How does this impact me?

Law enforcement officers will inevitably be working with immigrant populations, especially youth, given their rising numbers.

SOURCES

Fry, R., & Passel, J.S. (2009). Latino Children: A majority are US-born offspring of immigrants. Retrieved from Pew Research website: <http://pewhispanic.org/2009/05/28/latino-children-a-majority-are-US-born-offspring-of-immigrants/>

Passel, J.S., & Cohn, D. (2008). US population projections: 2005–2050. Retrieved from Pew Research website: <http://pewhispanic.org/2008/02/11/appendix-a-methodology-4/>


Pew Research Center. (2009). Latino Children: A Majority Are US-Born Offspring of Immigrants. Washington, D.C.: Fry, R., Passel, J.

Slide 12

Part 1: Law Enforcement Training

In the United States, _____ youth are immigrants or children of immigrants.

- ☐ 3 in 5
- ☐ 3 in 10
- ☐ 1 in 2
- ☐ 1 in 5



NCCD National Council on Crime & Delinquency

PURPOSE

This question allows trainers to make the point that youth make up a significant portion of the US population.

TIPS/FAQ

Currently, one in five youth in the United States are immigrants or children of immigrants: 22% are first generation, and 47% are second generation.

SOURCES

Fry, R., & Passel, J.S. (2009). Latino Children: A majority are US-born offspring of immigrants. Retrieved from

Pew Research website: <http://pewhispanic.org/2009/05/28/latino-children-a-majority-are-US-born-offspring-of-immigrants/>

Passel, J.S., & Cohn, D. (2008). US population projections: 2005–2050. Retrieved from Pew Research website: <http://pewhispanic.org/2008/02/11/appendix-a-methodology-4/>


Pew Research Center. (2009). Latino Children: A Majority Are US-Born Offspring of Immigrants. Washington, D.C.: Fry, R., Passel, J.

Slide 13

Part 1: Law Enforcement Training

In the United States, _____ youth are immigrants or children of immigrants.

- ☐ 3 in 5
- ☐ 3 in 10
- ☐ 1 in 2
- ☒ **1 in 5**



NCCD National Council on Crime & Delinquency

PURPOSE

Law enforcement officers must be prepared to address the issues affecting immigrants because children of immigrants are a significant portion of the US youth population.

TIPS/FAQ

Currently, one in five youth in the United States are immigrants or children of immigrants: 22% are first generation, and 47% are second generation.

SOURCES

Fry, R., & Passel, J.S. (2009). Latino Children: A majority are US-born offspring of immigrants. Retrieved from Pew Research website: <http://pewhispanic.org/2009/05/28/latino-children-a-majority-are-US-born-offspring-of-immigrants/>

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Slide 14

Part 1: Law Enforcement Training

Local Immigrant Population(s)

Trainers are encouraged to research and identify data, information, and demographics regarding the immigrant population(s) represented in the local community. In particular, trainers may want to provide brief demographic information describing the size, growth, and geographical location(s) of the local immigrant population(s) to illustrate the significance of developing appropriate solutions to meet their unique needs.

NCCCD National Council for Crime & Delinquency

PURPOSE

Illustrate the significance of developing appropriate solutions to meet the unique needs of the local immigrant population(s).

TIPS/FAQ

How do I customize this information?

Trainers are encouraged to research and identify data, information, and demographics regarding the immigrant population(s) represented in the local community. In particular, trainers may want to provide brief demographic information describing the size, growth,


and geographical location(s) of the local immigrant population(s) to illustrate the significance of developing appropriate solutions to meet their unique needs.

Slide 15

Part 1: Law Enforcement Training

Develop a question that highlights the importance of working with the local immigrant community.

- ☐ ANSWER 1
- ☐ ANSWER 2
- ☐ ANSWER 3
- ☐ ANSWER 4



NCCCD National Council for Crime & Delinquency

PURPOSE

Develop a question based on local data that highlights the importance of working with local immigrant community(s).

TIPS/FAQ

How do I customize this information?

Trainers are encouraged to research and identify data, information, and demographics regarding the immigrant population(s) represented in the local community. In particular, trainers may want to provide brief demographic information describing the size, growth,

and geographical location(s) of the local immigrant population(s) to illustrate the significance of developing appropriate solutions to meet their unique needs.

Trainers may want to use the United States Census Bureau, the American Community Survey (ACS), the Puerto Rico Community Survey (PRCS), and other local data sources to customize this portion of the curriculum and to reflect their local needs.

SOURCE



Trainers should note the importance of tracking their resources in order to update later versions of the curriculum.

Slide 16

Part 1: Law Enforcement Training

Highlight the correct answer, which shows the importance of working with the local immigrant community.

- ☐ ANSWER 1
- ☒ **ANSWER 2**
- ☐ ANSWER 3
- ☐ ANSWER 4



PURPOSE

Highlight the correct answer, which shows the importance of working with the local immigrant community.

TIPS/FAQ

How do I customize this information?

Trainers are encouraged to research and identify data, information, and demographics regarding the immigrant population(s) represented in the local community. In particular, trainers may want to provide brief demographic information describing the size, growth, and geographical location(s) of the local

immigrant population(s) to illustrate the significance of developing appropriate solutions to meet their unique needs.

Trainers may want to use the US Census Bureau, the ACS, the PRCS, and other local data sources to customize this portion of the curriculum and to reflect their local needs.

SOURCE

Trainers should note the importance of tracking their resources in order to update later versions of the curriculum.

Slide 17

Part 1: Law Enforcement Training

Challenges for Children of Immigrants

- Violence
- Victimization
- Delinquency
- Gang activity



PURPOSE

Note common and serious challenges experienced by children of immigrants along with adverse experiences to which many children of immigrants are vulnerable.

TIPS/FAQ

Children of immigrants are vulnerable to a number of adverse outcomes including victimization, delinquency, and gang involvement (Sampson, Morenoff, & Raudenbush, 2005; Rodriguez & Brindis, 1995).

Exposure to violence is prevalent in many immigrant communities. The US Department of Justice reports more than 60% of our nation's children having been exposed to violence; the consequences of this exposure often lead to the continuing of violence into future generations.

Many immigrant youth live in neighborhoods that present multiple risk factors for gang violence, including low income, limited employment opportunities, social neglect and ostracism, economic marginalization, and cultural repression (Vigil & Yun, 2002). Gang involvement, in turn, exacerbates

risk for most youth, as gang members account for the most serious and violent crimes committed by adolescents (Thornberry et al., 2003).

Slide 18

Part 1: Law Enforcement Training

Challenges for Children of Immigrants

- Local challenge 1
- Local challenge 2
- Local challenge 3
- Local challenge 4



PURPOSE

Note common and serious local challenges experienced by children of immigrants.

TIPS/FAQ

How do I customize this information?

Examples may be identified by the community or through analysis by local law enforcement. For example, in Oakland interviews with the community and law enforcement noted community violence and the strained relationship between law enforcement and the community as pertinent local challenges.


DISCUSSION

Ask participants if they agree or disagree with the list of local challenges. [Keep track of discussions. The information you collect will help you update future versions of this curriculum.]

Slide 19

Part 2: Parent Training

Individual Risk Factors	Environmental Risk Factors
<ul style="list-style-type: none">• Cultural/language barriers• Strained family relationships• Inconsistent parental influence	<ul style="list-style-type: none">• Poverty• Exposure to violence in community



PURPOSE

Describe common risk factors faced by children of immigrants.

Part 1: Law Enforcement Training

Challenges for Immigrant Parents

- Cultural and language barriers
- Acclimation
- Economic strains
- Generational disconnect
- Transitory displacement
- Migratory employment
- Deportation

NCCD National Children's Center on Disability & Development

PURPOSE

Note common challenges for immigrant parents, which may leave children of immigrants unable to resolve risk factors and vulnerable to adverse outcomes.

TIPS/FAQ

Challenges include:

- Cultural and language barriers, which restrict communication and access to resources and information;
- Acclimation to a new country, including gaining awareness and/or

trust of the new country's systems (e.g., schools, law enforcement, government);

- Economic strains and challenges which can result in limited time for involvement with children due to multiple jobs and competing priorities;
- Generational disconnect between parents and children, which can result in strained relationships. Children may be less connected to parents' traditions and more susceptible to outside negative influences. Parents may struggle to support their children's education, help with homework, and assist in school;
- Transitory displacement;
- Migratory employment; and
- Deportation and fear/risk of deportation.

Part 1: Law Enforcement Training



Strengths of Immigrant Parents

If accurate and reliable information is available, trainers will inform trainees of the strengths possessed by immigrant parents that may improve the life outcomes of their children.

NCCD National Children's Center on Disability & Development

PURPOSE

If accurate and reliable information is available, trainers will inform trainees of the strengths possessed by immigrant parents that improve the life outcomes of their children.

TIPS/FAQ

How do I customize this information?

Trainers may review the extant literature on parenting through Google Scholar or the local library, with the help of a librarian. For example, by reviewing the extant literature, we know that Latino

immigrant parents' *respeto* and *familismo* have been associated with improvements in the physical health, emotional health, and educational well-being of adolescent Latinos (Bird et al., 2001; Dumka et al., 1997; Fuligni, 2001; Hill et al., 2003). *Respeto* is "the importance of teaching children the proper level of courtesy and decorum required in various social contexts with people of a particular age, sex, and social status." *Familismo* refers to "feelings of loyalty, reciprocity, and solidarity towards members of the family, as well as the notion of the family as an extension of self" (Cortes, 1995, p. 249).

Trainers may also want to make this an activity by asking law enforcement officers to list or identify the strengths of the immigrant parents with whom they work.

SOURCES

Bird, H. R., Canino, G. J., Davies, M., Zhang, H., Ramirez, R., & Lahey, B. B. (2001). Prevalence and correlates of antisocial behaviors among three ethnic groups. *Journal of Abnormal Child Psychology*, 29(6), 465–478.

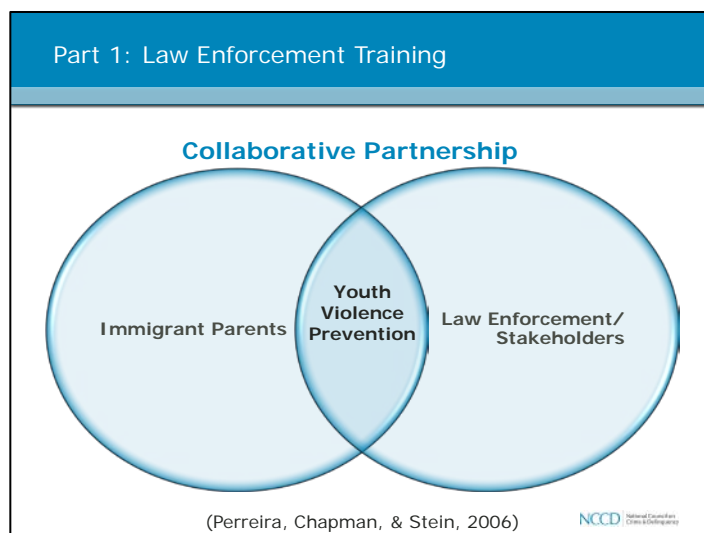
Cortes, D. E. (1995). Variations in familism in two generations of Puerto Ricans. *Hispanic Journal of Behavioral Sciences*, 17(2), 249–255.

Dumka, L. E., Roosa, M. W., & Jackson, K. M. (1997). Risk, conflict, mothers' parenting, and children's adjustment in low-income, Mexican immigrant, and Mexican American families. *Journal of Marriage and Family*, 59(2), 309–323.

Fuligni, A. J. (2001). Family obligation and the academic motivation of adolescents from Asian and Latin American, and European backgrounds. In A. J. Fuligni (Ed.), *Family obligation and assistance during adolescence: Contextual variations and developmental implications* (New Directions in Child and Adolescent Development Monograph, pp. 61–76). San Francisco: Jossey-Bass.

Hill, N. E., Bush, K. R., & Roosa, M. W. (2003). Parenting and family socialization strategies and children's mental health: Low-income, Mexican-American and Euro-American mothers and children. *Child Development*, 74(1), 189–204.

Slide 22



PURPOSE

To support the well-being of immigrant parents and their children, a collaborative partnership between law enforcement and parents is necessary—especially for the prevention of youth violence, delinquency, and victimization.

FAQ/TIPS

Trainers will discuss how law enforcement officers can build on the known parenting strengths of immigrant parents. For example, officers can support Latino immigrant parents in their efforts to improve parent–child communication, develop bicultural coping skills in

themselves and their children, and identify community-based resources for immigrant families (Perreira, Chapman, & Stein, 2006). Officers can also help foster resources for Latino immigrant parents

in their community (Perreira, Chapman, & Stein, 2006).

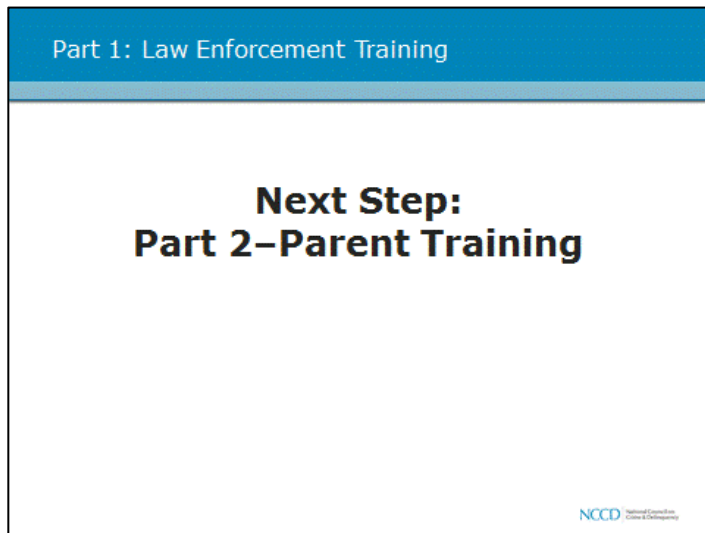
How can I customize this information?

If information is accurate and available, trainers can customize and enrich this portion of the presentation by highlighting ways to support local immigrant parents.

SOURCE

Perreira, K. M., Chapman, M. V., & Stein, G. L. (2006). Becoming an American parent: Overcoming challenges and finding strength in a new immigrant Latino community. *Journal of Family Issues*, 27(10), 1383–1414.

Slide 23

A presentation slide with a blue header bar that reads "Part 1: Law Enforcement Training". The main content area is white with the text "Next Step: Part 2–Parent Training" in bold black font. In the bottom right corner, there is a small logo for NCCD (National Council on Crime & Delinquency) with the text "National Council on Crime & Delinquency" below it.

PURPOSE

Law enforcement will use what they learned about immigrant families' situations, experiences, and strategies to continue to assist immigrant parents through their work. If interested, they can also use what they learned as a basis to deliver the second part of this curriculum, "Part 2: Parent Training," to community stakeholders and parents. The aim of Part 2 of the curriculum is to provide law enforcement officers with an opportunity to engage and connect with immigrant community members, as well as to provide immigrant parents with information and resources that can help

support their children.

Slide 24

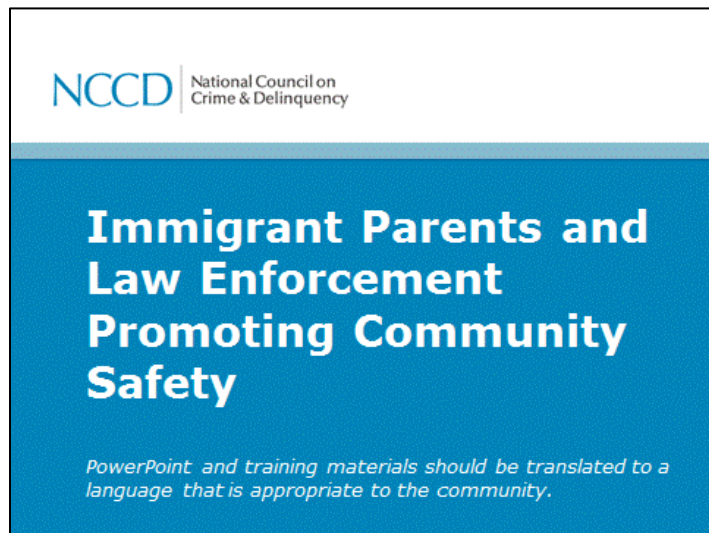
A presentation slide with a blue header bar that reads "Part 1: Law Enforcement Training". The main content area is white. On the left, there is a blue graphic with a circuit-like pattern. To the right of the graphic, the text "Today we learned about . . ." is in bold blue font. Below this, there is a bulleted list: "• The importance of working with immigrant populations", "• Challenges and strengths of immigrant families", and "• Next steps to assist immigrant parents". In the bottom right corner, there is a small logo for NCCD (National Council on Crime & Delinquency) with the text "National Council on Crime & Delinquency" below it.

PURPOSE

Review the points discussed in the presentation. Reinforce the importance of collaboration between the community and law enforcement.

Part II: Parent and Stakeholder Training

Slide 25



PURPOSE

Provide an overview of the two-part training.

Inform participants that the training was developed with funding from the Bureau of Justice Assistance by the National Council on Crime and Delinquency through a cooperative agreement.

TIPS/FAQ

Part 1 of this curriculum is a guide for law enforcement and community stakeholders. It aims to provide them with an understanding of Latino immigrant families' situations and experiences.

Part 2 of this curriculum is also a guide for law enforcement and community stakeholders. The aim of this guide is to support law enforcement and community stakeholders in the delivery of a prevention- and awareness-focused training for immigrant parents in their communities.

Customize this slide by adding the name of the targeted community on the slide title (e.g., "Immigrant Parents and Law Enforcement Promoting Community Safety in Any Town, USA").

Note: The PowerPoint and training materials should be translated to a language that is appropriate to the community.

Slide 26



PURPOSE

Introductions and getting to know the trainees.

DISCUSSION

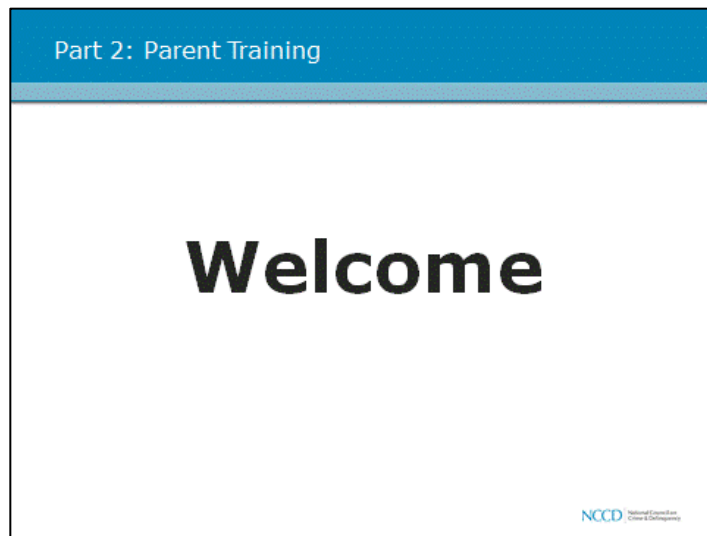
So as to frame the importance of this training for community members, ask and record responses to one of the two following questions:

1. Why are you here?
2. What challenges do you face as parents?

Refer to the responses when appropriate

throughout the training.

Slide 27



PURPOSE

Build rapport with trainees.

Law enforcement should state any legal obligations they have (e.g., mandated reporting laws).

TIPS/FAQ

Introduce law enforcement and parents to each other as community members.

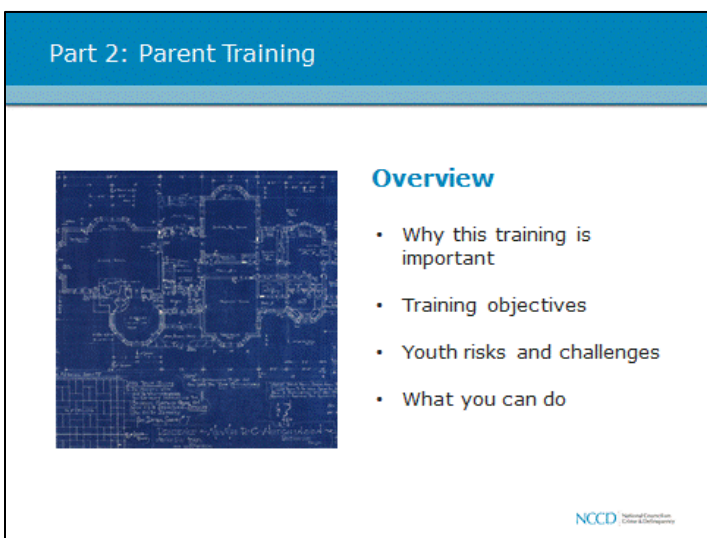
Identify group rules for creating a "safe space."

Trainers will present themselves as resources available to the community to

maintain safety, help resolve community challenges, and help address any questions community members may have about law enforcement.

Remind participants that if, for any reason, people have questions or do not feel comfortable reaching out to law enforcement, other measures are available (e.g., anonymous notes, anonymous tips phone number, service providers identified as mediators willing to help) to assist people in receiving help from law enforcement if necessary.

Slide 28



PURPOSE

List what Part 2 of the training will cover.

Overview

- Why this training is important
- Training objectives
- Youth risks and challenges
- What you can do

TIPS/FAQ

Why is this training important?

The extant literature tells us that immigrant children are vulnerable to negative outside influences, primarily due to structural conditions outside of their control (Crosnoe, Erickson, & Dornbusch, 2002; Eisenberg et al., 2005; Lamborn, Mounts, Steinberg, & Dornbusch, 1991; Marshal & Chassin, 2000; Mrug & Windle, 2008) and community-police partnerships can serve as preventive and protective factors for children of immigrants (Jesilow & Parsons, 2000; Busch, Latif, & Levy, 2005; Kahan, 2002; Sanders, 2000). However, due to time constraints, resource restrictions, multiple jobs, and transitory displacement due to work or deportation, immigrant parents may require help accessing the information and resources needed to prevent or address the negative outside influences affecting their children (Center for Immigrant Studies, 2010). Moreover, law enforcement agencies interested in successfully implementing community-police efforts in immigrant communities must first address the negative perceptions immigrant parents and their children may have of law enforcement. The existing national trainings, DARE and GREAT, address drug use, youth violence, and negative perceptions of law enforcement. However, these trainings vary in success, and do not incorporate parents, who are key players in drug and violence prevention among youth. More importantly, the DARE and GREAT trainings do not address or respond to the unique needs of immigrant parents and their children.

NCCD created the Community Safety Project curriculum in response to immigrant families and their need for a curriculum that addresses the unique challenges that impact them. The Community Safety Project curriculum aims to support immigrant parents in addressing the negative outside influences that may be affecting their children by providing community resources and practical strategies for parents. The curriculum also provides law enforcement agencies with tangible training materials in order to develop and sustain the knowledge and relationships necessary to successfully work with—and prevent youth violence among—immigrant populations.

In order for officers to learn about crimes impacting immigrants and garner community participation in anti-crime programs, they must develop connections or working relationships with community members while immigrants are subject to victimization, some are reluctant to become involved with authorities. Research finds that although immigrants view police effectiveness more positively than native-born Americans do, they are far less likely than native-born Americans to contact the police for assistance or participate in anti-crime programs (Davis & Hendricks, 2007). In Oakland, California, for example, officers discussed engaging immigrant communities and families as a challenge because they mistrust law enforcement. At the same time, the Oakland community noted that they mistrust law enforcement, but would like an opportunity to engage and interact with them in a positive and neutral manner. This two-part training provides officers with the opportunity to learn more about and interact with a major population they serve—immigrants.

How do I customize this information?

Trainers are encouraged to identify local issues or community concerns with participants. One way of doing this is to have law enforcement officers discuss the challenges they face when working with immigrants.

SOURCES

Busch, R., Latif, Z., & Levy, F. (2005). *Building strong police-immigrant community relations: Lessons from a New York City project*. Vera Institute of Justice.

Center for Immigration Studies. (2000). *Immigrant crime as an underestimated problem: Evidence and practical considerations*. Retrieved from www.cis.org/articles/2001/crime/underestimated.html

Crosnoe, R., Erickson, K. G., & Dornbusch, S. M. (2002). Protective functions of family relationships and school factors on the deviant behavior of adolescent boys and girls reducing the impact of risky friendships. *Youth & Society*, 33(4), 515–544.

Davis, R. C., & Hendricks, N. J. (2007). Immigrants and law enforcement: A comparison of native-born and foreign-born Americans' opinions of the police. *International Review of Victimology*, 14(1), 81–94. Retrieved from <http://search.proquest.com/docview/61678425?accountid=14496>

Eisenberg, N., Zhou, Q., Spinrad, T. L., Valiente, C., Fabes, R. A., & Liew, J. (2005). Relations among positive parenting, children's effortful control, and externalizing problems: A three-wave longitudinal study. *Child Development*, 76, 1055–1071.

Jesilow, P., & Parsons, D. (2000). Community policing as peacemaking. *Policing and Society: An International Journal*, 10(2), 163–182.

Kahan, D. M. (2002). Reciprocity, collective action, and community policing. *California Law Review*, 90(5), 1513–1539.

Lamborn, S. D., Mounts, N. S., Steinberg, L., & Dornbusch, S. M. (1991). Patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent, and neglectful families. *Child Development*, 62, 1049–1065.

Marshall, M. P., & Chassin, L. (2000). Peer influence on adolescent alcohol use: The moderating role of parental support and discipline. *Applied Developmental Science*, 4, 80–88.

Mrug, S., & Windle, M. (2009). Moderators of negative peer influence on early adolescent externalizing behaviors: individual behavior, parenting, and school connectedness. *The Journal of Early Adolescence*, 29(4), 518–540.

Sanders, W. L. (2000). Value-added assessment from student achievement data: Opportunities and hurdles create national evaluation institute July 21, 2000. *Journal of Personnel Evaluation in Education*, 14(4), 329–339.

Slide 29

Part 2: Parent Training

Why is this training important?

Parental engagement and community-police partnerships can help address the youth violence and delinquency issues to which immigrant children are vulnerable.

NCCD National Center on Crime & Delinquency

PURPOSE

Highlight the importance of parental engagement and community-police partnerships.

Slide 30

Part 2: Parent Training

However, parental engagement and community-police partnerships face many challenges.

- **Challenge:** Parents' access to resources and help
- **Challenge:** Negative perceptions of law enforcement

NCCD National Center on Crime & Delinquency

PURPOSE

Delineate the importance of this curriculum for community members, especially parents.

Slide 31

Part 2: Parent Training

However, parental engagement and community-police partnerships face many challenges.

- **Challenge:** Existing law enforcement trainings do not address the needs of immigrant populations, especially in relation to parental engagement and perceptions of law enforcement
- **Challenge:** If applicable and available, note any local challenges here

NCCD National Center on Crime & Delinquency

PURPOSE

Delineate the importance of this curriculum for community members, especially parents.

Slide 32

Part 2: Parent Training

This curriculum aims to address these challenges.

The curriculum aims to support immigrant parents and law enforcement agencies interested in developing the knowledge and relationships necessary to successfully work with—and prevent youth violence among—immigrant populations.

NCCD National Curriculum Center for Delinquency

PURPOSE

Delineate the importance of this curriculum for community members, especially parents.

Slide 33

Part 2: Parent Training

Objectives

- Discuss common challenges experienced by youth
- Identify ways to support your children
- Learn warning signs of delinquent activity
- Learn about local resources and services

NCCD National Curriculum Center for Delinquency

PURPOSE

Delineate the objectives for Part 2 of the training.

TIPS/FAQ

There are four learning objectives for this section of the training:

1. Delineate common challenges experienced by youth related to involvement in delinquent activity.
 2. Establish the importance of parental engagement and action as a means to prevent common youth challenges (e.g., perpetuation of victimization, youth violence, and involvement in delinquent activity).
 3. Explain warning signs of delinquent activity.
 4. Provide parents with strategies and resources to help youth who may be at risk of perpetrating or being victimized by youth violence and delinquent activity.
-

Part 2: Parent Training

Youth Risks and Challenges

NCCD National Council on Crime & Delinquency

PURPOSE

In this section, trainers will discuss the most serious consequences for children of immigrants in the United States. They also will present parent involvement as a protective factor for reducing the risk of a child's involvement in delinquent activity.

Part 2: Parent Training

Challenges for Children of Immigrants

- Violence
- Victimization
- Delinquency
- Gang activity

NCCD National Council on Crime & Delinquency

PURPOSE

Note common and serious challenges experienced by children of immigrants along with adverse experiences to which many children of immigrants are vulnerable.

TIPS/FAQ

Children of immigrants are vulnerable to a number of adverse outcomes including victimization, delinquency, and gang involvement (Rodriguez & Brindis, 1995; Sampson, Morenoff, & Raudenbush, 2005).

Exposure to violence is prevalent in many immigrant communities. The US Department of Justice reports more than 60% of our nation's children having been exposed to violence; the consequences of this exposure often lead to the continuing of violence into future generations (Attorney General's National Task Force on Children Exposed to Violence, 2012).

Many immigrant youth live in neighborhoods that present multiple risk factors for gang violence, including low income, limited employment opportunities, social neglect and ostracism, economic marginalization, and cultural repression (Vigil & Yun, 2002). Gang involvement, in turn, exacerbates risk for most youth as gang members account for the most serious and violent crimes committed by adolescents (Thornberry et al., 2003).

SOURCES

Attorney General's National Task Force on Children Exposed to Violence. (2012). *Report of the Attorney General's National Task Force on Children Exposed to Violence*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention.

Rodriguez, M. A., & Brindis, C. D. (1995). Violence and Latino youth: Prevention and methodological issues. *Public health reports*, 110(3), 260–267.

Sampson, R. J., Morenoff, J. D., & Raudenbush, S. (2005). Social anatomy of racial and ethnic disparities in violence. *American Journal of Public Health*, 95.

Thornberry, T. P. (2001). Risk factors for gang membership. In J. Miller, C. L. Maxson, & M. W. Klein (Eds.), *The Modern Gang Researcher*, 2nd ed., (pp. 32–43). Los Angeles: Roxbury Publishing Company.

Vigil, J. D., & Yun, S. C. (2002). A cross-cultural framework to understand gangs: Multiple marginality and Los Angeles. In C. R. Huff (Ed.), *Gangs in America*, 3rd ed., (pp. 161–174). Thousand Oaks, CA: Sage Publications Inc.

Slide 36

Part 2: Parent Training	
Individual Risk Factors	Environmental Risk Factors
<ul style="list-style-type: none">• Cultural/language barriers• Strained family relationships• Inconsistent parental influence	<ul style="list-style-type: none">• Poverty• Exposure to violence in community

PURPOSE

Describe common risk factors faced by children of immigrants.

Slide 37

Part 2: Parent Training

Challenges for Children of Immigrants

- Local challenge 1
- Local challenge 2
- Local challenge 3
- Local challenge 4

NCCD National Children's Center on Child Abuse and Neglect

PURPOSE

Note common and serious local challenges experienced by children of immigrants.

TIPS/FAQ

How can I customize this information?

Trainers may get examples of local challenges by asking the local community and law enforcement. For example, in Oakland, California interviews with the community and law enforcement noted community violence and the strained relationship between law enforcement and the community as pertinent local

challenges.

DISCUSSION

Ask participants if they agree or disagree with the list of local challenges. [Keep track of discussions. The information you collect will help you update future versions of this curriculum.]

Slide 38

Part 2: Parent Training



NCCD National Children's Center on Child Abuse and Neglect

PURPOSE

Present parental involvement as a protective factor and a general aid in reducing the risk of a child's involvement in delinquent activity.

TIPS/FAQ

Religiousness and parental involvement are associated with a decrease in conduct problems (Pearce, Jones, Schwab-stone, & Ruchkin, 2003).

Youth involved in violence and delinquency reported poorer family discipline, less family cohesion, and less familial involvement than non-offending

youth and nonviolent offending youth (Gorman-Smith, Tolan, Zelli, & Huesmann, 1996).

SOURCES

Pearce, M. J., Jones, S. M., Schwab-stone, M. E., & Ruchkin, V. (2003). The protective effects of religiousness and parent involvement on the development of conduct problems among youth exposed to violence. *Child Development*, 74.

Gorman-Smith, D., Tolan, P. H., Zelli, A., & Huesmann, L. R. (1996). The relation of family functioning to violence among inner-city minority youths. *Journal of Family Psychology*, 10(2), 115–129.

Part 2: Parent Training

School: Risk Factors, Warning Signs, and Parent Engagement

NCCD National Council on Crime & Delinquency


PURPOSE

In this section, trainers will introduce risk factors and school behavior warning signs that may signal a child is at risk of perpetrating or being victimized by youth violence and delinquent activity.

Part 2: Parent Training

Risk Factors

- Poor attitude/performance in school
- Truancy
- Violence at school
- Gangs at school
- Bullying at school



NCCD National Council on Crime & Delinquency

PURPOSE

List the individual and environmental risk factors that place youth at risk of perpetuating or being victims of delinquency and violence.

TIPS/FAQ

What is a risk factor?

Risk factors are behaviors or conditions that increase the chance of an outcome. For example, age is one of the risk factors for heart disease. But not all people get heart disease as they age. The risk factors described here do not mean that all children will perpetuate or

become victims of delinquency and violence.

What is an individual risk factor?

An individual risk factor is one over which the individual has some control. The individual risk factors that place youth at risk of perpetuating or being victims of delinquency and violence include:

- Poor attitude/performance in school
- Poor school attendance/truancy

What is an environmental risk factor?


These are risk factors that the local environment or situation may exhibit. The environmental risk factors that place youth at risk of perpetuating or being victims of delinquency and violence include:

- Violence at school
- Gangs at school
- Bullying at school

Part 2: Parent Training

Warning Signs

- Avoids going to school
- Takes weapons to school
- Comes home with injuries
- Teachers call home to report misbehavior or truancy



NCCCD National Council on Crime & Delinquency

PURPOSE

List the warning signs that may indicate youth are perpetuating or being victims of delinquency and violence.

TIPS/FAQ

Even if a child is not in a gang (gang membership addressed in Section D), the presence of violence, bullying, and gangs at school leaves a child vulnerable to victimization, and exposes the child to cumulative negative influences through classmates. Law enforcement should explain that exposure to violence, bullying, and gangs in school are warning signs that should not be ignored.

Law enforcement should explain how changes in a child's behavior and performance at school may be indicators of more serious issues and have lasting consequences. Law enforcement should also explain the cumulative consequences of missing school and dangers youth face when not under school supervision.

The long-term consequences of truancy, in particular for male, include greater marginality, less success in the workplace, and an increased likelihood of delinquency and psychopathology. The long-term consequences of truancy for females is sparse (Sommer, 2013).

What is a warning sign?

A warning sign is something that alerts parents to an imminent issue. For example, avoiding school may be a warning sign that a child is being bullied at school.

What is the difference between a warning sign and a risk factor?

The terms may be used interchangeably by many people. For this training, the difference is that risk factors, unlike warning signs, are conditions that increase the chance of an outcome. Warning signs, for this training, are alerts of a potential imminent issue that, unlike risk factors, may require parental investigation or action.

SOURCE

Sommer, B. (2013). Truancy in early adolescence. *Journal of Early Adolescence*, 33(5).

Slide 42

Part 2: Parent Training

What You Can Do

- Encourage good study habits
- Encourage child to participate in positive afterschool activities with adult supervision
- Get involved with child's school activities
- Arrange for tutoring

NCCD National Center on Crime & Delinquency

PURPOSE

Discuss what parents can do if they recognize poor school performance or truancy.

DISCUSSION

Encourage participants to discuss their successful parental responses.

Slide 43

Part 2: Parent Training

What You Can Do

- Connect parents and students with teachers
- Show support, interest, and involvement, and give recognition for extracurricular activities
- Help a child develop good conflict resolution skills

NCCD National Center on Crime & Delinquency

PURPOSE

Discuss what parents can do if they recognize poor school performance or truancy.

DISCUSSION

Encourage participants to discuss their successful parental responses.

Slide 44

Part 2: Parent Training

What You Can Do

Check child's grades on report card and periodically check grades on assignments and exams

- Ask teachers for information on child's behavior in class
- Get to know your child's friends or peer group

NCCD National Center on Crime & Delinquency

PURPOSE

Discuss what parents can do if they recognize poor school performance or truancy.

DISCUSSION

Encourage participants to discuss their successful parental responses.

Slide 45

Part 2: Parent Training

Social Life: Risk Factors, Warning Signs, and Parent Engagement

NCCD National Council on Crime & Delinquency

PURPOSE


In this section, law enforcement will introduce risk factors and warning signs in a child's social environment that could increase a child's vulnerability to involvement in delinquent activity.

Slide 46

Part 2: Parent Training

Risk Factor

- Delinquent/antisocial peers



NCCD National Council on Crime & Delinquency

PURPOSE


Law enforcement will explain how involvement with delinquent or antisocial peers and gang membership are warning signs of involvement in delinquent activity.

Slide 47

Part 2: Parent Training

Warning Signs

- Use of drugs/alcohol
- Gang membership
- Any trouble with the law
- Fatigue, repeated health complaints, red and glazed eyes, and a lasting cough
- Personality change, sudden mood changes, irritability, irresponsible behavior, low self-esteem, poor judgment, depression, and a general lack of interest



NCCD National Council on Crime & Delinquency

PURPOSE


Law enforcement will explain how parents can identify warning signs in a child's social environment.

Slide 48

Part 2: Parent Training

Warning Signs

- Starting arguments, breaking rules, or withdrawing from the family
- Decreased interest, negative attitude, and discipline problems



NCCD National Council on Crime & Delinquency

PURPOSE


Law enforcement will explain how parents can identify warning signs in a child's social environment.

Slide 49

Part 2: Parent Training

Warning Signs

- New friends who are less interested in standard home and school activities
- Changes to less conventional styles in dress and music



NCCD National Council on Crime & Delinquency

PURPOSE


Law enforcement will explain how parents can identify warning signs in a child's social environment.

Slide 50

Part 2: Parent Training

Warning Signs

- Unexplained injuries
- Unexplained cash or goods (like clothes or jewelry)
- "Hanging out" with kids in gangs
- Unusual interest in one to two colors of clothing or particular logo
- Has specific drawings or gang symbols on school books, clothes, walls, or tattoos
- Stays out late at night without reason



NCCD National Council on Crime & Delinquency

PURPOSE


Law enforcement will explain how parents can identify warning signs in a child's social environment.

Slide 51

Part 2: Parent Training

Risk Factor/Warning Signs

- Risk factor warning sign for local issue 1
- Risk factor warning sign for local issue 2
- Risk factor warning sign for local issue 3
- Risk factor warning sign for local issue 4



NCCCD National Council on Crime & Delinquency

PURPOSE

List risk factors and/or warning signs for local issues faced by youth.

TIPS/FAQ

How can I customize this information?

In Austin for example, the community viewed truancy as a major issue for youth in the community. For this portion of the curriculum, trainers provided information on warning signs that may point to truancy.

Slide 52

Part 2: Parent Training

What You Can Do

- Monitor/supervise activities
- Talk to child about consequences of involvement in gangs, delinquency, and drug/alcohol use
- Establish clear expectations
- Establish disciplinary responses to misbehaviors

NCCCD National Council on Crime & Delinquency

PURPOSE

Discuss what parents can do if they recognize poor school performance or truancy.

DISCUSSION

Encourage participants to discuss their successful parental responses.

Slide 53

Part 2: Parent Training

What You Can Do

- Seek advice from a specialist (i.e., child psychiatrist, psychologist, substance abuse counselor)
- Know child's friends and their families

NCCCD National Council on Crime & Delinquency

PURPOSE

Discuss what parents can do if they recognize poor school performance or truancy.

DISCUSSION

Encourage participants to discuss their successful parental responses.

Slide 54

Part 2: Parent Training

What You Can Do

- Recognize/encourage positive peers
- Involve positive peers in family activities
- Teach child how to cope with peer pressure

NCCCD National Council on Crime & Delinquency

PURPOSE

Discuss what parents can do if they recognize poor school performance or truancy.

DISCUSSION

Encourage participants to discuss their successful parental responses.

Slide 55

Part 2: Parent Training

What You Can Do

- Action steps parents can take to address local issue

NCCCD National Council on Crime & Delinquency

PURPOSE


Address action steps parents can take to address local issues faced by youth.

TIPS/FAQ

In Austin for example, the community viewed truancy as a major issue for youth in the community. For this portion of the curriculum, trainers provided parents with information regarding how to address truancy.

Slide 56

Part 2: Parent Training

**Parental Strengths**

If accurate and reliable information is available, trainers will inform trainees of the strengths possessed by immigrant parents that may improve the life outcomes of their children.

NCCCD National Council on Crime & Delinquency

PURPOSE

If accurate and reliable information is available, trainers will inform trainees of the strengths they already possess as immigrant parents that can improve the life outcomes of their children.

TIPS/FAQ

For example, Latino immigrant parents' *respeto* and *familismo* have been associated with improvements in the physical health, emotional health, and educational well-being of adolescent Latinos (Bird et al., 2001; Dumka et al., 1997; Fuligni, 2001; Hill et al., 2003). *Respeto* is "the importance of teaching

children the proper level of courtesy and decorum required in various social contexts with people of a particular age, sex, and social status." *Familismo* refers to "feelings of loyalty, reciprocity, and solidarity towards members of the family, as well as the notion of the family as an extension of self" (Cortes, 1995).

SOURCES

Bird, H. R., Canino, G. J., Davies, M., Zhang, H., Ramirez, R., & Lahey, B. B. (2001). Prevalence and correlates of antisocial behaviors among three ethnic groups. *Journal of Abnormal Child Psychology*, 29(6), 465–478.

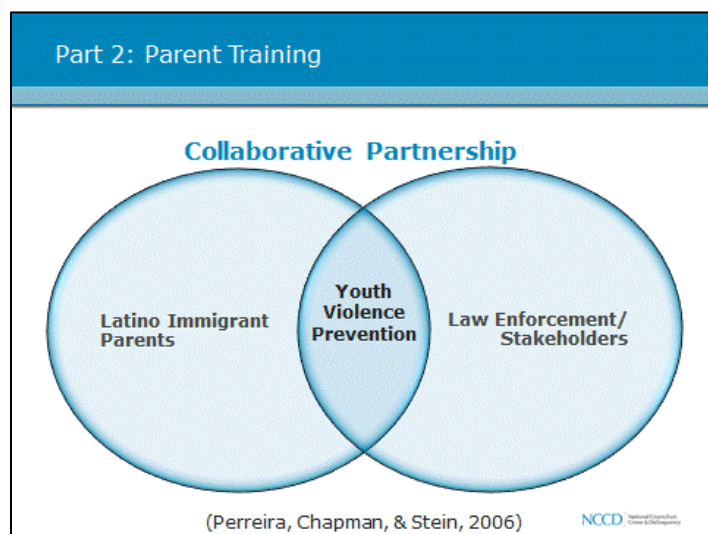
Cortes, D. E. (1995). Variations in familism in two generations of Puerto Ricans. *Hispanic Journal of Behavioral Sciences*, 17(2), 249–255.

Dumka, L. E., Roosa, M. W., & Jackson, K. M. (1997). Risk, conflict, mothers' parenting, and children's adjustment in low-income, Mexican immigrant, and Mexican American families. *Journal of Marriage and Family*, 59(2), 309–323.

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Slide 57



PURPOSE

To support the well-being of your children, a collaborative partnership between law enforcement and parents is necessary—especially for the prevention of youth violence, delinquency, and victimization.

When delivering information on local resources for parents, highlight that officers are here to help.

TIPS/FAQ

Trainers should hand out a local resource list for parents.

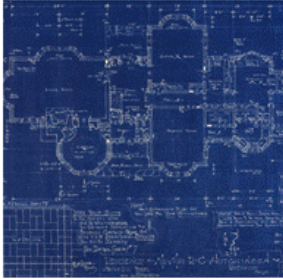
Trainers will discuss how law enforcement officers can build on the known parenting strengths of immigrant parents. For example, officers can support Latino immigrant parents in their efforts to improve parent–child communication, develop bicultural coping skills in themselves and their children, and identify community-based resources for immigrant families (Perreira, Chapman, & Stein, 2006). Officers can also help foster resources for Latino immigrant parents in their community (Perreira, Chapman, & Stein, 2006).

SOURCE

Perreira, K. M., Chapman, M. V., & Stein, G. L. (2006). Becoming and American parent: Overcoming challenges and finding strength in new immigrant Latino community. *Journal of Family Issues*, 27(10), ppl. 1383–1414.


Slide 58

Part 2: Parent Training



Today we learned about

- Warning signs for the prevention of youth violence, delinquency, and victimization
- Parenting strategies to address warning signs
- Law enforcement as a source of support
- Resources available in the local community for parents and children




PURPOSE

Review the points discussed in the presentation. Reinforce the importance of collaboration between the community and law enforcement.

Slide 59

Part 2: Parent Training

Thank you!

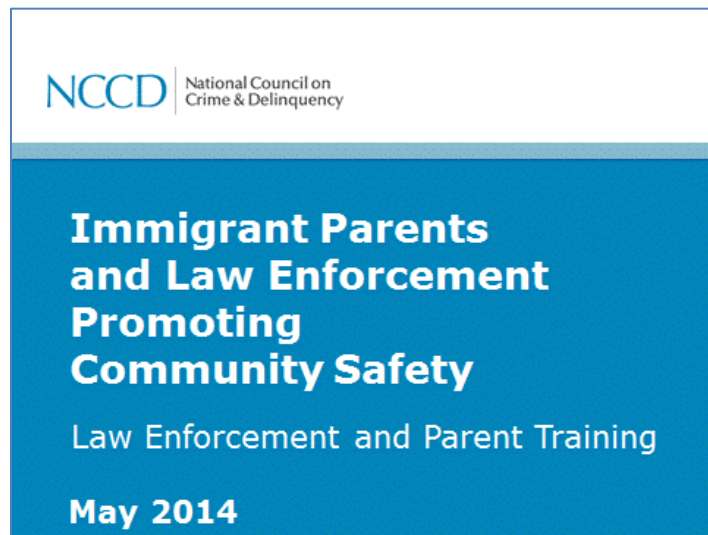


PURPOSE

Conclusion to presentation.

Appendix C

Community Safety Project PowerPoint: Austin, Texas, Curriculum



PURPOSE

Provide an overview of the two-part training.

Inform participants that the training was developed with funding from the Bureau of Justice Assistance by the National Council on Crime and Delinquency through a cooperative agreement.

TIPS/FAQ

Part 1 of this curriculum is a guide for law enforcement and community stakeholders. It aims to provide them with an understanding of Latino immigrant families' situations and experiences in the

Austin, Texas, neighborhoods or Govalle and Johnson Terrace.

Part 2 of this curriculum is also a guide for law enforcement and community stakeholders. The aim of this guide is to support law enforcement and community stakeholders in the delivery of a prevention- and awareness-focused training for immigrant parents in their communities.

This is a pilot of the law enforcement workshop component of the *Immigrant Parents and Law Enforcement Promoting Community Safety Project*.

The *Immigrant Parents and Law Enforcement Promoting Community Safety Project* was developed at the request of the Bureau of Justice Assistance (BJA) to develop culturally competent training materials that enhance the success of collaborations between law enforcement and community members to in reduce youth violence among children of immigrants in communities across the United States.

The National Council on Crime and Delinquency (NCCD), a national nonprofit research organization, was awarded a grant to develop this project in collaboration with law enforcement and community-based organizations in Austin, Texas, and Oakland, California, where this curriculum is being piloted.

Slide 2



This project was supported by Grant No. 2010-DB-BX-K064 awarded by the Bureau of Justice Assistance. The Bureau of Justice Assistance is a component of the Office of Justice Programs, which also includes the Bureau of Justice Statistics, the National Institute of Justice, the Office of Juvenile Justice and Delinquency Prevention, the SMART Office, and the Office for Victims of Crime. Points of view or opinions in this document are those of the author and do not represent the official position or policies of the United States Department of Justice.

PURPOSE

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- Points of view or opinions in this document are those of the author and do not represent the official position or policies of the United States Department of Justice.

Slide 3



PURPOSE

Introductions and getting to know the trainees.

DISCUSSION

So as to frame the importance of this training for local law enforcement, ask and record responses to one of the two following questions:

1. Why are you (law enforcement officers) here?
2. What challenges do you face when working with immigrants?

Refer to the responses when appropriate throughout the training.

Slide 4

Part 1: Law Enforcement Training

Introduction to Immigrant Families

Background and Challenges

NCCD National Corrections
Council on Delinquency

Slide 5

Part 1: Law Enforcement Training

Population Risks and Challenges: Children of Immigrants

NCCD National Corrections
Council on Delinquency

Slide 6

Part 1: Law Enforcement Training

Immigrants: A Rapidly Growing Population

Immigration is estimated to increase the US population by 29 million by 2020 (Pew Research Center, 2008).

One in five youth in the United States are immigrants or children of immigrants (Pew Research Center, 2009).

- 22% are first-generation immigrants
- 47% are second-generation immigrants

NCCD National Corrections
Council on Delinquency

PURPOSE

Highlight the importance of working with immigrants, a rapidly growing population. Immigrants, especially youth, compose a significant portion of the US population.

SOURCES

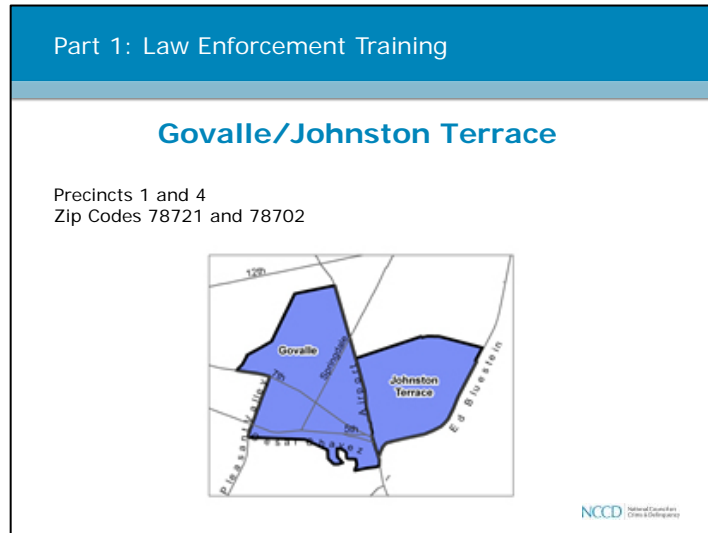
Fry, R., & Passel, J.S. (2009). Latino Children: A majority are US-born offspring of immigrants. Retrieved from Pew Research website:

<http://pewhispanic.org/2009/05/28/latino-children-a-majority-are-US-born-offspring-of-immigrants/>

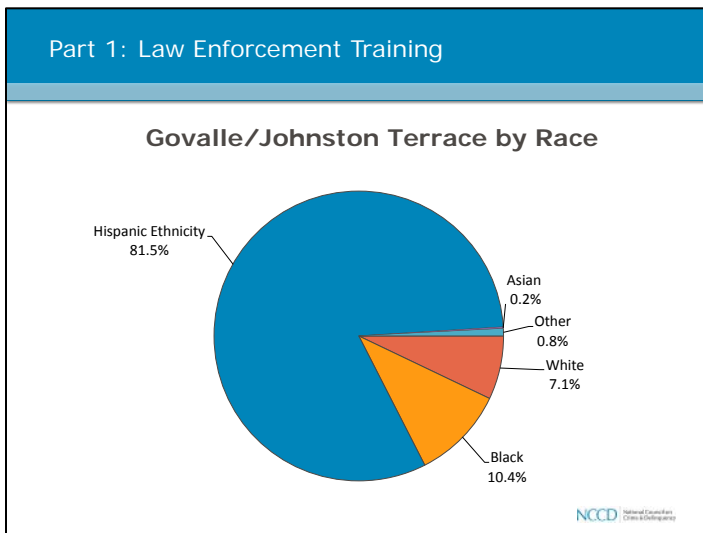
Passel, J.S., & Cohn, D. (2008). US population projections: 2005–2050. Retrieved from Pew Research website: <http://pewhispanic.org/2008/02/11/appendix-a-methodology-4/>

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Slide 7









Slide 8



Slide 9

Part 1: Law Enforcement Training

Latino Ethnicities in the United States

Hispanic Group	Total	White	Black	Indigenous or Amerindian	Asian	Other
 Mexican	31,798,258 - 100%	52.8%	0.9%	1.4%	0.3%	44.6%
 Puerto Rican	4,623,716 - 100%	53.1%	8.7%	0.9%	0.5%	36.7%
 Salvadoran	2,584,767 - 100%	40.2%	1.0%	1.1%	0.3%	57.5%
 Cuban	1,785,547 - 100%	85.4%	4.6%	0.2%	0.2%	9.5%
 Dominican	1,855,716 - 100%	29.6%	12.9%	1.4%	0.3%	55.8%
 Guatemalan	1,044,209 - 100%	38.5%	1.1%	3.0%	0.2%	57.3%
All other	4,087,656 - 100%	2,018,397 - 49.4%	112,521 - 2.8%	75,976 - 1.9%	50,299 - 1.2%	1,830,463 - 44.9%
Total	50,477,594 - 100%	26,735,713 - 53.0%	1,243,471 - 2.5%	685,150 - 1.4%	209,128 - 0.4%	21,604,132 - 42.8%

NCCD National Curriculum Center for Children & Delinquency

SOURCES

http://en.wikipedia.org/wiki/Hispanic_and_Latino_Americans#cite_ref-65

<http://www.census.gov/prod/cen2010/briefs/c2010br-04.pdf>

Slide 10

Part 1: Law Enforcement Training

Challenges for Children of Immigrants

- Violence
- Victimization
- Delinquency
- Gang activity

(Rodriguez & Brindis, 1995; Sampson, Morenoff, & Raudenbush, 2005)

NCCD National Curriculum Center for Children & Delinquency

PURPOSE

Note common and serious challenges experienced by children of immigrants along with adverse experiences to which many children of immigrants are vulnerable.

TIPS/FAQ

Children of immigrants are vulnerable to a number of adverse outcomes including victimization, delinquency, and gang involvement (Rodriguez & Brindis, 1995; Sampson, Morenoff, & Raudenbush, 2005).

Exposure to violence is prevalent in many immigrant communities. The US Department of Justice reports more than 60% of our nation's children having been exposed to violence; the consequences of this exposure often lead to the continuing of violence into future generations (Attorney General's National Task Force on Children Exposed to Violence, 2012).

Many immigrant youth live in neighborhoods that present multiple risk factors for gang violence, including low income, limited employment opportunities, social neglect and ostracism, economic marginalization, and cultural repressions (Vigil & Yun, 2002). Gang involvement, in turn, exacerbates risk for most youth as gang members account for the most serious and violent crimes committed by adolescents (Thornberry et al., 2003).

SOURCES

Attorney General's National Task Force on Children Exposed to Violence. (2012). *Report of the Attorney General's National Task Force on Children Exposed to Violence*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention.

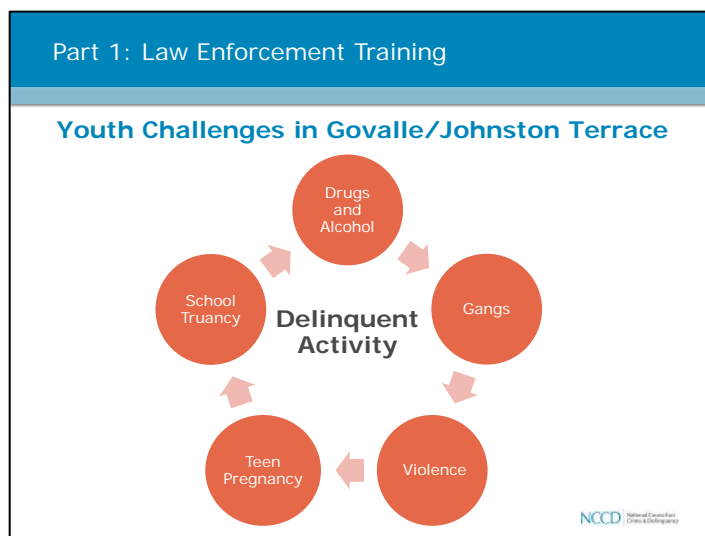
Rodriguez, M. A., & Brindis, C. D. (1995). Violence and Latino youth: Prevention and methodological issues. *Public health reports*, 110(3), 260–267.

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Vigil, J. D., & Yun, S. C. (2002). A cross-cultural framework to understand gangs: Multiple marginality and Los Angeles. In C. R. Huff (Ed.), *Gangs in America*, 3rd ed., (pp. 161–174). Thousand Oaks, CA: Sage Publications Inc.

Slide 11



Slide 12



Slide 13

Part 1: Law Enforcement Training

Challenges for Immigrant Parents

- Culture/language barriers
- Economic strains/employment
- Transitory displacement
- Limited education/struggle supporting children in school
- Limited time for parent engagement
- Generational disconnect/strained relationships between parents and children

NCCD National Council on Crime & Delinquency

Slide 14

Part 1: Law Enforcement Training

Strengths of Latino Immigrant Parents

- *Respeto* (or respect)
- *Familismo* (or familism)

NCCD National Council on Crime & Delinquency

Slide 15

Part 1: Law Enforcement Training

Strengths of Latino Immigrant Parenting Strategies

- Empathize with children
- Seek support
- Bicultural coping skills
- Communication with children
- Ongoing/developing strategies

(Perreira, Chapman, & Stein, 2006)

NCCD National Council on Crime & Delinquency

PURPOSE

Reinforce the strengths in parenting strategies used by Latino immigrant parents.

TIPS/FAQ

Because of the challenges they face in the United States, Latino immigrant parents use good parenting strategies that may look different to other cultures.

Empathy. Latino immigrant parents try to understand what their children are going through. They empathize with them, respect them, and admire them.

Seek support. Latino immigrant parents seek support for themselves and their children. They are not disinterested or passive parents. When support services are available and accessible, they will use them.

Bicultural coping skills. Latino immigrant parents recognize the differences between the United States and their home countries and understand that migration involves an adaptation process; they help their children understand racial differences and cope with racism and discrimination; and help their children to develop a positive image of themselves and their heritages.

Communication with children. Parent–child communication is a tool used by immigrant parents to help promote resiliency. Parents make time to talk with their children and speak openly and honestly about issues their children face as adolescents and as immigrants in the United States.

Ongoing/developing strategies. Changes in social position lead to exposure to new social contexts. In response, parents and children develop positive coping strategies that promote their success in the United States. The process is not static but ongoing.

SOURCE

Perreira, K. M., Chapman, M. V., & Stein, G. L. (2006). Becoming an American parent: Overcoming challenges and finding strength in new immigrant Latino community. *Journal of Family Issues*, 27(10), 1383–1414.

Slide 16

Part 1: Law Enforcement Training

Prevention Needs

- Parent/family engagement
- Community partnership
- Cultural and community competence

NCCD National Foundation Center for Delinquency Prevention

PURPOSE

In order for local law enforcement to support the well-being of immigrant parents and their children, parent engagement, collaborative partnership, and cultural and community competence is necessary.

Slide 17



PURPOSE

A collaborative partnership is necessary to support the well-being of Latino immigrant parents and their children.

FAQ/TIPS

To build on the parenting strengths of immigrant parents you can:

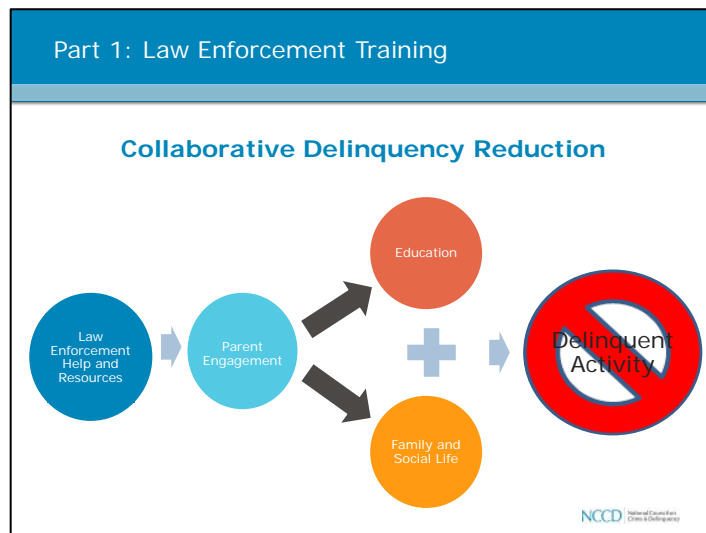
- Support Latino immigrant parents in their efforts to improve parent–child communication, develop bicultural coping skills in themselves and their children, and identify community-based resources for immigrant families.

- Help foster resources for Latino immigrant parents in their community.

SOURCE

Perreira, K. M., Chapman, M. V., & Stein, G. L. (2006). Becoming an American parent: Overcoming challenges and finding strength in new immigrant Latino community. *Journal of Family Issues*, 27(10), 1383-1414.

Slide 18



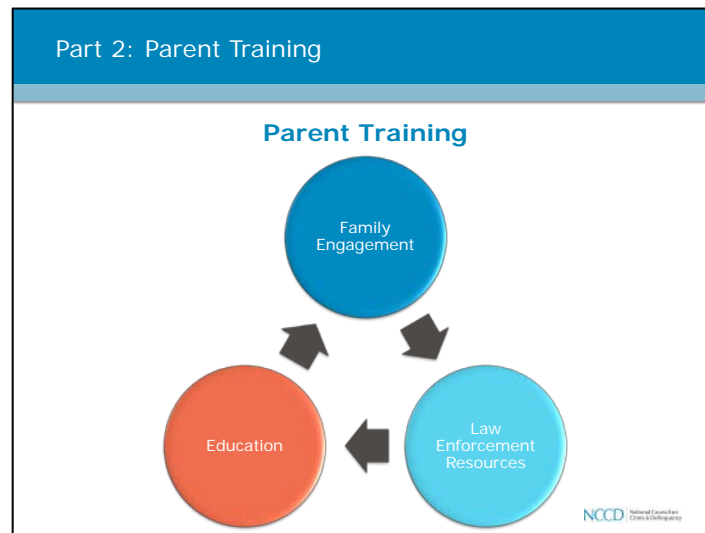
Slide 19



PURPOSE

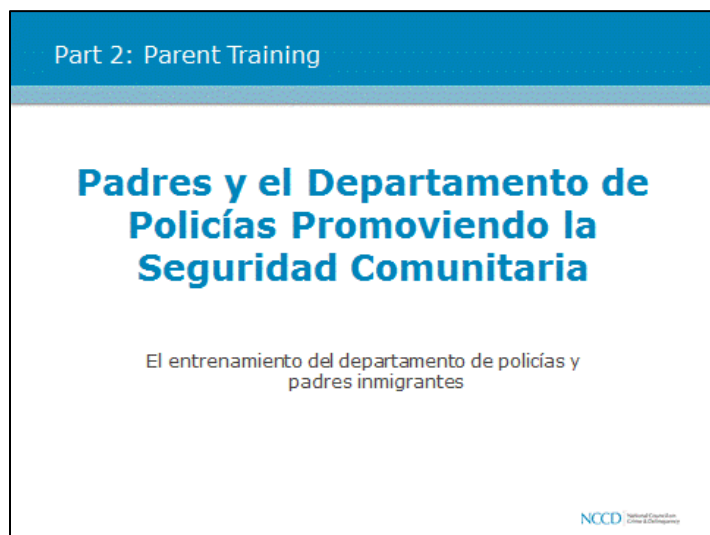
Law enforcement will present Part 2 of this curriculum to Latino immigrant parents in the Austin, Texas neighborhoods of Govalle and Johnston Terrace. The aim of the second portion of the curriculum is to support law enforcement in the delivery of a prevention- and awareness-focused training for Latino immigrant parents in the area.

Slide 20



Part 2: Parent/Stakeholder Training Model

Slide 21



PURPOSE

Provide an overview of the two-part training.

Inform participants that the training was developed with funding from the Bureau of Justice Assistance by the National Council on Crime and Delinquency through a cooperative agreement.

TIPS/FAQ

Part 1 of this curriculum is a guide for law enforcement and community stakeholders. It aims to provide them with an understanding of the Latino immigrant families' situations and experiences in the

Austin neighborhood's of Govalle and Johnston Terrace.

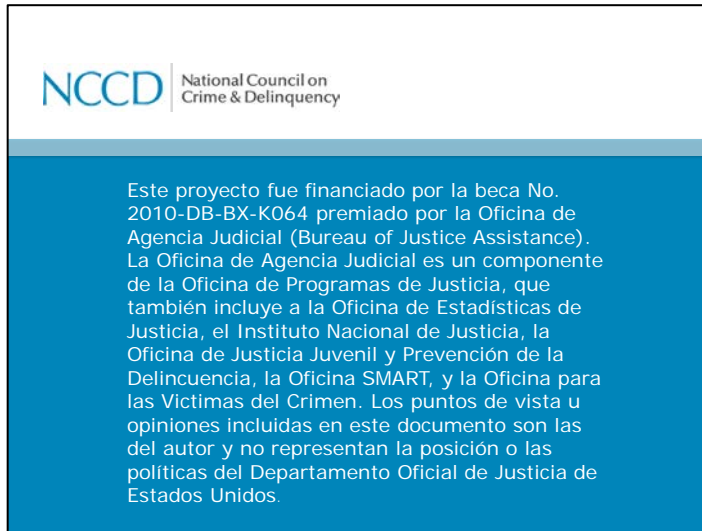
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The *Immigrant Parents and Law Enforcement Promoting Community Safety Project* was developed at the request of the Bureau of Justice Assistance (BJA) to develop culturally competent training materials that enhance the success of collaborations between law enforcement and community members to reduce youth violence among children of immigrants in communities across the United States.

The National Council on Crime and Delinquency (NCCD), a national nonprofit research organization, was awarded a grant to develop this project in collaboration with law enforcement and community-based organizations in Austin, Texas, and Oakland, California, where this curriculum is being piloted.

Slide 22



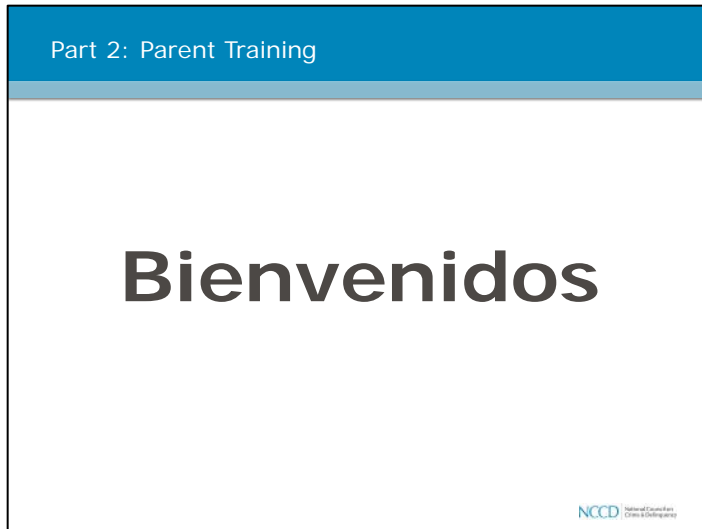
NCCD | National Council on Crime & Delinquency

Este proyecto fue financiado por la beca No. 2010-DB-BX-K064 premiado por la Oficina de Agencia Judicial (Bureau of Justice Assistance). La Oficina de Agencia Judicial es un componente de la Oficina de Programas de Justicia, que también incluye a la Oficina de Estadísticas de Justicia, el Instituto Nacional de Justicia, la Oficina de Justicia Juvenil y Prevención de la Delincuencia, la Oficina SMART, y la Oficina para las Víctimas del Crimen. Los puntos de vista u opiniones incluidas en este documento son las del autor y no representan la posición o las políticas del Departamento Oficial de Justicia de Estados Unidos.

PURPOSE

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Slide 23



Part 2: Parent Training

Bienvenidos

NCCD | National Council on Crime & Delinquency

PURPOSE

Build rapport with trainees.
Law enforcement should state any legal obligations they have (e.g., mandated reporting laws).

TIPS/FAQ

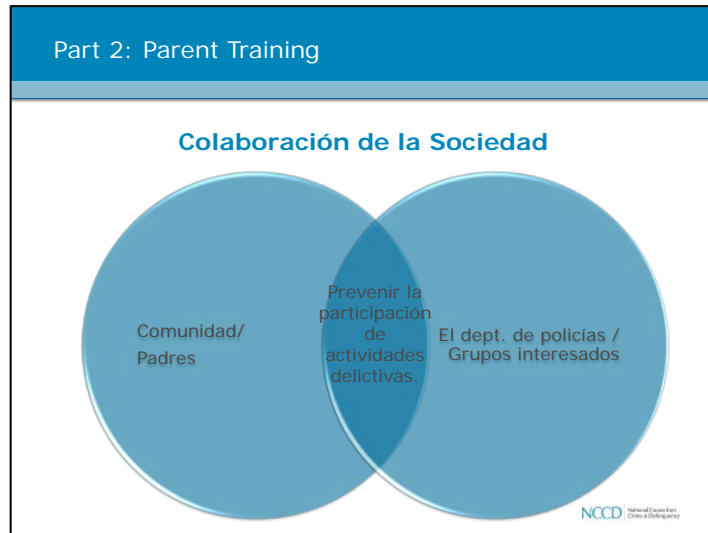
Introduce law enforcement and parents to each other as community members. Identify group rules for creating a “safe space.”

Trainers will present themselves as resources available to the community to maintain safety, help resolve community challenges, and help address any

questions community members may have about law enforcement.

Remind participants that if, for any reason, people have questions or do not feel comfortable reaching out to law enforcement, other measures are available (e.g., anonymous notes, anonymous tips phone number, service providers identified as mediators willing to help) to assist people in receiving help from law enforcement if necessary.

Slide 24



Slide 25

Part 2: Parent Training

El departamento de policías y la seguridad pública

La seguridad pública consiste de la *prevención* y la *protección* de eventos que podrían poner en peligro, dañar, o destruir al público general tales como crímenes o desastres (naturales o hechos por hombre).

NCCD National Children's Center of Discouraged

Slide 26

Part 2: Parent Training

La Seguridad Pública/Los Proveedores de Servicios

Servidores públicos– Los bomberos y EMS
Los oficiales son para servir y proteger
Comprender los roles de los servidores públicos
usando los uniformes para distinguirlos

The slide includes three photographs. The first shows a group of firefighters in blue uniforms. The second shows two medical emergency technicians in white uniforms. The third shows a group of police officers in dark blue uniforms.

Bomberos Técnicos de emergencias médicas Policías

NCCD National Children's Center of Discouraged

Slide 27

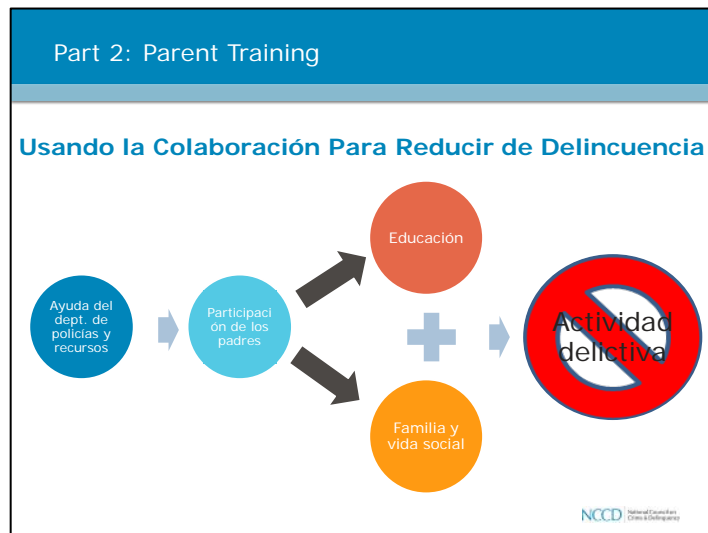
Part 2: Parent Training

Los Departamentos de Policías

La agencia de policías	El alguacil ("sheriff") del condado de Travis	El agente de policías ("constable") del condado de Travis
		
El jefe de policía - Art Acevedo	El alguacil ("sheriff") - Greg Hamilton	El agente de policías ("constable") - Maria Canchola

NCCD National Criminal Justice Center for Delinquency

Slide 28



Slide 29

Part 2: Parent Training

La participación en la actividad delictiva Desafíos Para Jóvenes

NCCD National Criminal Justice Center for Delinquency

Slide 30

Part 2: Parent Training

Delitos juveniles más graves en EE.UU.

- 1) Asalto agravado
- 2) Asalto simple
- 3) Robo
- 4) Asalto sexual
- 5) Otro
- 6) Homicidio criminal

NCCD National Crime Data Center

Slide 31

Part 2: Parent Training

Desafíos para jóvenes en Govalle/Johnston Terrace



NCCD National Crime Data Center

Slide 32

Part 2: Parent Training

Soluciones - la Participación Familiar



NCCD National Crime Data Center

Part 2: Parent Training

Fortalezas de los Padres Latinos Inmigrantes

- *Respeto* (or respect)
- *Familismo* (or familism)

(Bird et al., 2001; Cortes, 1995; Dumka et al., 1997; Fuligni, 2001; Hill et al., 2003)

NCCCD National Center for Cultural and Community Development

PURPOSE

Reinforce the strength in parenting strategies used by Latino immigrant parents.

TIPS/FAQ

Respeto and *familismo* have been associated with improvements in the physical health, emotional health, and educational well-being of adolescent Latinos (Bird et al., 2001; Dumka et al., 1997; Fuligni, 2001; Hill et al., 2003).

Respeto is “the importance of teaching children the proper level of courtesy and decorum required in various social

contexts with people of a particular age, sex, and social status.”

Familismo refers to “feelings of loyalty, reciprocity, and solidarity towards members of the family, as well as the notion of the family as an extension of self” (Cortes, 1995).

SOURCES

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Hill, N. E., Bush, K. R., & Roosa, M. W. (2003). Parenting and family socialization strategies and children’s mental health: Low-income, Mexican-American and Euro-American mothers and children. *Child Development*, 74(1), 189–204.

Part 2: Parent Training

**Fortalezas del Inmigrante Latino
Estrategias Para Padres**

- Empatizar con los niños
- Buscar apoyo
- Estrategias biculturales para salir adelante
- Comunicación con los niños
- Estrategias continuadas/en desarrollo

(Perreira, Chapman, & Stein, 2006)

NCCCD National Center for Cultural and Community Development

PURPOSE

Reinforce the strengths in parenting strategies used by Latino immigrant parents.

TIPS/FAQ

Because of the challenges they face in the United States, Latino immigrant parents use good parenting strategies that may look different to other cultures.

Empathy. Latino immigrant parents try to understand what their children are going through. They empathize with them, respect them, and admire them.

Seek support. Latino immigrant parents seek support for themselves and their children. They are not disinterested or passive parents. When support services are available and accessible, they will use them.

Bicultural coping skills. Latino immigrant parents recognize the differences between the United States and their home countries and understand that migration involves an adaptation process; they help their children understand racial differences and cope with racism and discrimination; and help their children to develop a positive image of themselves and their heritages.

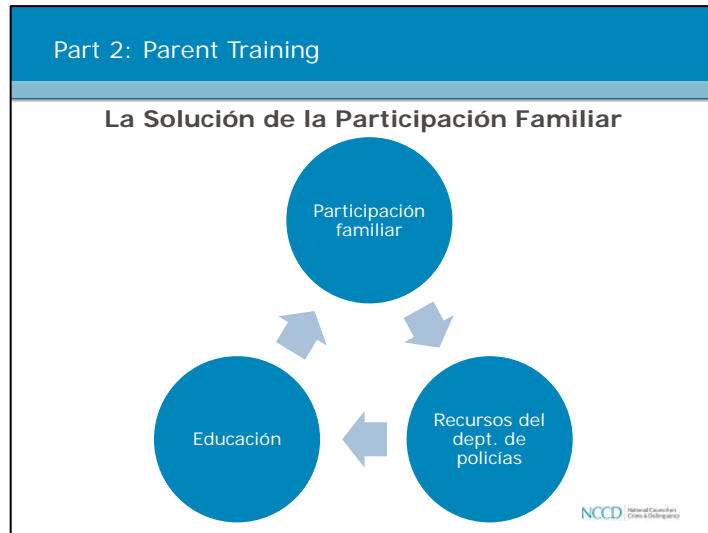
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SOURCE

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Slide 35



Slide 36

Part 2: Parent Training

La solución de la participación familiar

Señales de Actividad Delictiva

The NCCD logo is located in the bottom right corner.

Slide 37

Part 2: Parent Training

Señales de Alerta


Escuela	Vida Social
Comportamiento del niño <ul style="list-style-type: none">• Actitud negativa/malas calificaciones• Falta de asistencia escolar/ ausentismo	Comportamiento del niño <ul style="list-style-type: none">• Delincuencia/Participación en actividades/problemas con la ley• Consumo de drogas/ alcohol
Medio ambiente/situación del niño <ul style="list-style-type: none">• Hay violencia en la escuela• Hay pandillas en la escuela• Sus compañeros lo abusan/intimidan en la escuela	Medio ambiente/situación del niño <ul style="list-style-type: none">• Compañeros delincuentes/antisocial• Miembros de pandillas

The NCCD logo is located in the bottom right corner.

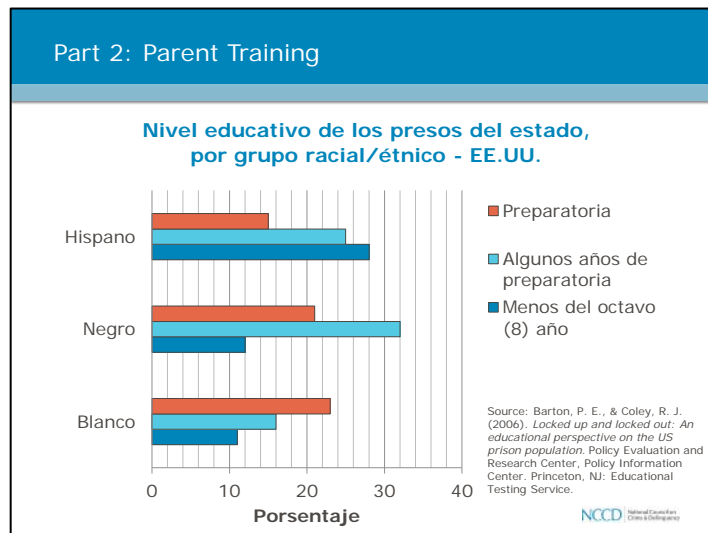
Slide 38

Part 2: Parent Training

Escuela - Señales de Alerta



Slide 39




Slide 40

Part 2: Parent Training

La Ley de Asistencia Obligatoria de Texas

Un niño se considera en violación de la ley de asistencia obligatoria si él o ella tiene menos de 18 años de edad y está ausente de la escuela sin excusa legal por tres (3) días o parte de los días en un período de cuatro (4) semanas . O si el estudiante falta, sin excusa legal, diez (10) días o parte de un día en un período de seis meses (6).

Sin embargo, si el estudiante cumple 18 años durante el año escolar, el estado de Texas requiere que complete la sesión escolar actual.



Slide 41

Part 2: Parent Training

Consecuencias si Su Hijo/a Viola la ley de Asistencia Obligatoria

- Multa de hasta \$500 por violación
- Supervisión por parte del administrador de casos de menores
- Cumplir con servicios comunitarios
- Participar en consejo de familias
- Participar en un grupo educativo o un programa de trabajo a través de la escuela o comunidad
- Suspender la licencia de manejar/conducir
- Asistir cursos de absentismo y de liderazgo
- Inscribirse a otro programa educativo



Slide 42

Part 2: Parent Training

Escuela Señales de Alerta

Comportamiento del niño

- Mala actitud/malas calificaciones
- Falta de asistencia escolar/ausentismo

Medio ambiente/situación del niño

- Hay violencia en la escuela
- Hay pandillas en la escuela
- Sus compañeros lo abusan/intimidan en la escuela

NCCD National Curriculum Center for Delinquency

Slide 43

Part 2: Parent Training

Señales de Alerta: Escuela

Comportamiento del niño

Maestros llaman para hablar del mal comportamiento del niño o mandan reportes de progreso con el niño a la casa. Revise las calificaciones del niño en su reporte y de vez en cuando revise sus calificaciones en sus trabajos y exámenes. Pregunte al maestro sobre el comportamiento de su hijo en la clase.

Medio ambiente/situación del niño

Evita ir a la escuela. Lleva armas a la escuela. Regresa a casa con heridas o golpes.

NCCD National Curriculum Center for Delinquency

Slide 44

Part 2: Parent Training

Que Pueden Hacer los Padres


El comportamiento del niño

- Estimular buenos hábitos de estudio
- Involucrarse en las actividades de la escuela
- Tutoría
- Conectar a los padres y a los estudiantes con los maestros

(El estímulo de los maestros y una relación con adultos que muestran interés/participación en las ideas/actividades son factores protectores)

El medio ambiente, situación del niño

- Estimular buenos hábitos de estudio
- Estimular al niño para que participe en actividades positivas después de la escuela con un supervisor adulto
 - » demostrar apoyo, interés y participación, y dar reconocimiento a las actividades extracurriculares
- Ayudar al niño a desarrollar buenas habilidades/resolución de conflictos



Slide 45

Part 2: Parent Training

Recursos de la Escuela


La agencia de policías del condado de Travis
Programa de reducción de ausentismo
(Truancy Reduction Program)


Mensaje del programa

YO PUEDO HACER ESTO

- Cada clase
- Cada día
- Cada estudiante

Reduciendo el porcentaje de ausentismo escolar y el abandono de estudio.






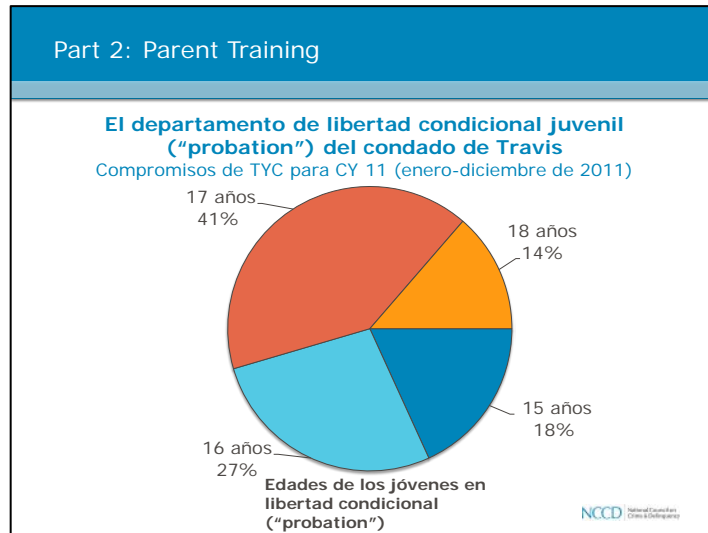
Slide 46

Part 2: Parent Training

Vida Social - Señales de Alerta



Slide 47



Slide 48

Part 2: Parent Training

Violencia Juvenil

La violencia es una acción aprendida

Violencia entre joven y joven

- Luchas
- Intimidaciones

Violencia en la comunidad
Violencia en la familia
Violencia en relaciones románticas

NCCD | National Corrections Center of Delinquency

Slide 49

Part 2: Parent Training

La Violencia Juvenil

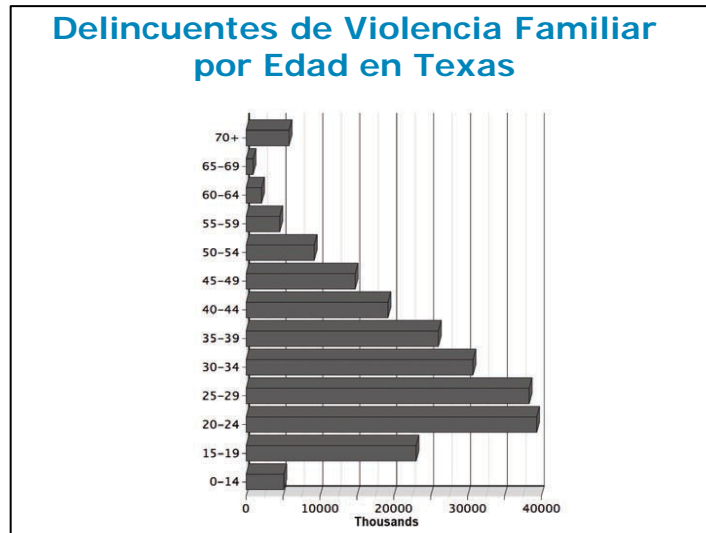
La violencia es una acción aprendida

Violencia juvenil Violencia entre joven y joven	Violencia familiar Violencia en relaciones románticas
--	--

- Luchas
- Intimidaciones

NCCD | National Corrections Center of Delinquency

Slide 50



Slide 51

Part 2: Parent Training

Vida Social Señales de Alerta

Comportamiento del niño

- Delincuencia/Participación en actividades/problemas con la ley
- Uso de drogas/alcohol

Medio ambiente/situación del niño

- Compañeros delincuentes/antisocial
- Membresía en la pandilla

NCCCD National Curriculum Center for Child Delinquency

Slide 52

Part 2: Parent Training

Cómo identificar señales de alerta? Vida Social

Comportamiento del niño

Problemas de disciplina
Problemas con la ley
Amigos usan drogas/alcohol
Personalidad/cambios de humor, baja autoestima, falta de criterio
Se retira de la familia, comienza argumentos, rompe las reglas
Amigos antisociales

Medio ambiente/ situación del niño

Golpes inexplicables
Dinero o bienes sin explicación
Admite que "sale" con niños en las pandillas
Un interés extraño de usar 1-2 colores de la ropa o un logotipo en particular
Se queda fuera hasta tarde sin razón


NCCCD National Curriculum Center for Child Delinquency

Slide 53

Part 2: Parent Training

**¿Qué pueden hacer los padres?
Vida Social**

Comportamiento del niño	Medio ambiente/situación del niño
Supervisar las actividades del niño Hablar con el niño acerca de las consecuencias de la participación en pandillas, la delincuencia y uso de drogas / alcohol Establecer expectativas claras y consecuencias para el mal comportamiento Poner en contacto con un médico profesional de confianza, como un consejero de la escuela, el pediatra o la familia. Buscar el consejo de un especialista (por ejemplo, psiquiatra infantil, psicólogo, consejero de abuso de sustancias)	Conocer a los amigos de los niños y sus familias Evaluar positivamente a los compañeros (muestre ejemplo, con los primeros compañeros) Reconocer / alentar compañeros positivos (amigos que se comportan de forma convencional, y los compañeros que desaprueban de la violencia son factores protectores) Involucrar a los compañeros positivos en las actividades familiares Enseñar al niño cómo manejar la presión de grupo




Slide 54

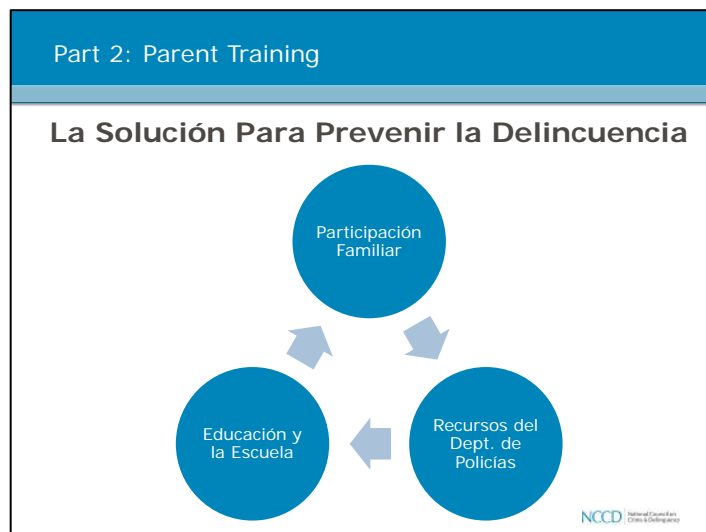
Part 2: Parent Training

**Recursos
Vida Social**

Consulte los folletos



Slide 55



Slide 56

Part 2: Parent Training

Conclusión

Participación activa de la familia

- Reconocer señales de alerta
- Que pueden hacer los padres?

Los padres no están solos

- Los proveedores de seguridad y servicio público

Hay ayuda disponible

- Recursos de la comunidad y la escuela

NCCD National Children's Center for Disability Prevention

Slide 57

Part 2: Parent Training

Preguntas y Comentarios

- Preguntas
- Sugerencias
- Encuesta final

NCCD National Children's Center for Disability Prevention

Slide 58

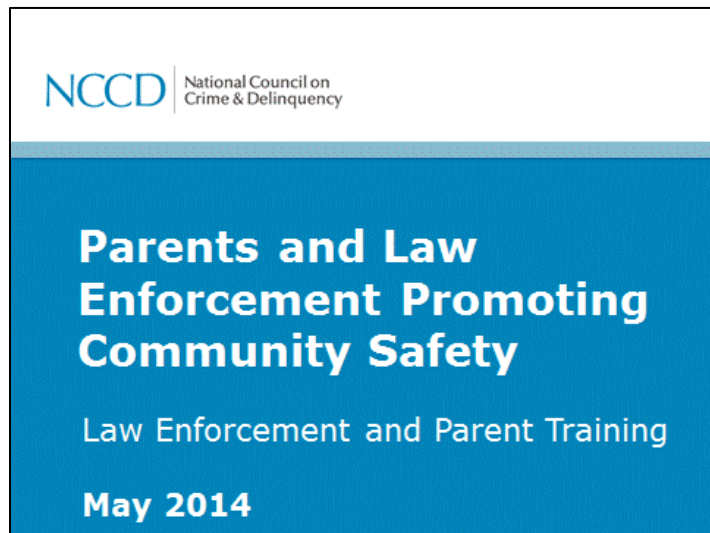


Appendix D

Community Safety Project PowerPoint: Oakland, California, Curriculum

Part I: Law Enforcement Training Model

Slide 1



PURPOSE

Provide an overview of the two-part training.

TIPS/FAQ

Part 1 of this curriculum is a guide for law enforcement and community stakeholders. It aims to provide them with an understanding of the Latino immigrant families' situations and experiences in the Fruitvale neighborhood.

Part 2 of this curriculum is also a guide for law enforcement and community stakeholders. The aim of this guide is to support law enforcement and community

stakeholders in the delivery of a prevention- and awareness-focused training for immigrant parents in their communities.

Slide 2



PURPOSE

Introductions and getting to know the trainees.

DISCUSSION

So as to frame the importance of this training for local law enforcement, ask and record responses to one of the two following questions:

1. Why are you (law enforcement officers) here?
2. What challenges do you face when working with immigrants?

Refer to the responses when appropriate throughout the training.

Slide 3



This project was supported by Grant No. 2010-DB-BX-K064 awarded by the Bureau of Justice Assistance. The Bureau of Justice Assistance is a component of the Office of Justice Programs, which also includes the Bureau of Justice Statistics, the National Institute of Justice, the Office of Juvenile Justice and Delinquency Prevention, the SMART Office, and the Office for Victims of Crime. Points of view or opinions in this document are those of the author and do not represent the official position or policies of the United States Department of Justice.

PURPOSE

Inform participants that the training was developed with funding from the Bureau of Justice Assistance by the National Council on Crime and Delinquency through a cooperative agreement. Points of view or opinions in this document are those of the author and do not represent the official position or policies of the United States Department of Justice.

Slide 4

Part 1: Law Enforcement Training

Latino Immigrant Parents and Law Enforcement Promoting Community Safety in Fruitvale



PURPOSE

Delineate the learning objectives for Part 1.

TIPS/FAQ

Part 1 has two learning objectives.

1. Build context and understanding of immigrant families' situations and experiences.
2. Connect challenges experienced by immigrant parents to common challenges experienced by children of immigrants that may exacerbate their vulnerability to involvement in delinquent activity.

Slide 5

Part 1: Law Enforcement Training

**Population Risks
and Challenges:
Children of Immigrants**

NCCD National Curriculum
Development Center

PURPOSE

This section introduces law enforcement to common risks and challenges facing children of immigrants in the United States. It focuses on Latino immigrants in the Fruitvale area of Oakland.

TIPS/FAQ

The goal of the section is to help law enforcement develop an understanding of Latino immigrant families' situations and vulnerabilities in Fruitvale.

This section will address the following objectives for Part 1 of the curriculum.


- Learn about immigrant families' situations and experiences.
- Understand the importance of working with immigrant populations.

Slide 6

Part 1: Law Enforcement Training

By how many millions is the US population expected to increase through immigration by 2020?

- ☐ 1 Million
- ☐ 15 Million
- ☐ 29 Million
- ☐ 40 Million



NCCD National Curriculum
Development Center

PURPOSE

Highlight the importance of working with immigrants, a rapidly growing population. Immigrants, especially youth, compose a significant portion of the US population.

TIPS/FAQ

Why should I care?

You will be working with this population, especially as you continue with community policing.

SOURCES

Fry, R., & Passel, J.S. (2009). Latino Children: A majority are US-born offspring of immigrants. Retrieved from Pew Research website: <http://pewhispanic.org/2009/05/28/latino-children-a-majority-are-US-born-offspring-of-immigrants/>

Passel, J.S., & Cohn, D. (2008). US population projections: 2005–2050. Retrieved from Pew Research website: <http://pewhispanic.org/2008/02/11/appendix-a-methodology-4/>

Pew Research Center. (2009). Latino Children: A Majority Are US-Born Offspring of Immigrants. Washington, D.C.: Fry, R., Passel, J.

Slide 7

Part 1: Law Enforcement Training

Immigrants: A Rapidly Growing Population

Immigration is estimated to **increase the US population by 29 million by 2020.**
(Pew Research Center, 2008)



NCCD National Curriculum Center for Domestic Violence Training

PURPOSE

Highlight the importance of working with immigrants, a rapidly growing population. Immigrants, especially youth, compose a significant portion of the US population.

TIPS/FAQ

Why should I care?

You will be working with this population, especially as you continue with community policing.

SOURCES

Fry, R., & Passel, J.S. (2009). Latino Children: A majority are US-born offspring

of immigrants. Retrieved from Pew Research website: <http://pewhispanic.org/2009/05/28/latino-children-a-majority-are-US-born-offspring-of-immigrants/>

Passel, J.S., & Cohn, D. (2008). US population projections: 2005–2050. Retrieved from Pew Research website: <http://pewhispanic.org/2008/02/11/appendix-a-methodology-4/>

Pew Research Center. (2009). Latino Children: A Majority Are US-Born Offspring of Immigrants. Washington, D.C.: Fry, R., Passel, J.

Slide 8

Part 1: Law Enforcement Training

Immigrants: A Rapidly Growing Population

One in five youth in the United States are immigrants or children of immigrants
(Pew Research Center, 2009).

- 22% are first-generation immigrants
- 47% are second-generation immigrants



NCCD National Curriculum Center for Domestic Violence Training

PURPOSE

Highlight the importance of working with immigrants, a rapidly growing population. Immigrants, especially youth, compose a significant portion of the US population.

TIPS/FAQ

Why should I care?

You will be working with this population, especially as you continue with community policing.

SOURCES

Fry, R., & Passel, J.S. (2009). Latino

Children: A majority are US-born offspring of immigrants. Retrieved from Pew Research website: <http://pewhispanic.org/2009/05/28/latino-children-a-majority-are-US-born-offspring-of-immigrants/>


Passel, J.S., & Cohn, D. (2008). US population projections: 2005–2050. Retrieved from Pew Research website: <http://pewhispanic.org/2008/02/11/appendix-a-methodology-4/>

Slide 9

Part 1: Law Enforcement Training

According to the 2010 Census, what percentage of the population in Oakland is Hispanic or Latino?

- ☐ 13%
- ☐ 25%
- ☐ 40%
- ☐ 51%



NCCD National Criminal Justice Training Center

PURPOSE

Highlight the importance of working with immigrants, a rapidly growing population. Immigrants, especially youth, compose a significant portion of the US population.

TIPS/FAQ

Why should I care?

You will be working with this population, especially as you continue with community policing.

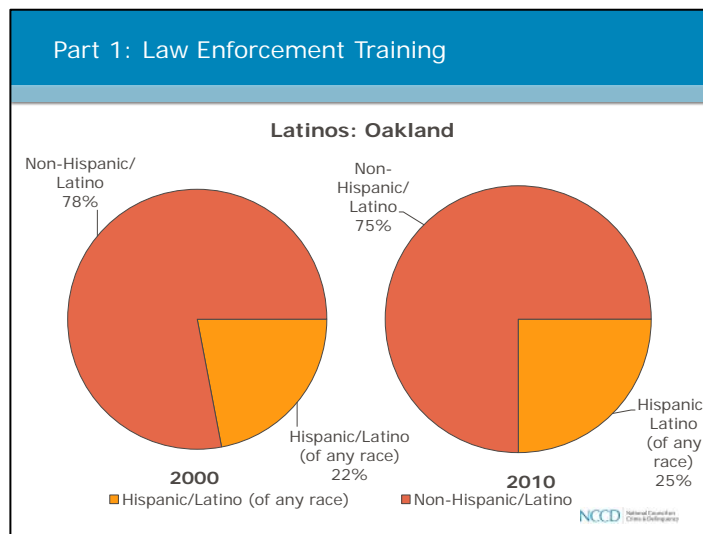
SOURCES

Children: A majority are US-born offspring of immigrants. Retrieved from Pew Research website: <http://pewhispanic.org/2009/05/28/latino-children-a-majority-are-US-born-offspring-of-immigrants/>

Passel, J.S., & Cohn, D. (2008). US population projections: 2005–2050. Retrieved from Pew Research website: <http://pewhispanic.org/2008/02/11/appendix-a-methodology-4/>

Pew Research Center. (2009). Latino Children: A Majority Are US-Born Offspring of Immigrants. Washington, D.C.: Fry, R., Passel, J.

Slide 10



PURPOSE

The Hispanic or Latino population makes up almost one quarter of the community in Oakland.

TIPS/FAQ

These slides illustrate US Census population data for Fruitvale and the City of Oakland in 2000 and 2010.

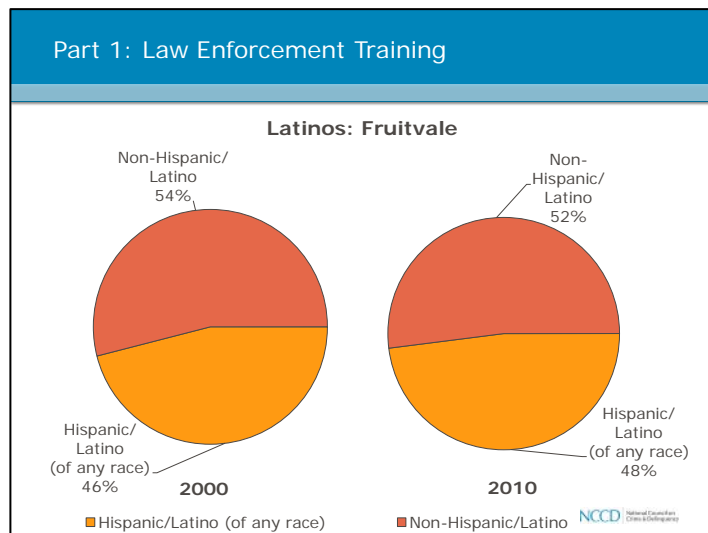
What if Latinos don't live within my beat?

If the area you serve does not have a large concentration of Latino residents, remember that Latinos make up at least one quarter of the Oakland population.

SOURCE

Davison, T. D. (2012). Place-making or place-claiming? Creating a 'Latino Quarter' in Oakland, California. *Urban Design International*, 17. Retrieved from <http://www.palgrave-journals.com/udi/journal/vaop/ncurrent/pdf/udi201237a.pdf>

Slide 11



PURPOSE

A large portion of this community lives in the Fruitvale area, which is 50% Hispanic or Latino.

TIPS/FAQ

These slides illustrate US Census population data for Fruitvale and the City of Oakland in 2000 and 2010.

What if Latinos don't live within my beat?

If the area you serve does not have a large concentration of Latino residents, remember that Latinos make up at least one quarter of the Oakland population.

SOURCE

Davison, T. D. (2012). Place-making or place-claiming? Creating a 'Latino Quarter' in Oakland, California. *Urban Design International*, 17. Retrieved from <http://www.palgrave-journals.com/udi/journal/vaop/ncurrent/pdf/udi201237a.pdf>

Slide 12



PURPOSE

Latinos, a diverse ethnic group, are a large and growing population in the United States.

TIPS/FAQ

As in the Fruitvale community, Latinos make up a significant portion of the national immigrant population; they are the largest and youngest minority group in the United States, representing 18% of all youth ages 16–25, 20% of school-age children, and 25% of newborns (Pew Hispanic Center, 2010).

It is important to recognize that definitions for the terms "Latino" and "Hispanic" can vary. Individuals may or may not identify with these terms. While many Latinos may identify as "Hispanic," "Latino" is a more neutral term.

- The US Census Bureau uses the term "Hispanic or Latino" to refer to a person who descends from Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race (US Census, 2011).
- "Latino" encompasses many races, ethnicities, cultures, and countries of origin. "Latino" is a term used chiefly in the United States to refer to people of Latin American extraction or descent, though the term has also been incorrectly used as a synonym for Hispanic. "Hispanic" is a narrower term that only refers to persons of Spanish-speaking origin or ancestry, while "Latino" is more

frequently used to refer more generally to anyone of Latin American origin or ancestry (Oquendo, 1998).

As a sign of respect, immigration status should not be assumed or questioned, unless required by law. The terms *legal* and *illegal* should be avoided when referring to documentation status; *documented* and *undocumented* should be used when necessary.

In New Mexico, Latinos are 51% of the 16–25-year-old population; in California they are 42%, and in Texas, 40% (US Census Bureau, 2011).

DISCUSSION

Ask participants to list the different Latino ethnicities that reside in Fruitvale.

Can they locate different ethnic residential, business, or community enclaves on the map of Fruitvale?

Ask participants to list reasons they have encountered for immigration to the United States. Present video clip of immigration experiences. Based on the video, how might immigration reasons and experiences impact issues related to youth violence among children of immigrants?

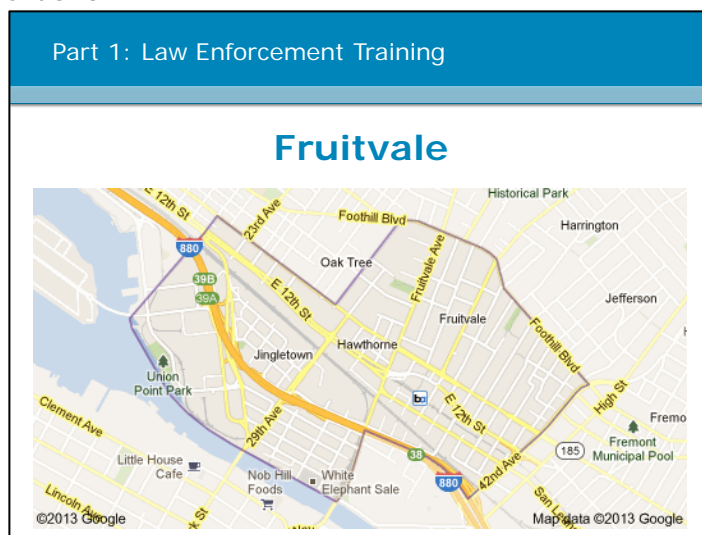
SOURCES

Ennis, S. R., and Albert, N. G., & Rios-Vargas, M. (2011). *The Hispanic Population:2010 Census Briefs*. Washington, D.C.: US Census Bureau.

Oquendo, A. R. (1998). Re-imagining the Latino/a race. In R. Delgado, & J. Stefancic (Eds.), *In the Latino/a Condition: A critical reader*. New York, NY: New York University Press.

Pew Hispanic Center.(2009, December 11). *Between two worlds: How young latinos come of age in America*. Retrieved from Pew Hispanic Center website:
<http://www.pewhispanic.org/files/reports/117.pdf>

Slide 13



PURPOSE

Define the boundaries of Fruitvale—target community of this training.

TIPS/FAQ

Fruitvale, for our project, was defined by the two-and-a-half-square-mile area bounded by 14th Avenue to the west, the Oakland Estuary to the south, High Street to the east, and Interstate 580 to the north.

DISCUSSION

What experiences have you had in this area?

What do you know about this area?

What insight do you have for officers and service providers working in this area?

SOURCES

Google Maps. (2013). *Fruitvale, Oakland, CA*. Retrieved from https://maps.google.com/maps?q=apa+chapger+in+an+anthology&rlz=1C1CHFX_enUS445US445&um=1&ie=UTF-8&hl=en&sa=N&tab=wl

Slide 14

Part 1: Law Enforcement Training

Challenges for Children of Immigrants

- Violence
- Victimization
- Delinquency
- Gang activity

(Rodriguez & Brindis, 1995; Sampson, Morenoff, & Raudenbush, 2005)

NCCD National Curriculum on Children & Delinquency

PURPOSE

Note common and serious challenges experienced by children of immigrants along with adverse experiences to which many children of immigrants are vulnerable.

TIPS/FAQ

Children of immigrants are vulnerable to a number of adverse outcomes including victimization, delinquency, and gang involvement (Rodriguez & Brindis, 1995; Sampson, Morenoff, & Raudenbush, 2005).

Exposure to violence is prevalent in many immigrant communities. The US

Department of Justice reports more than 60% of our nation's children having been exposed to violence; the consequences of this exposure often lead to the continuing of violence into future generations (Attorney General's National Task Force on Children Exposed to Violence, 2012).

Many immigrant youth live in neighborhoods that present multiple risk factors for gang violence, including low income, limited employment opportunities, social neglect and ostracism, economic marginalization, and cultural repression (Vigil and Yun, 2002). Gang involvement, in turn, exacerbates risk for most youth as gang members account for the most serious and violent crimes committed by adolescents (Thornberry et al., 2003).

SOURCES

Attorney General's National Task Force on Children Exposed to Violence. (2012). *Report of the Attorney General's National Task Force on Children Exposed to Violence*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention.

Rodriguez, M. A., & Brindis, C. D. (1995). Violence and Latino youth: Prevention and methodological issues. *Public health reports*, 110(3), 260–267.

Sampson, R. J., Morenoff, J. D., & Raudenbush, S. (2005). Social anatomy of racial and ethnic disparities in violence. *American Journal of Public Health*, 95.

Thornberry, T. P. (2001). Risk factors for gang membership. In J. Miller, C. L. Maxson, & M. W. Klein (Eds.), *The Modern Gang Researcher*, 2nd ed., (pp. 32–43). Los Angeles: Roxbury Publishing Company.

Vigil, J. D., & Yun, S. C. (2002). A cross-cultural framework to understand gangs: Multiple marginality and Los Angeles. In C. R. Huff (Ed.), *Gangs in America*, 3rd ed., (pp. 161–174). Thousand Oaks, CA: Sage Publications Inc.

Slide 15

Part 1: Law Enforcement Training		Purpose Describe common risk factors faced by children of immigrants.
Risk Factors for Children of Immigrants		
Individual Risk Factors <ul style="list-style-type: none">• Cultural/language barriers• Strained family relationships• Inconsistent parental influence	Environmental Risk Factors <ul style="list-style-type: none">• Poverty• Exposure to violence in community	

NCCCD National Curriculum Center for Child Safety

Slide 16

Part 1: Law Enforcement Training	PURPOSE Note common and serious challenges experienced by children of Latino immigrants.
Challenges for Latino Immigrant Children <ul style="list-style-type: none">• Education• Poverty• Health <p><small>(Gandara, 2010; Kandula, Kersey, and Lurie, 2004; Orfield, 2005; Rothstein, 2004)</small></p> <p><small>NCCCD National Curriculum Center for Child Safety</small></p>	TIPS/FAQ Compared to other ethnic groups in the United States, Latino immigrant youth have some of the highest school dropout rates and the poorest academic performance. They also attend the most overcrowded, underfunded, and understaffed schools in the country (Gandara, 2010; Orfield, 2005; Rothstein, 2004).

Immigrant Latino youth, compared to US-born youth, have elevated rates of obesity, and are more likely to require hospitalization due to an accident or injury, are more likely to be the victim of homicide, and are more likely to have been exposed to toxins and dangerous chemicals (Kandula, Kersey, and Lurie, 2004).

SOURCES

Gandara, P. (2010). The Latino education crisis. *Educational Leadership*, 67(5).

Kandula, N. R., Kersey, M., & Lurie, N. (2004). Assuring the health of immigrants: What the leading health indicators tell us. *Annual Review of Public Health*, 25, 357–76.

Orfield, G., & Lee, C., (2005). *Why segregation matters: Poverty and educational inequality*. Cambridge, MA: The Civil Rights Project at Harvard University.

Rothstein, R. (2004). *Class and schools: Using social, economic, and educational reform to close the black-white achievement gap*. Washington, DC: Economic Policy Institute.



PURPOSE

Two major challenges facing the children of Latino immigrants in Fruitvale center around violence and the relationship between law enforcement and the community.

Violence was defined as:

- Gang harassment, shootings, assaults, and homicides
- Fights
- Intimate partner violence

- Women and girls forced into sex work
- Victimization of day laborers
- Sexual harassment of girls and women on the street
- Law enforcement as antagonists and source of violence (e.g., the shooting of Oscar Grant by a BART officer)

Relationship between law enforcement and community was defined as:

- Conflicting views of police—antagonists and assets to community safety
- Negative experiences with officers
- Fear of deportation

TIPS/FAQ

For more details about this information, read "Immigrant Parents and Law Enforcement Promoting Community Safety: Findings From Oakland, California."

DISCUSSION

Ask participants why they agree or disagree with these findings. [Instructor should track information discussed for future curriculum updates. Use historical information as a discussion point in the future; focus on the historical changes/persistence of issues.]

Slide 18

Part 1: Law Enforcement Training

Challenges for Immigrant Parents

- Cultural and language barriers
- Acclimation
- Economic strains
- Generational disconnect
- Transitory displacement
- Migratory employment
- Deportation

NCCD National Council on Crime & Delinquency

PURPOSE

Note common challenges for immigrant parents, which may leave children of immigrants unable to resolve risk factors and vulnerable to adverse outcomes.

TIPS/FAQ

Challenges include:

- Cultural and language barriers;
 - Acclimation to a new country, including gaining awareness and/or trust of the new country's systems (e.g., schools, law enforcement, government);
- Economic strains and challenges, which can result in limited time for involvement with children due to multiple jobs and competing priorities;
 - Generational disconnect between parents and children, which can result in strained relationships. Children may be less connected to parents' traditions and more susceptible to outside negative influences. Parents may struggle to support their children's education, help with homework, and assist in school;
 - Transitory displacement;
 - Migratory employment; and
 - Deportation and fear/risk of deportation.

Slide 19

Part 1: Law Enforcement Training

Strengths of Latino Immigrant Parents

- *Respeto* (or respect)
- *Familismo* (or familism)

(Bird et al., 2001; Cortes, 1995; Dumka et al., 1997; Fuligni, 2001; Hill et al., 2003)

NCCD National Council on Crime & Delinquency

PURPOSE

Trainers will inform trainees how *respeto* and *familismo* have been associated with improvements in the physical health, emotional health, and educational well-being of adolescent Latinos (Bird et al., 2001; Dumka et al., 1997; Fuligni, 2001; Hill et al., 2003)

TIPS/FAQ

Respeto is "the importance of teaching children the proper level of courtesy and decorum required in various social contexts with people of a particular age, sex, and social status."

Familismo refers to "feelings of loyalty, reciprocity, and solidarity towards members of the family, as well as the notion of the family as an extension of self" (Cortes, 1995).

SOURCES

- Bird, H. R., Canino, G. J., Davies, M., Zhang, H., Ramirez, R., & Lahey, B. B. (2001). Prevalence and correlates of antisocial behaviors among three ethnic groups. *Journal of Abnormal Child Psychology*, 29(6), 465–478.
- Cortes, D. E. (1995). Variations in familism in two generations of Puerto Ricans. *Hispanic Journal of Behavioral Sciences*, 17(2), 249–255.
- Dumka, L. E., Roosa, M. W., & Jackson, K. M. (1997). Risk, conflict, mothers' parenting, and children's adjustment in low-income, Mexican immigrant, and Mexican American families. *Journal of Marriage and Family*, 59(2), 309–323.
- Fuligni, A. J. (2001). Family obligation and the academic motivation of adolescents from Asian and Latin American, and European backgrounds. In A. J. Fuligni (Ed.), *Family obligation and assistance during adolescence: Contextual variations and developmental implications* (New Directions in Child and Adolescent Development Monograph, pp. 61–76). San Francisco: Jossey-Bass.
- Hill, N. E., Bush, K. R., & Roosa, M. W. (2003). Parenting and family socialization strategies and children's mental health: Low-income, Mexican-American and Euro-American mothers and children. *Child Development*, 74(1), 189–204.
-

Slide 20

Part 1: Law Enforcement Training

Strengths of Latino Immigrant Parenting Strategies

- Empathize with children
- Seek support
- Bicultural coping skills
- Communication with children
- Ongoing/developing strategies

(Perreira, Chapman, & Stein, 2006)

NCCD National Children's Center on Discipline and Detention

PURPOSE

Reinforce the strengths in parenting strategies used by Latino immigrant parents.

TIPS/FAQ

Because of the challenges they face in the United States, Latino immigrant parents use good parenting strategies that may look different to other cultures.

Empathy. Latino immigrant parents try to understand what their children are going through. They empathize with them, respect them, and admire them.

Seek support. Latino immigrant parents seek support for themselves and their children. They are not disinterested or passive parents. When support services are available and accessible, they will use them.

Bicultural coping skills. Latino immigrant parents recognize the differences between the United States and their home countries and understand that migration involves an adaptation process; they help their children understand racial differences and cope with racism and discrimination; and help their children to develop a positive image of themselves and their heritages.

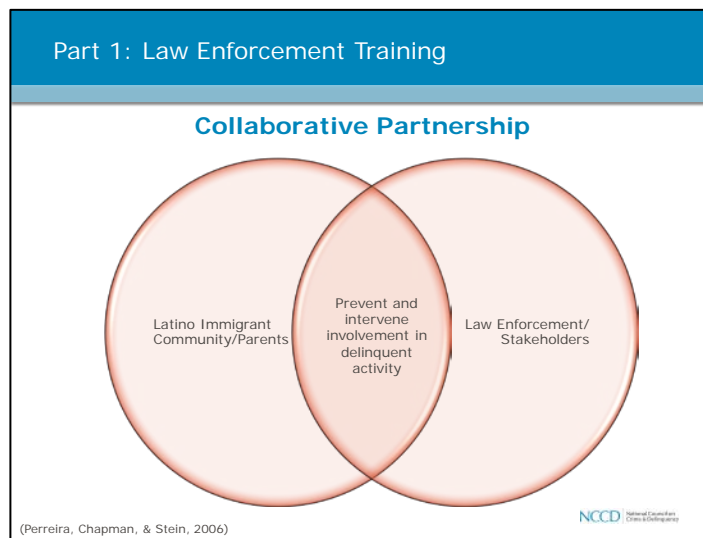
Communication with children. Parent–child communication is a tool used by immigrant parents to help promote resiliency. Parents make time to talk with their children and speak openly and honestly about issues their children face as adolescents and as immigrants in the United States.

Ongoing/developing strategies. Changes in social position lead to exposure to new social contexts. In response, parents and children develop positive coping strategies that promote their success in the United States. The process is not static but ongoing.

SOURCE

Perreira, K. M., Chapman, M. V., & Stein, G. L. (2006). Becoming an American parent: Overcoming challenges and finding strength in new immigrant Latino community. *Journal of Family Issues*, 27(10), 1383–1414.

Slide 21



PURPOSE

To support the well-being of immigrant parents and their children, a collaborative partnership between law enforcement and parents is necessary—especially for the prevention of youth violence, delinquency, and victimization.

FAQ/TIPS

To build on the parenting strengths of immigrant parents you can:

- Support Latino immigrant parents in their efforts to improve parent–child communication, develop bicultural coping skills in themselves and their children, and identify community-based resources for immigrant families.
- Help foster resources for Latino immigrant parents in their community.

SOURCES

Perreira, K. M., Chapman, M. V., & Stein, G. L. (2006). Becoming an American parent: Overcoming challenges and finding strength in new immigrant Latino community. *Journal of Family Issues*, 27(10), ppl. 1383–1414.

Slide 22



PURPOSE

Law enforcement will use the information from Part 1 to present Part 2 of this curriculum to immigrant parents in Fruitvale. The aim of the second portion of the curriculum is to provide law enforcement officers an opportunity to engage and connect with immigrant community members, as well as to provide immigrant parents with information and resources that can help support their children.

Part II: Parent/Stakeholder Training Model

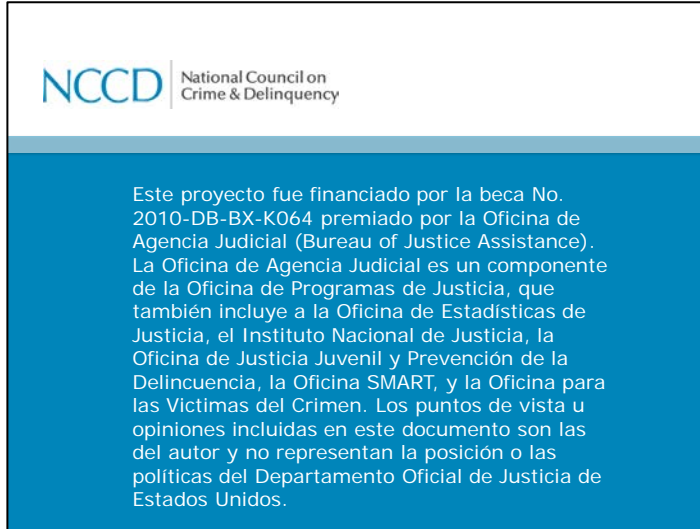
Slide 23



PURPOSE

This part of the training will enhance parents' ability to identify and respond to risk factors and warning signs.

Slide 24



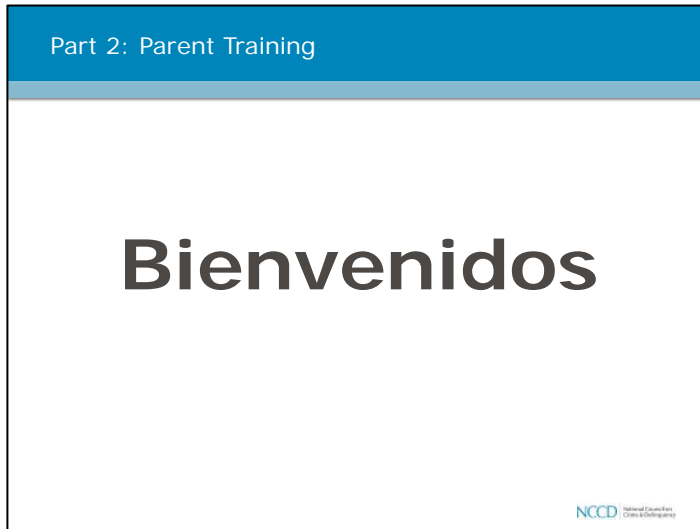
NCCD | National Council on Crime & Delinquency

Este proyecto fue financiado por la beca No. 2010-DB-BX-K064 premiado por la Oficina de Agencia Judicial (Bureau of Justice Assistance). La Oficina de Agencia Judicial es un componente de la Oficina de Programas de Justicia, que también incluye a la Oficina de Estadísticas de Justicia, el Instituto Nacional de Justicia, la Oficina de Justicia Juvenil y Prevención de la Delincuencia, la Oficina SMART, y la Oficina para las Víctimas del Crimen. Los puntos de vista u opiniones incluidas en este documento son las del autor y no representan la posición o las políticas del Departamento Oficial de Justicia de Estados Unidos.

PURPOSE

- Inform participants that the training was developed with funding from the Bureau of Justice Assistance by the National Council on Crime and Delinquency through a cooperative agreement.
- Points of view or opinions in this document are those of the author and do not represent the official position or policies of the United States Department of Justice.

Slide 25



Part 2: Parent Training

Bienvenidos

NCCD | National Council on Crime & Delinquency

PURPOSE

Build rapport with trainees.

Law enforcement should state any legal obligations they have (e.g., mandated reporting laws).

TIPS/FAQ

Introduce law enforcement and parents to each other as community members.

Identify group rules for creating a “safe space.”

Trainers will present themselves as resources available to the community to

maintain safety, help resolve community challenges, and help address any questions community members may have about law enforcement.

Remind participants that if, for any reason, people have questions or do not feel comfortable reaching out to law enforcement, other measures are available (e.g., anonymous notes, anonymous tips phone number, service providers identified as mediators willing to help) to assist people in receiving help from law enforcement if necessary.

Slide 26

Part 2: Parent Training

Desafíos para Jóvenes

NCCD National Curriculum Center for Children & Delinquency

PURPOSE

In this section of the training, trainers will discuss the most serious juvenile offences in the United States. They will also present parent involvement as a protective factor and a general aid in reducing the risk of a child's involvement in delinquent activity.

Slide 27

Part 2: Parent Training

Desafíos Para los Niños de Inmigrantes

- Violencia
- Victimización
- Delincuencia
- Actividades de pandillas

(Rodriguez and Brindis, 1995; Sampson, Morenoff, and Raudenbush, 2005)

NCCD National Curriculum Center for Children & Delinquency

PURPOSE

Note common and serious challenges experienced by children of immigrants along with adverse experiences to which many children of immigrants are vulnerable.

TIPS/FAQ

Children of immigrants are vulnerable to a number of adverse outcomes including victimization, delinquency, and gang involvement (Rodriguez and Brindis, 1995; Sampson, Morenoff, and Raudenbush, 2005).

Exposure to violence is prevalent in many immigrant communities. The US Department of Justice reports more than 60% of our nation's children having been exposed to violence; the consequences of this exposure often lead to the continuing of violence into future generations (Attorney General's National Task Force on Children Exposed to Violence, 2012).

Many immigrant youth live in neighborhoods that present multiple risk factors for gang violence, including low income, limited employment opportunities, social neglect and ostracism, economic marginalization, and cultural repression (Vigil and Yun, 2002). Gang involvement, in turn, exacerbates risk for most youth as gang members account for the most serious and violent crimes committed by adolescents (Thornberry et al., 2003).

SOURCES

Attorney General's National Task Force on Children Exposed to Violence. (2012). *Report of the Attorney General's National Task Force on Children Exposed to Violence*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention.

Rodriguez, M. A., & Brindis, C. D. (1995). Violence and Latino youth: Prevention and methodological issues. *Public health reports*, 110(3), 260–267.

Sampson, R. J., Morenoff, J. D., & Raudenbush, S. (2005). Social anatomy of racial and ethnic disparities in violence. *American Journal of Public Health*, 95.

Thornberry, T. P. (2001). Risk factors for gang membership. In J. Miller, C. L. Maxson, & M. W. Klein (Eds.), *The Modern Gang Researcher*, 2nd ed., (pp. 32–43). Los Angeles: Roxbury Publishing Company.

Vigil, J. D., & Yun, S. C. (2002). A cross-cultural framework to understand gangs: Multiple marginality and Los Angeles. In C. R. Huff (Ed.), *Gangs in America*, 3rd ed., (pp. 161–174). Thousand Oaks, CA: Sage Publications Inc.

Slide 28

Part 2: Parent Training

Desafíos para los Hijos de los Inmigrantes Latinos

- Educación
- Pobreza
- Salud

(Gandara, 2010; Kandula, Kersey, and Lurie, 2004; Orfield, 2005; Rothstein, 2004)

NCCD

PURPOSE

Note common and serious challenges experienced by children of Latino immigrants.

TIPS/FAQ

Compared to other ethnic groups in the United States, Latino immigrant youth have some of the highest school dropout rates and poorest academic performance; they attend the most overcrowded, underfunded, and understaffed schools in the country (Gandara, 2010; Orfield, 2005; Rothstein, 2004).

Immigrant Latino youth, Compared to US-born youth, have elevated rates of obesity, and are more likely to require hospitalization due to an accident or injury, are more likely to be the victim of homicide, and are more likely to have been exposed to toxins and dangerous chemicals (Kandula, Kersey, and Lurie, 2004).

SOURCES

Gandara, P. (2010). The Latino education crisis. *Educational Leadership*, 67(5).

Kandula, N. R., Kersey, M., & Lurie, N. (2004). Assuring the health of immigrants: What the leading health indicators tell us. *Annual Review of Public Health*, 25, 357–76.

Orfield, G., & Lee, C., (2005). *Why segregation matters: Poverty and educational inequality*. Cambridge, MA: The Civil Rights Project at Harvard University.

Rothstein, R. (2004). *Class and schools: Using social, economic, and educational reform to close the black-white achievement gap*. Washington, DC: Economic Policy Institute.



PURPOSE

The two major challenges facing the children of Latino immigrants in Fruitvale center around violence and the relationship between law enforcement and the community. Because of these and the other challenges, it is important for parents to be actively involved in their children's lives so as to prevent delinquency and/or victimization.

Violence was defined as:

- Gang harassment, shootings, assaults, and homicides

- Fights
- Intimate partner violence
- Women and girls forced into sex work
- Victimization of day laborers
- Sexual harassment of girls and women on the street
- Law enforcement as antagonists and source of violence (e.g., the shooting of Oscar Grant by a BART officer)

Relationship between law enforcement and community was defined as:

- Conflicting views of police—antagonists and assets to community safety
- Negative experiences with officers
- Fear of deportation

TIPS/FAQ

For more details about this information, read *Immigrant Parents and Law Enforcement Promoting Community Safety: Findings From Oakland, California*.

DISCUSSION

Ask participants why they agree or disagree with these findings. [Instructor should track information discussed for future curriculum updates. Use historical information as a discussion point in the future; focus on the historical changes/persistence of issues.]

Slide 30

Part 2: Parent and Stakeholder Training

La Participación Familiar



NCCCD National Curriculum Center for Child Delinquency

PURPOSE

Present parental involvement as a protective factor and a general aid in reducing the risk of a child's involvement in delinquent activity.

TIPS/FAQ

Religiousness and parental involvement are associated with a decrease in conduct problems (Pearce, Jones, Schwab-stone, & Ruchkin, 2003).

Youth involved in violence and delinquency reported poorer family discipline, less family cohesion, and less familial involvement than non-offending

youth and nonviolent offending youth (Gorman-Smith, Tolan, Zelli, & Huesmann, 1996).

SOURCES

Pearce, M. J., Jones, S. M., Schwab-stone, M. E., & Ruchkin, V. (2003). The protective effects of religiousness and parent involvement on the development of conduct problems among youth exposed to violence. *Child Development*, 74.


Gorman-Smith, D., Tolan, P. H., Zelli, A., & Huesmann, L. R. (1996). The relation of family functioning to violence among inner-city minority youths. *Journal of Family Psychology*, 10(2), pp. 115–129.

Slide 31

Part 2: Parent Training

Escuela: Factores de Riesgo

- Mala actitud/rendimiento en la escuela
- Pobre asistencia escolar/ausentismo
- Hay violencia en la escuela
- Hay pandillas en la escuela
- La intimidación en la escuela
- Amigos delincuentes



NCCCD National Curriculum Center for Child Delinquency

PURPOSE

List the individual and environmental risk factors that place youth at risk of perpetuating or being victims of delinquency and violence.

TIPS/FAQ

What is a risk factor?

Risk factors are behaviors or conditions that increase the chance of an outcome. For example, age is one of the risk factors for heart disease. But not all people get heart disease as they age. The risk factors described here do not mean that all children will perpetuate or become

victims of delinquency and violence.

What is an individual risk factor?

An individual risk factor is one over which the individual has some control. The individual risk factors that place youth at risk of perpetuating or being victims of delinquency and violence include:

-
- Poor attitude/performance in school
 - Poor school attendance/truancy

What is an environmental risk factor?

There are risk factors that the local environment or situation may exhibit. The environmental risk factors that place youth at risk of perpetuating or being victims of delinquency and violence include:


- Violence at school
- Gangs at school
- Bullying at school

Slide 32

Part 2: Parent Training

Escuela: Señales de Alerta

- Evita ir a la escuela
- Lleva armas a la escuela
- Viene a casa con marcas de golpes o lastimado
- Los maestros llaman a casa para informar del mal comportamiento o el absentismo escolar



NCCD National Curriculum Center for Delinquency and Violence

PURPOSE

List the warning signs that may indicate youth are perpetuating or being victims of delinquency and violence.

TIPS/FAQ

Even if a child is not in a gang, the presence of violence, bullying, and gangs at school leaves a child vulnerable to victimization and exposes the child to cumulative negative influences through classmates. Law enforcement should explain that exposure to violence, bullying, and gangs in school are warning signs that should not be ignored.

Law enforcement will explain how involvement with delinquent or antisocial peers and gang membership are warning signs of involvement in delinquent activity.

What is a warning sign?

A warning sign is something that alerts parents to an imminent issue. For example, avoiding school may be a warning sign that a child is being bullied at school.

What is the difference between a warning sign and a risk factor?

The terms may be used interchangeably by many people. For this training, the difference is that risk factors, unlike warning signs, are conditions that increase the chance of an outcome. Warning signs, for this training, are alerts to a potential imminent issue that, unlike risk factors, may require parental investigation or action.

Slide 33

Part 2: Parent Training

Vida Social: Señales de Alerta

COMPORTAMIENTO

- Delincuencia / Participación en actividades ilegales/problemas con la ley
- El uso personal o un compañero de drogas / alcohol
- Problemas de comportamiento
- Fatiga, quejas repetidas de salud, ojos rojos y vidriosos, y una tos duradera
- Cambio de personalidad

NCCD National Curriculum Center for Delinquency

PURPOSE

Law enforcement will explain how parents can identify warning signs in a child's social environment.

Slide 34

Part 2: Parent Training

Vida Social: Señales de Alerta

COMPORTAMIENTO

- Comienza argumentos, rompe las reglas, o se retira de la familia.
- Poca interés, actitud negativa, calificaciones bajas, muchas faltas y problemas de disciplina
- Nuevos amigos

NCCD National Curriculum Center for Delinquency

PURPOSE

Law enforcement will explain how parents can identify warning signs in a child's social environment.

Slide 35

Part 2: Parent Training

Vida Social: Señales de Alerta

- Golpes inexplicables
- Dinero o bienes inexplicables (como ropa o joyas)
- "Pasa el tiempo" con niños en pandillas
- Interés inusual en 1-2 colores de ropa, o un logotip en particular
- Tiene dibujos específicos o símbolos de pandillas en los libros escolares, ropa, paredes o tatuajes
- Se queda tarde sin razón

NCCD National Curriculum Center for Delinquency

PURPOSE


Law enforcement will explain how parents can identify warning signs in a child's social environment.

Slide 36

Part 2: Parent Training

¿Qué pueden hacer los padres?

- Fomentar buenos hábitos de estudio
- Anime al niño a participar en actividades extracurriculares positivas con la supervisión de un adulto
- Participe en las actividades escolares del niño
- Tutoría
- Conéctese con los maestros



PURPOSE

Discuss what parents can do if they recognize poor school performance or truancy.

DISCUSSION


Encourage participants to discuss their successful parental responses.

Slide 37

Part 2: Parent Training

¿Qué pueden hacer los padres?

- Mostrar apoyo, interés y participación, y dar reconocimiento a las actividades extracurriculares
- Ayudar al niño a desarrollar buenas habilidades / resolución de conflictos
- Revisar las calificaciones de su hijo en las tarjetas de reporte y en sus tareas, también llame a la escuela para revisar las calificaciones y las faltas de asistencia
- Hablar con los maestros para obtener información sobre el comportamiento del niño en la clase



PURPOSE

Discuss what parents can do if they recognize poor school performance or truancy.

DISCUSSION


Encourage participants to discuss their successful parental responses.

Slide 38

Part 2: Parent Training

¿Qué pueden hacer los padres?

- Monitoreo/supervisión de las actividades
- Comunicación abierta con el niño. Haga preguntas específicas acerca de la escuela, los amigos, y cualquier problema o duda
- Hable con el niño acerca de las consecuencias de la participación en pandillas, la delincuencia y uso de drogas/alcohol
- Establecer expectativas claras para el mal comportamiento
- Póngase en contacto con un médico profesional de confianza, como un consejero de la escuela, o el pediatra



PURPOSE


Explain what parents can do if they recognize warning signs in a child's social behavior.

Slide 39

Part 2: Parent Training

¿Qué pueden hacer los padres?

- Busque el consejo de un especialista (es decir, psiquiatra infantil, psicólogo, consejero)
- Conozca a los amigos de los niños y sus familias
- Evaluación positiva de los padres de los compañeros (muestre ejemplo, con los primeros compañeros)
- Reconozca a compañeros positivos (amigos que se comportan de forma convencional y los compañeros que desapruében la violencia son factores de protección)
- Involucre a los compañeros positivos en las actividades familiares
- Enseñe al niño cómo manejar la presión de grupo




PURPOSE

Explain what parents can do if they recognize warning signs in a child's social behavior.

Slide 40

Part 2: Parent Training

Oakland: Desafíos Para Jóvenes



PURPOSE

In this section of the training, trainers will discuss the most serious juvenile offences in the United States. They will also present parental involvement as a protective factor and a general aid in reducing the risk of a child's involvement in delinquent activity.

The tips/FAQs and source below cover slides 41–43.

TIPS/FAQ

Attire (Clothing/Accessories/Hairstyle/Make Up)

Many gangs use colored clothing, sports team logos on clothing, belts, a certain style of clothing, or clothing accessories to denote gang membership (i.e., a hat of a particular sports team).

Tattoos

Gang members sometimes use tattoos to demonstrate their gang affiliation.

Defiant Behavior and Tough Image

Most youth express defiant behavior from time to time. Gang-involved youth are likely to be extremely defiant toward authority figures and will at times challenge or even threaten them. Girls often want to be associated with the power or status of male gang members and may seek to become the girlfriend of a high-ranking gang member so that others will not bother her. (It is also important to note that girls can be just as gang-involved as their male counterparts).

New Friends

Youth may begin to associate with a new group of friends, dropping long-time friends. If these new friends dress in similar styles or colors, parents and teachers should discuss why the student is associating with this new group of friends.

New Nickname

Gang members refer to each other by nickname. In some gangs, youth do not know the real names of members—only the street name or nickname.

Secrecy

Many gang-involved youth possess gang-related paraphernalia, pictures, samples of graffiti, etc. These youth may hide gang paraphernalia, drugs, or weapons in the house. They may not want parents to see graffiti written on clothing, backpacks, furniture, or the walls of their bedrooms. They may try to install locks on bedroom doors or threaten parents if they try to get into their bedrooms. MySpace, Facebook, and Twitter may also be used for pictures, codes, or gang activity.

Money

Some youth get involved in a gang to make money illegally. Crimes may include armed robbery, selling drugs, being a lookout for drug dealers, auto theft/burglary, etc. Parents should be concerned over unexplained money or material goods such as new clothes, electronics (i.e., cell phones, MP3 players, computer games, etc.), or jewelry that appear without a reasonable explanation. Again, this is more about a trend of unexplained items.

Unusual Sleeping Patterns

Research indicates that teenagers naturally need more sleep than adults. However, gang members like to hang out at night. Gangs may commit crimes such as drive-by shootings, robberies, and tagging late at night.

Cuts and Bruises

Gang members tend to have more physical confrontations than others. Fights may occur between members of the same gang, with rival gangs, or even with individuals who are not part of the gang world. Be aware of unexplained cuts and bruises, especially on the knuckles and hands, and secrecy as to how they occurred.

Graffiti and Tagging

Like tattoos, graffiti can be the name of a gang, initials, numbers, or symbols that are associated with the gang. Graffiti is not just written on the walls of buildings but can be found on books, notebooks, backpacks, clothing and furniture. Graffiti is used to mark gang territory or demonstrate involvement in a gang. Youth who are involved with gangs will generally have graffiti written on personal possessions. This may also include drawings and doodling of gang-related themes of violence, guns, or symbols.

Practicing Behaviors

Just as youth who are interested in sports will practice that sport, youth interested in gangs will practice gang-related behaviors. They will usually practice graffiti writing on paper or notebooks.

Alcohol/Drug Abuse

Gang members often have easy access to alcohol and other drugs. Some youth get involved with gangs just to party. Alcohol/drug abuse can include common household medicines like Robutussin (also known as “bo” when mixed with Sprite) or sniffing glue.

Photographs

Photos of the youth and others displaying gang hand signs, weapons, cash, drugs, or gang-type of clothing can be found printed or electronically on social networking sites like MySpace or Facebook.

SOURCE


Oakland Unified School District. *Gang prevention and intervention handbook for schools*. Retrieved from http://www.ousd.k12.ca.us/cms/lib07/CA01001176/Centricity/Domain/81/Handbook_9-8_FINAL.pdf

Slide 41

Part 2: Parent Training

Cómo Identificar Riesgos: Pandillas

- Atuendo
- Tatuajes
- Mal comportamiento
- Nuevos amigos
- Apodo
- Secretos
- Duermen durante horas inusuales
- Graffiti y "tagging"
- El abuso de alcohol/drogas



NCCD National Curriculum Center for Delinquency Prevention

PURPOSE

The Fruitvale community identified gangs as a major challenge for immigrant youth. This slide lists ways parents can identify signs of gang involvement. It is important to note that the presence of any one of these indicators in and of itself does not mean that the youth in question is involved in a gang.

Slide 42

Part 2: Parent Training

¿Qué pueden hacer los padres acerca de las pandillas?

- Supervisión de actividades
- Hable con el niño acerca de las consecuencias de la participación en pandillas, la delincuencia y uso de drogas/alcohol
- Establecer expectativas claras y reglamentos para el mal comportamiento
- Póngase en contacto con un médico profesional de confianza, como un consejero de la escuela, el pediatra o la familia
- Busque el consejo de un especialista (es decir, psiquiatra infantil, psicólogo, consejero de abuso de sustancias)

NCCD National Curriculum Center for Delinquency Prevention

PURPOSE

Describe what parents can do with their children.

Slide 43

Part 2: Parent Training

¿Qué pueden hacer los padres acerca de las pandillas?

- Conozca a los amigos de los niños y sus familias
- Reconozca a los amigos positivos (amigos que se comportan de forma convencional, y los compañeros que desapruueban de la violencia son factores de protección)
- Involucre a los amigos positivos en las actividades familiares
- Enseñe al niño cómo enfrentar la presión de grupo

NCCD National Curriculum Center for Delinquency

PURPOSE

Describe what parents can do with their children.

Slide 44

Part 2: Parent Training

Fortalezas de Padres Latinos

- *Respeto* (or respect)
- *Familismo* (or familism)



(Bird et al., 2001; Cortes, 1995; Dumka et al., 1997; Fuligni, 2001; Hill et al., 2003)

NCCD National Curriculum Center for Delinquency

PURPOSE

Reinforce the strength in parenting strategies used by Latino immigrant parents.

TIPS/FAQ

Respeto and *familismo* have been associated with improvements in the physical health, emotional health, and educational well-being of adolescent Latinos (Bird et al., 2001; Dumka et al., 1997; Fuligni, 2001; Hill et al., 2003)

Respeto is “the importance of teaching children the proper level of courtesy and decorum required in various social

contexts with people of a particular age, sex, and social status.”

Familismo refers to “feelings of loyalty, reciprocity, and solidarity towards members of the family, as well as the notion of the family as an extension of self” (Cortes, 1995).

SOURCES

Bird, H. R., Canino, G. J., Davies, M., Zhang, H., Ramirez, R., & Lahey, B. B. (2001). Prevalence and correlates of antisocial behaviors among three ethnic groups. *Journal of Abnormal Child Psychology*, 29(6), 465–478.

Cortes, D. E. (1995). Variations in familism in two generations of Puerto Ricans. *Hispanic Journal of Behavioral Sciences*, 17(2), 249–255.

Dumka, L. E., Roosa, M. W., & Jackson, K. M. (1997). Risk, conflict, mothers’ parenting, and children’s adjustment in low-income, Mexican immigrant, and Mexican American families. *Journal of Marriage and Family*, 59(2), 309–323.

Fuligni, A. J. (2001). Family obligation and the academic motivation of adolescents from Asian and Latin American, and European backgrounds. In A. J. Fuligni (Ed.), *Family obligation and assistance during adolescence: Contextual variations and developmental implications* (New Directions in Child and Adolescent Development Monograph, pp. 61–76). San Francisco: Jossey-Bass.


Hill, N. E., Bush, K. R., & Roosa, M. W. (2003). Parenting and family socialization strategies and children's mental health: Low-income, Mexican-American and Euro-American mothers and children. *Child Development*, 74(1), 189–204.

Slide 45

Part 2: Parent Training

Fortalezas de Padres Latinos Estrategias

- Identifíquese con niños
- Busque apoyo
- Habilidades de afrontamiento biculturales
- La comunicación con los niños estrategias



(Perreira, Chapman, & Stein, 2006)

NCCCD National Council on Community Discontinuity

PURPOSE

Reinforce the strengths in parenting strategies used by Latino immigrant parents.

TIPS/FAQ

Because of the challenges they face in the United States, Latino immigrant parents use good parenting strategies that may look different to other cultures.

Empathy. Latino immigrant parents try to understand what their children are going through. They empathize with them, respect them, and admire them.

Seek support. Latino immigrant parents seek support for themselves and their children. They are not disinterested or passive parents. When support services are available and accessible, they will use them.

Bicultural coping skills. Latino immigrant parents recognize the differences between the United States and their home countries and understand that migration involves an adaptation process; they help their children understand racial differences and cope with racism and discrimination; and help their children to develop a positive image of themselves and their heritages.

Communication with children. Parent–child communication is a tool used by immigrant parents to help promote resiliency. Parents make time to talk with their children and speak openly and honestly about issues their children face as adolescents and as immigrants in the United States.

Ongoing/developing strategies. Changes in social position lead to exposure to new social contexts. In response, parents and children develop positive coping strategies that promote their success in the United States. The process is not static but ongoing.

SOURCE


Perreira, K. M., Chapman, M. V., & Stein, G. L. (2006). Becoming an American parent: Overcoming challenges and finding strength in new immigrant Latino community. *Journal of Family Issues*, 27(10), 1383–1414.

Slide 46

Part 2: Parent Training

Conclusión

- Participación familiar
- Reconocer las señales de advertencia
- ¿Qué pueden hacer los padres?
- Los padres no están solos
- Los proveedores de seguridad y servicio público
- Hay ayuda está disponible
- Recursos de la comunidad y escuela



PURPOSE


Review the points discussed in the presentation. Reinforce the importance of collaboration between the community and law enforcement.

Slide 47

Part 2: Parent Training

Preguntas y Comentarios

- Preguntas
- Sugerencias
- La encuesta de salida



PURPOSE

Provide participants with the opportunity to ask questions, give suggestions, and fill out the exit survey.

Slide 48



PURPOSE

Conclude by thanking everyone for their time and participation.

Slide 49

Recursos Escolares	
Compartamiento	Medio Ambiente / Situación
Comunidad Programas de tutoría Programas después de la escuela/programas de enriquecimiento Escuela Servicios de tutoría Escuela alternativa (Internet o en casa)	Comunidad Centros de Recreación Grupos deportivos Los grupos de jóvenes Escuela Los consejeros escolares Oficiales de recursos escolares

Slide 50

Recursos Generales	
Comportamiento	Medio Ambiente/Situación
Comunidad <ul style="list-style-type: none">• Clínicas de salud mental• Grupos de consejería• Los grupos de jóvenes• Grupos de padres• Organizaciones de fe Escuela Psicólogo escolar o consejero	Comunidad <ul style="list-style-type: none">• Las iglesias/organizaciones religiosas• Grupos deportivos• Grupos de jóvenes• Cursos de vida• Programas de tutoría• Talleres para la prevención de violencia• Trabajadores que ayudan a prevenir las pandillas ("outreach workers")• Grupos de padres Escuela Consejeros escolares Oficiales de recursos escolares



Por favor, consulte su
copia del "Directorio de
recursos de la comunidad
Oakland" que está
disponible en:
[http://www.ousd.k12.ca.us/
domain/44](http://www.ousd.k12.ca.us/domain/44)

Appendix E

Community Safety Project Resource List: Austin, Texas

Slide 1

Utilizando los recursos disponibles

- Llame 9-1-1 para ayuda de emergencia
- Llame 3-1-1 para asistencia sin urgencia
- Llame 2-1-1 para recursos de la comunidad
- Llame 512-267-Safe (7233) para SafePlace
Poniendo en alto a la violencia sexual y domestica

Mayo 2014

Slide 2

La oficina de alguaciles ("Office of Constables") tiene cinco distritos electorales

Danny Thomas, Constable Precinct 1
10409 Burnet Rd., Suite 150
Austin, TX 78758
Phone: (512) 854-6384

Adan Ballesteros, Constable Precinct 2
4717 Heflin Lane, Suite 127
Austin, TX 78721
Phone: (512) 854-7510

Sally Hernandez, Constable Precinct 3
8656 B West Highway 71, Suite E
Austin, TX 78735
Phone: (512) 854-2107

Maria Canchola, Constable Precinct 4
4011 McKinney Falls Parkway, Suite 1100
Austin, TX 78744
Phone: (512) 854-9488

Carlos B. Lopez, Constable Precinct 5
1003 Guadalupe St.
Austin, TX 78701
Phone: (512) 854-9100



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Slide 3

Respuesta de los padres (una estrategia) Escuela

Padre

- Enviar a su hijo a la escuela todos los días
- Asegurar que las tareas sean completadas cada día
- Revisar la asistencia y el progreso en la escuela
- Informar a la escuela por escrito, cuando el niño tenga que faltar o cuando falto a la escuela con la explicación
- Acompañar a su hijo a la corte si es citado por el tribunal

Estudiante

- Asistir a la escuela, todos los días, todas las clases, y llegar a tiempo
- Completar el trabajo escolar necesario
- Pedir ayuda cuando sea necesario
- Después de una ausencia, de inmediato entregar todas las notas a la escuela escritas por sus padres o guardianes
- Asistir a la corte con los padres/guardianes legales cuando sea citado

Programa de reducción de absentismo escolar del condado de Travis
("Travis County Constables Truancy Reduction Program")

Participación
escolar


Slide 4

Recursos Escuela	
Comportamiento Comunidad The Arc of the Capital Area www.arcoofthecapitalarea.org (512) 476-7044 Boys and Girls Club www.bgcaustin.org (512) 494-9216 Big Brothers and Big Sisters www.bigmentoring.org (512) 472-5437 Escuela Servicios de tutoría ACE Austin http://www.austinsd.org/ace-austin Escolar alternativo (por ejemplo: internet o educación escolar en casa) Premier High School of Austin austin.premierhighschools.com (512)-444-1266 www.americanyouthworks.org (512) 744-1900	Medio Ambiente/Situación Comunidad El Buen Samaritano Episcopal Misión http://www.elbuen.org/education.html (512) 439-0700 Centros de recreación/grupos deportivos organizados www.austinyymca.org (512) 542-9622 Centro de recreación Ditmar (Ditmar Recreation Center) (512) 974-6090 Escuela Consejeros escolares Oficiales de recursos escolares



Slide 5

Recursos Vida Social	
Comportamiento Comunidad Clínicas de salud mental Shoal Creek Hospital http://www.scdon.net/locations/shoal_creek/ (512) 324-2000 Grupos de asesoramiento ("counseling") www.austinchildguidance.org/ (512) 451-2242 Grupos para jóvenes Grupos para padres Texas Padre a Padre http://www.txp2p.org Escuela Psicólogo escolar o consejero	Medio Ambiente/Situación Comunidad Iglesias/organizaciones religiosas El Buen Samaritano Episcopal Misión http://www.elbuen.org/education.html (512) 439-0700 Centros de recreación/ Grupos de deportes www.austinyymca.org (512) 542-9622 Ditmar Recreation Center (512) 974-6090 Grupos de jóvenes APD Explorers http://austintexas.gov/department/apd-explorers Cursos de como manejar su vida A Glimmer of Hope Austin www.aglimmerofhopeaustin.org (512) 328-9944 Programas que ayudan a guiar a su hijo ("mentoring") Big Brothers and Big Sisters www.bigmentoring.org (512) 472-5437 Servicios para prevenir que los jóvenes se metan en pandillas Gang Resistance Education and Training (GREAT) www.great-online.org/ Escuela Consejeros escolares Oficiales de recursos escolares



Appendix F

Community Safety Project Resource List: Oakland, California

Slide 1

Recursos Escolares	
Compartamiento	Medio Ambiente/Situación
<ul style="list-style-type: none">• Comunidad• Programas de tutoría• Programas después de la escuela/programas de enriquecimiento• Escuela• Servicios de tutoría• Escuela alternativa (Internet o en casa)	<ul style="list-style-type: none">• Comunidad• Centros de recreación• Grupos deportivos• Los grupos de jóvenes• Escuela• Los consejeros escolares• Oficiales de recursos escolares
Mayo 2014	NCCD National Council on Crime & Delinquency

Slide 2

Recursos Generales	
Comportamiento	Medio Ambiente/Situación
<p>Comunidad</p> <ul style="list-style-type: none">• Clínicas de salud mental• Grupos de consejería• Los grupos de jóvenes• Grupos de padres• Organizaciones de fe <p>Escuela</p> <p>Psicólogo escolar o consejero</p>	<p>Comunidad</p> <ul style="list-style-type: none">• Las iglesias/organizaciones religiosas• Grupos deportivos• Grupos de jóvenes• Cursos de vida• Programas de tutoría• Talleres para la prevención de violencia• Trabajadores que ayudan a prevenir las pandillas ("outreach workers")• Grupos de padres <p>Escuela</p> <p>Consejeros escolares</p> <p>Oficiales de recursos escolares</p>
	NCCD National Council on Crime & Delinquency

Slide 3

Recursos de Recreación y Desarrollo en Oakland, CA	
Eastside Arts Alliance	Boys and Girls Club
<p>Programas de arte, danza, y teatro (edades 15-20) en Inglés y Español.</p> <p>(510) 533-6629 2277 International Blvd. Oakland, CA 94606 AC Transit: 1, 1R, 50, 62, 801</p>	<p>Programación de deportes, artes, y tutoría para jóvenes (edades 6-17) en Inglés y Español. \$12 a \$25 de membresía anual.</p> <p>(510) 638-1532 8530 International Blvd. Oakland, CA 94621 AC Transit: 1</p>
	NCCD National Council on Crime & Delinquency


Slide 4

Recursos Educativos en Oakland, CA

LIBRE - Spanish Speaking Citizens Foundation

Desarrollo de la juventud, Estudios de la Raza, la prevención e intervención de pandillas, y manejo de casos. Servicios en Inglés y Español.

(510) 261-7839
(510) 261-2968
1470 Fruitvale Ave.
Oakland, CA 94601



Slide 5

Recursos Para los Inmigrantes en Oakland, CA

Creación de Oportunidades Económicas para las Mujeres

Crea oportunidades económicas para los inmigrantes de bajos ingresos y las mujeres refugiadas a través de la enseñanza de Inglés (ESL), la comunicación y las aptitudes empresariales.

(510) 836-3481
405 14th St.
Oakland, CA 94612

Spanish Speaking Citizens' Foundation

Ayuda a familias latinas mejorar sus vidas, aceptar su patrimonio, y desarrollarse como líderes de la comunidad, proporcionando servicios de enriquecimiento educativo y la promoción de responsabilidad cívica. Los servicios de inmigración y ciudadanía, información y referencias, educación y servicios de liderazgo.

(510) 261-7839 y (510) 261-2968
1470 Fruitvale Ave.
Oakland, CA 94601



Slide 6


Recursos Para la Prevención de la Violencia en Oakland, CA

Law Center (*Centro Legal*) (510) 208-0255

Family Violence Law Center (*Centro Legal*) 24-hour crisis line: (510) 208-0255

MISSEY (*Servicios para jóvenes explotados sexualmente*) (510) 267-8840

National Domestic Violence Hotline (*Línea Nacional de Violencia Doméstica*) (800) 799-SAFE



Slide 7



Para mas información, consulte su copia del
"Directorio de recursos de la comunidad
Oakland" que está disponible en:
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